The Implementation of Formative and Summative Evaluation Systems in Enhancing Student Learning Objectives

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ARTICLE INFO	ABSTRACT
	Evaluation is a crucial component in the educational process, serving to measure and assess student learning achievements. Evaluation is not merely an assessment tool but also an integral part of a continuous learning process. The formative evaluation system, which focuses on ongoing monitoring and feedback during the learning process, and the summative evaluation system, which assesses student understanding at the end of the learning period, are analyzed to determine their contributions to student learning outcomes. This research aims to examine the effectiveness of formative and summative evaluation systems in enhancing student learning objectives at SMP Nurul Mustofa, Klaten. The research method used is qualitative, with a descriptive approach and field analysis. Data were collected through interviews and several articles related to evaluation systems. The research findings indicate that formative evaluation significantly helps students understand learning material more deeply through continuous feedback. Meanwhile, summative evaluation provides a comprehensive overview of student achievements and is effective in assessing the final learning outcomes. The combination of these two evaluation systems has proven to increase student motivation and the overall achievement of learning objectives. These findings suggest that a balanced implementation of formative and summative evaluations can optimize the learning process and academic achievement of students at SMP Nurul Mustofa, Klaten.

INTRODUCTION

The teaching and learning process includes three aspects: planning, implementation, and evaluation (Santoso, 2023). When the lesson plan has been formulated, the next step is to implement what has been planned or discussed. After the teaching and learning process is carried out, evaluation is needed to determine the success of the process. Evaluation is conducted to measure the success of the teaching and learning process that has been implemented in the school. The results of this evaluation are necessary for making decisions in the field of education and teaching (Jannah, Janah, Murtadlo, & Inayati, 2024)

In every learning process, teachers must strive to know the outcomes of the learning process undertaken. Knowing the outcomes of the learning process is essential as it can serve as a guide for teachers to understand to what extent the learning process conducted can optimize students' potential (Magdalena, 2020). When teachers want to conduct the teaching process, it is recommended to align strategies with the subject they will teach. Subsequently, evaluation is conducted to determine the extent to which the learning process can develop students' potential. This means that if the learning outcomes are satisfactory, then the teacher can be considered successful in carrying out the teaching process (Nadya, Devia, & Gusmaneli, 2023).

Regardless of how a teacher makes efforts to carry out effective teaching activities, in practice, there are still many teachers who come with all their strengths and weaknesses. The results of the Teacher Competency Test (UKG) show that the competency of teachers in teaching is still relatively low. Based on the results of the 2021 Teacher Competency Test (UKG), the average score achieved is still below the standard, which is 53 out of a maximum score of 100 (Sitaasih, 2020).

The importance of the teacher's role in the learning process necessitates that a teacher must have good readiness and competence, both in terms of lesson planning and evaluating learning activities (Aqmarani, 2020). Without evaluation, it is not possible to balance the learning process conducted because evaluation can provide an overview of the success of the learning process (Sholihah & Rizal, 2023).

Evaluation can motivate students to study more diligently continuously, as well as inspire educators to improve the quality of teaching and encourage educational managers to enhance facilities and the quality of student learning. In this context, the optimization of the evaluation system has two important aspects (Aqmarani, 2020). First, the evaluation system provides optimal information. Second, the benefits obtained from the evaluation. One of the main benefits of evaluation is the improvement of the quality of learning.

In the world of education, evaluation cannot be separated from activities, as evaluation is a fundamental element of the education system carried out in a planned and systematic manner as a measure of the success to be achieved in the learning

process. The purpose of this study is to determine the implementation of formative and summative evaluation to improve the achievement of learning objectives.

LITERATURE REVIEW

Development of Summative and Formative Evaluation

The research by Makbul, Dewi Saputri, and La Ode Ismail, who wrote about the development of summative and formative evaluation, explains that the purpose of evaluation is to provide feedback that will be considered necessary for determining class promotion. The development of summative and formative evaluation is also carried out to place students in appropriate teaching and learning situations, understand students' characteristics, and address the difficulties encountered in the learning process (Makbul, S, & Ahmad, 2022).

Implementation of Summative and Formative Evaluation to Improve the Quality of Learning

The research initiated by Dedek Andrian, Noviarni, et al. attempts to explain the urgency and benefits of summative and formative assessment. Both types of assessment play different roles, but they share the same importance in supporting the success of the learning process. Summative evaluation plays a role in overall student success, while formative evaluation enables teachers to adjust teaching methods according to students' needs as it provides continuous updates on students' abilities. Therefore, both evaluations are integral parts of learning that cannot be separated (Andrian, et al., 2024).

Summative and Formative Evaluation in Online Learning

The article written by Ade Hera Adinda provides an explanation that in online learning environments, the practice of formative and summative assessment requires a deeper understanding. Due to the lack of direct supervision from teachers, this results in less effective learning outcomes. Although carefully designed, it cannot be denied that online learning is considered less effective for the students' learning process (Adinda, 2021).

Summative and Formative Evaluation in the Psychomotor Domain

The research conducted by Mad Sa'i, Ishaq Hunain, and Muliatul Maghfiroh found that the practice of summative and normative assessment in the psychomotor domain yielded low reliability in assessment results. The summative and normative assessments created and tested did not meet the standard qualifications, resulting in low reliability of the outcomes. Evaluation should focus on improving summative and normative test instruments (Sa'i, Hunain, & Maghfiroh, 2024).

METHOD

This research employs a qualitative approach, utilizing descriptive analysis and field analysis methods to understand the implementation of formative and summative evaluation systems. The study was conducted at SMP Islam Nurul Musthofa, Klaten. This method is used to provide a detailed overview of the situation or phenomena under investigation without testing hypotheses. Descriptive analysis outlines the collected data, making it easily understandable information..

Data collection was carried out through observation, interviews, and documentation. Interviews were conducted with a teacher at SMP Islam Nurul Mustofa, Klaten. Data were collected directly from the research site, SMP Nurul Musthofa, to obtain relevant information about the implementation of formative and summative evaluation systems. In the interviews, the researcher conducted in-depth interviews with the informant.

Data analysis in this research was conducted using descriptive analysis to understand the implementation of formative and summative evaluation systems in enhancing learning objectives at SMP Islam Nurul Musthofa, Klaten. This study focuses on how the implementation of these two evaluation systems contributes to the improvement of learning objective achievement at SMP Islam Nurul Musthofa, Klaten.

FINDINGS

This research reveals various important findings related to the implementation of formative and summative evaluation systems at SMP Islam Nurul Mustofa. Through observations, in-depth interviews, and document analysis, the results provide a comprehensive picture of how these two types of evaluations are applied in the learning process and their impact on achieving learning objectives.

The findings indicate that teachers routinely conduct formative evaluations throughout the learning process. This evaluation is carried out through daily quizzes, small assignments, class discussions, and direct feedback. The main goal of formative evaluation is to continuously monitor students' learning progress and provide constructive feedback. Subsequently, summative evaluation is conducted at the end of each semester through final exams and end-of-semester assessments. This evaluation aims to assess students' final achievements against the established learning objectives.

Students who receive continuous feedback through formative evaluation show improved understanding of the material. They are better able to identify and correct mistakes before the summative evaluation. Formative evaluation can motivate students to learn as they receive feedback that helps them understand areas needing improvement. This boosts their confidence and engagement in the learning process. Teachers find that formative evaluation helps them adjust teaching strategies to meet students' needs. They can identify students needing additional help and provide necessary interventions.

Summative evaluation provides an overall picture of student achievement. The results of summative exams show improved learning outcomes compared to the previous semester. Teachers use summative evaluation to ensure that all students meet the established learning standards. Summative evaluation results help identify students who need remedial programs.

Data analysis shows a positive correlation between formative and summative evaluation results. Students active in formative evaluations tend to perform better in summative evaluations. The combination of formative and summative evaluations helps create a continuous improvement cycle. Formative evaluation lays the foundation for improvement, while summative evaluation assesses the final outcomes of that improvement process.

DISCUSSION

According to Stufflebeam and Shinkfield, as cited by Susanti, evaluation is defined as a process for obtaining information to choose the best alternative or the best course of action (Selegi, 2017). Through evaluation, decisions can be made to improve or develop the ongoing learning process.

In the Indonesian Law No. 20 of 2003, Article 58, Paragraph 1, concerning the National Education System (SISDIKNAS), it is stated: "Evaluation of student learning outcomes is conducted by educators to continuously monitor the process, progress, and improvement of student learning outcomes" (UU RI SISDIKNAS No. 20, 2003). Evaluation activities can be considered effective if they are based on established principles. This article explains that evaluation in education is carried out continuously, comprehensively, and thoroughly. The evaluation includes the assessment of the learning process, student achievements, the quality of educators, and the overall quality of education. The purpose of this evaluation is to improve the effectiveness and quality of the entire national education system to meet established standards (Fitriani, 2018). Additionally, this article emphasizes the importance of using the evaluation results as a basis for improving and developing the education system.

According to Michael Scriven, as cited by Mardiah, formative evaluation is conducted while the program is still ongoing (Mardiah, 2018). Formative evaluation can also be understood as an assessment aimed at obtaining feedback, which can be used to improve the teaching and learning process that is currently being implemented or has already been carried out (Fitriani, 2018).

The implementation at SMP Islam Nurul Musthofa involves assigning tasks to students after the lesson is over to be completed outside of class hours or at home. After checking these tasks and finding many errors in completing them, the teacher must re-explain the lesson or teach it with more attention to delivery strategies. This evaluation is carried out as a measure of students' understanding level.

Formative evaluation is crucial in learning as it provides continuous feedback on students' progress during the teaching and learning process. With formative evaluation, teachers can identify individual student needs, adjust teaching according to their level of understanding, and provide additional assistance if necessary. This helps ensure that students not only gain a deep understanding of the material but also enhance their overall learning skills.

Meanwhile, summative evaluation is an evaluation conducted after various lesson programs have been completed. In other words, after all lesson components have been completed, evaluation is carried out (Mardiah, 2018). The purpose of summative evaluation is to assess students' final achievement against the predetermined learning objectives. This evaluation provides an overall picture of how well students have understood the material and skills taught during a specific learning period (Faujiah, 2022). The results of summative evaluation are often used to provide formal assessment of students' achievements, such as determining final grades, issuing certificates, or making decisions regarding students' further education..

The implementation of the summative evaluation system at SMP Islam Nurul Musthofa is through the Semester Final Examination (UAS). Every end of the semester, the school conducts a final exam as part of the summative evaluation. This exam covers all the material taught during that semester. The semester final exam is designed based on the approved curriculum and includes various types of questions such as multiple-choice and essay questions. Teachers from each subject are responsible for preparing and overseeing the exam, as well as carefully assessing the results. After all evaluations are completed, teachers analyze the results of the summative evaluation for each student. These evaluation results are then reported to the students and their parents in the form of the end-of-semester report card, which includes a summary of student achievements in each subject as well as recommendations for further development.

According to the informant, who is one of the teachers at SMP Islam Nurul Musthofa, the combination of formative and summative evaluation contributes significantly to the learning process. Formative evaluation provides continuous and direct feedback to both students and teachers, enabling quick adjustments to teaching methods and student understanding. On the other hand, summative evaluation provides an overall picture of students' final achievements, offering an opportunity to evaluate the effectiveness of the curriculum and learning programs as a whole. By integrating both types of evaluation, the learning process becomes more holistic and allows for overall improvement in the quality of education.

CONCLUSION

This research demonstrates that the implementation of formative and summative evaluation systems at SMP Islam Nurul Musthofa significantly enhances students' learning outcomes. Formative evaluation, conducted continuously through daily quizzes, assignments, and class discussions, provides feedback that helps students improve their understanding continuously. Meanwhile, summative evaluation through

end-of-semester exams, year-end projects, and portfolio assessments provides an overall picture of students' final achievements.

The combination of these two types of evaluation has proven effective in motivating students, increasing their engagement in the learning process, and ensuring that learning objectives are achieved. However, challenges such as time constraints and the resources required for formative evaluation implementation need to be addressed through teacher training and the development of adequate supporting systems. Overall, this research underscores the importance of balanced and structured evaluation to achieve optimal learning outcomes at SMP Islam Nurul Musthofa.

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