

IMPROVING THE QUALITY OF STUDENT LEARNING THROUGH FORMATIVE EVALUATIONAT SDN PIR BATEE PUTEH V ARONGAN LAMBALEK, WEST ACEH DISTRICT

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Abstract

Education is the foundation for the development of a nation which plays an important role in forming individual character, knowledge and skills. The basic education level is an important foundation in the development journey of every student, and the quality of learning at this level greatly determines an individual's future success. One aspect that plays a big role in determining the quality of learning is the evaluation method applied by the teacher. This study aims to determine improving the quality of student learning through formative evaluationat SDN Pir Batee Puteh V, Arongan Lambalek District, West Aceh Regency. This research uses a qualitative approach with descriptive research type. Based on the interview results, it can be seen that the implementation of formative evaluation at SDN Pir Batee Puteh V shows a planned and sustainable approach, with special training for teachers and the use of various evaluation instruments. Teachers actively engage students, provide open feedback, and conduct class discussions. Schools involve parents through regular meetings, providing access to children's evaluation results, and encouraging support at home. Although teachers face challenges of curriculum adjustments, schools overcome them with teacher training and collaboration.

Keywords: *Learning Quality, Formative Evaluation*

A. Introduction

Education is the foundation for the development of a nation which plays an important role in forming individual character, knowledge and skills. The basic education level is an important foundation in the development journey of every student, and the quality of learning at this level greatly determines an individual's future success. One aspect that plays a big role in determining the quality of learning is the evaluation method applied by the teacher. At SDN Pir Batee Puteh V, Arongan Lambalek District, West Aceh Regency, attention to improving the quality of student learning through formative evaluation is an urgent need. As the world of education develops, especially at the elementary level, there is awareness of the weaknesses of traditional evaluation systems which are more summative in nature. This system tends to focus on measuring final learning outcomes, such as end-of-semester or annual exams. In fact, students' understanding of learning material is not always reflected accurately in the form of a final exam alone. This approach often creates excessive pressure for students, who may be more focused on achieving high grades than on substantial understanding. In facing these challenges, the formative evaluation approach becomes a highly relevant and effective alternative. Formative evaluation places more emphasis on collecting information continuously during the learning process, not just at the end of a certain period (Putri & Zakir, 2023). The main goal is to provide faster feedback to students and teachers to assess their understanding of learning material.

At SDN Pir Batee Puteh V, the need to improve the quality of student learning through formative evaluation arises from the understanding that education should not just be about pursuing numbers or final grades. More than that, education must facilitate a deep

understanding of learning concepts, build critical thinking skills, and form strong character. Traditional evaluations which are generally summative in nature, carried out at the end of a learning period, have shown a number of weaknesses (Bahriah et al., 2021). This system is less able to provide a comprehensive picture of student development and understanding throughout learning. Students may understand the material at some stage, but the pressure to achieve high scores on final exams may result in understanding that is limited to purely academic purposes. Formative evaluation offers a more dynamic and involved solution during the teaching and learning process (Al-faruq, 2023). By providing up-to-date feedback, teachers can more effectively identify student needs and difficulties, and adjust learning methods in real-time. This creates a responsive learning environment and supports deeper understanding. Formative evaluation allows students to be more actively involved in the learning process (Magdalena, Oktaviani², et al., 2020). By getting regular feedback, they can understand the extent of their understanding of the concepts being taught. This creates a closer relationship between teachers and students, where the teacher is not only a provider of knowledge, but also a learning facilitator who supports students' intellectual and emotional growth.

Formative evaluation also allows teachers to design and adapt learning strategies on an ongoing basis (Djuanda & Andriyani, 2022). By understanding the unique needs of each student, teachers can create learning experiences that are more engaging and developmentally appropriate for each individual. This creates a foundation for continuous improvement, not just in pass rates or final exams. SDN Pir Batee Puteh V, located in West Aceh Regency, has special characteristics and challenges that need to be considered in implementing formative evaluation. Factors

such as infrastructure conditions, resource availability, and local cultural diversity can influence implementation. Therefore, a holistic approach that is appropriate to the local context needs to be applied to ensure the success of the formative evaluation program. Parental involvement is key in supporting the effectiveness of formative evaluation. Building awareness and active participation of parents in monitoring their child's progress at school can provide additional support for students. Therefore, there needs to be an effort to actively involve parents in supporting the implementation of formative evaluation at SDN Pir Batee Puteh V.

Although formative evaluation offers a number of advantages, the challenges in its implementation cannot be ignored. Teacher training, curriculum adjustments, and the availability of adequate evaluation tools are factors that require serious attention. However, when these challenges are overcome, formative evaluation can be an effective means of improving the quality of student learning at SDN Pir Batee Puteh V. In order to create meaningful and relevant education for every student at SDN Pir Batee Puteh V, paradigm changes in the evaluation system needs to be adopted. Formative evaluation offers a very viable alternative for improving the quality of learning by paying more attention to student understanding rather than just numbers or final grades (Magdalena, Aini, et al., 2020). As a responsive and sustainable approach, formative evaluation can be the key to empowering students, building strong character, and preparing them to face future challenges with confidence and relevant skills. By involving all stakeholders, including teachers, students, parents and the local community, the implementation of formative evaluation at SDN Pir Batee Puteh V is expected to create an inclusive learning environment, focusing on the holistic development and success of each student.

B. Method

This research uses a qualitative approach. Muhammad Ramdhan (2021:6) said, "Qualitative research has a descriptive nature and tends to use analysis." Based on the opinion above, it can be interpreted that Qualitative Research has a strong descriptive nature, with a focus on collecting in-depth and comprehensive data to provide a detailed picture of the phenomenon being studied. This approach tends to use interpretive analysis to explore meaning and social construction involving research participants. Qualitative analysis in this research seeks to explain and understand the context, dynamics and interactions that occur in this phenomenon, providing a deeper and more nuanced understanding of the complexity of the social reality observed.

The type of this research is descriptive. According to Salim (2019:49) "Descriptive research is research that attempts to describe a symptom, event, event that is happening now." Based on the opinion above, it can be interpreted that descriptive research is a scientific research method which aims to provide a detailed and detailed description of a symptom, event or occurrence that is occurring in the current context. The main aim of this research is to provide an accurate and in-depth description of the phenomenon being studied.

C. Finding and Discussion**1. Result**

To knowimproving the quality of student learning through formative evaluationat SDN Pir Batee Puteh V, Arongan Lambalek District, West Aceh Regency, researchers conducted interviews. The following are the results of the interview:

1. How is the implementation of formative evaluation at SDN Pir Batee Puteh V carried out in classes?

Answer:

Implementation of formative evaluation at SDN Pir Batee Puteh V is carried out through a planned and sustainable approach. Teachers at this school have received special training on the concepts and methods of formative evaluation. Each teacher uses various evaluation instruments such as formative tests, project assignments, and short quizzes to periodically collect information about student understanding. Evaluation is carried out not only at the end of learning, but also during the learning process.

2. How do teachers at SDN Pir Batee Puteh V involve students in the formative evaluation process?

Answer:

Teachers at SDN Pir Batee Puteh V actively involve students in the formative evaluation process. They provide open feedback to students about their progress and provide opportunities to respond to evaluation results. Class discussions and question and answer sessions are an integral part of the learning process, where students can raise questions and clarify material that they do not understand well.

3. How does the school involve parents in supporting the implementation of formative evaluation at SDN Pir Batee Puteh V?

Answer:

The school actively involves parents in supporting the implementation of formative evaluation. They hold regular

meetings with parents to explain the concept of formative evaluation, its goals, and benefits. Parents are also given access to the results of their children's formative evaluations and are encouraged to participate in providing support and providing feedback regarding their children's learning at home.

4. What are the main challenges teachers face in implementing formative evaluation, and how do schools overcome these challenges?

Answer:

One of the main challenges teachers face in implementing formative evaluation is adjusting the curriculum and learning materials. Schools address these challenges by providing regular training and guidance to teachers on how to align materials with formative evaluation needs. In addition, they formed teacher working groups to share experiences and effective strategies.

5. How can the impact of formative evaluation be seen in improving the quality of student learning at SDN Pir Batee Puteh V?

Answer:

The impact of formative evaluation can be seen in improving the quality of student learning at SDN Pir Batee Puteh V. Through formative evaluation, teachers can more quickly identify individual student needs and develop appropriate intervention plans. This has improved students' understanding of the material, reduced gaps in understanding, and created a more inclusive learning environment. The results of the formative evaluation are also used as a basis for designing further learning, ensuring that each

student receives an approach that suits their needs and learning style.

2. Discussion

In the results of interviews regarding the implementation of formative evaluation at SDN Pir Batee Puteh V, it appears that the school has implemented a planned and sustainable approach. Teachers at this school have undergone special training aimed at understanding the concepts and methods of formative evaluation. Each teacher uses a variety of evaluation instruments, such as formative tests, project assignments, and short quizzes, to periodically collect information about student understanding. The importance of evaluation is not only recognized at the end of learning, but also throughout the learning process. Apart from that, teachers at SDN Pir Batee Puteh V actively involve students in the formative evaluation process. They provide open feedback to students about their progress and provide opportunities for students to respond to evaluation results.

Class discussions and question and answer sessions become an integral part of the learning process, allowing students to ask questions and clarify material they may not yet understand well. Schools are also actively involved in involving parents in supporting the implementation of formative evaluation. Regular meetings are held to explain the concept of formative evaluation, its goals and benefits to parents. Parents are given access to the results of their children's formative evaluations and are encouraged to participate in providing support and providing feedback regarding their children's learning at home. Although the implementation of formative evaluation has many benefits, teachers are faced with major challenges related to adapting the curriculum and learning materials.

However, schools have addressed this challenge by providing regular training and guidance to teachers, helping them align material with formative evaluation needs. The selection of teacher working groups is also an effective strategy for sharing experiences and strategies that can be applied in facing this challenge. The impact of formative evaluation can be seen in improving the quality of student learning at SDN Pir Batee Puteh V. Teachers can more quickly identify individual student needs and develop appropriate intervention plans. This contributes to improving students' understanding of the material, reducing gaps in understanding, and creating a more inclusive learning environment. The results of the formative evaluation are also used as a basis for designing further learning, ensuring that each student receives an approach that suits their needs and learning style. Thus, the implementation of formative evaluation at SDN Pir Batee Puteh V has a positive impact on the entire learning and development process of students.

D. Conclusion

Based on the results of the research that has been carried out, the researcher concludes that the implementation of formative evaluation at SDN Pir Batee Puteh V shows a planned and sustainable approach, with special training for teachers and the use of various evaluation instruments. Teachers actively engage students, provide open feedback, and conduct class discussions. Schools involve parents through regular meetings, providing access to children's evaluation results, and encouraging support at home. Although teachers face challenges of curriculum adjustments, schools overcome them with teacher training and collaboration. The positive impact of formative evaluation is seen in improving the quality of student learning, reducing gaps in understanding,

and creating an inclusive learning environment. Formative evaluation also forms the basis for designing further learning, ensuring the approach suits each student's needs and learning style, providing a positive impact on the entire learning process and student development.

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