

# A Qualitative Portrait of Learning Evaluation Implementation at SDN 195 Isola Bandung

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## ABSTRACT

Learning evaluation served as a crucial component in measuring learning objectives achievement, yet field practices revealed variations in implementing comprehensive evaluation instruments and methods. This study reveals a unique characteristic in SDN 195 Isola's evaluation system: the integration of formative and summative approaches with structured parent involvement mechanisms, which differs from conventional elementary school practices in Indonesia. The study employed a descriptive qualitative method with data collection techniques consisting of interviews with the grade VI homeroom teacher, observations of 25 grade VI students, and review of learning documents. Sample was determined through purposive sampling with instruments in the form of observation guides and interview guides. Results showed that the school implemented evaluations across cognitive, affective, and psychomotor domains. In the cognitive domain, post-tests and individual assignments were the most frequently used methods to measure student understanding. The affective domain was assessed through observations by homeroom teachers and student affairs teachers, as well as self-assessment and peer assessment. The psychomotor domain was assessed through practice, projects, and product creation. The main findings of this study revealed two important points: first, the school had implemented various assessment techniques that reflected a holistic approach; second, there remained inconsistency in the use of instruments, especially in the affective and psychomotor domains, thus requiring an increase in assessment literacy for teachers. This diverse evaluation approach supported learning decision-making and helped teachers understand student development more comprehensively.

**Keywords:** *Assessment, Learning Evaluation, Observation Research*

## 1. INTRODUCTION

Quality education requires that every student be given the opportunity to develop their abilities to the fullest. Article 11 Paragraph 1 of Law Number 20 of 2003 on the National Education System emphasizes the government's obligation to guarantee quality education for all citizens. The quality of education is reflected in the development of students' abilities, which needs to be monitored through systematic learning evaluations to observe the process, progress, and improvement of learning outcomes. Evaluation plays an important role in learning. Evaluation is an assessment process to measure student growth and determine grades in the learning process (Suardipa and Primayana, 2020; Zamzania and Aristia, 2018). Teachers need evaluation to assess student learning outcomes and review the success of the material delivered

in class. Assessment serves as the basis for learning decision-making (Chairawati, 2014).

The implementation of ideal evaluation requires clear references, appropriate techniques, and valid and reliable instruments. Evaluation must be carried out in a structured and continuous manner to understand student development in cognitive, affective, and psychomotor aspects (Elis and Rusdiana, 2015). Teachers need to process and analyze evaluation results appropriately to ensure accurate interpretation. Various problems in learning evaluation still occur in schools. Misunderstandings about assessment cause the implementation of evaluation to not run optimally. Various studies show that teachers fail to conduct evaluations (Riadi, 2017), use numbers as the only indicator of learning success (Ismail, 2015), and manipulate grades to the detriment of students (Magdalena, et al., 2020). Evaluation is also often understood as merely assessing the completion of questions, whereas evaluation covers many factors that influence learning.

Time constraints also affect the implementation of evaluation. Some teachers avoid evaluation because they focus on delivering the full material in one meeting. This practice reduces the opportunity to measure learning outcomes comprehensively (Zuhera, et al., 2017). Irregular evaluation that only focuses on cognitive aspects makes it difficult to achieve learning objectives (Rosyad, 2020). Teachers also experience obstacles in developing process assessment instruments (Asarina, 2014). These various issues indicate the need to review the implementation of learning evaluation in schools.

Based on these issues, this study was conducted to examine the implementation of learning evaluation at SD Negeri 195 Isola Bandung. Observations and interviews were conducted to determine how teachers carry out evaluations in the cognitive, affective, and psychomotor domains. This study describes the evaluation practices that take place in the classroom, the techniques used by teachers, and the instruments used. Understanding this process can help schools identify the improvements needed to make learning evaluation more systematic and in line with the characteristics of ideal assessment.

Most studies on learning evaluation in elementary schools focus primarily on cognitive assessment techniques, while limited attention has been given to the integration of formative and summative assessment combined with systematic parental involvement. Therefore, this study addresses this gap by examining the learning evaluation practices implemented at SDN 195 Isola Bandung. This study provides an overview of the application of evaluation in three areas of assessment and identifies the supporting factors and obstacles faced by teachers in its implementation. SDN 195 Isola Bandung was selected due to its distinctive approach in balancing three assessment domains despite resource constraints typical of public elementary schools.

## **2. METHODOLOGY**

This study applied a descriptive qualitative approach aimed at portraying the actual implementation of learning evaluation in Grade VI at SDN 195 Isola Bandung. The approach was suitable for capturing natural assessment practices, documenting teacher decision-making processes, and observing how students respond to various evaluation methods.

A pre-observation stage was conducted to identify existing issues at the site, revealing irregularities in assessment procedures, variations in teachers' use of instruments, and students' limited understanding of the purpose of evaluation. These initial findings guided the selection of participants, refinement of instruments, and focus of inquiry.

### **3.1. Participants of the Study**

The sampling technique, purposive sampling, was applied specifically to (1) the teacher responsible for the evaluation system and (2) the Grade VI class where evaluation practices were consistently implemented.

### **3.2. Instruments**

The instruments capture teacher activities, student behaviors, and assessment procedures, therefore these aspects were integrated into the observation instrument design. Included planning of learning evaluation, development of assessment instruments, teacher rationale for selected assessment methods, challenges in implementing cognitive, affective, psychomotor assessments and utilization of assessment results for instructional decision. Documentation checklist has been used to collect worksheets, test sheets, and scoring rubrics, teacher observation notes, affective assessment records and samples of students' projects or performance tasks. Content validity was established through expert review by two Educational Assessment lecturers. Reliability was strengthened through data triangulation, comparing observation data, interviews, and documents for consistency.

### **3.3. Data Analysis Techniques**

This analytical approach allowed the researchers to construct a comprehensive portrait of learning evaluation at SDN 195 Isola Bandung. Data analysis followed Miles & Huberman's interactive model, consisting of:

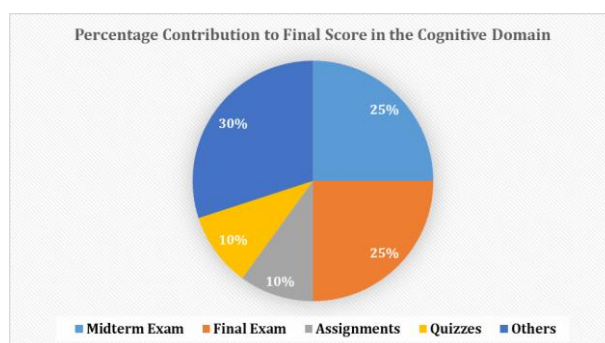
1. Data Reduction by transcribing interviews, summarizing observation notes based on instrument indicators.
2. Data Display from tables summarizing cognitive, affective, and psychomotor practices and narrative descriptions of teacher and student behaviors.

- Conclusion drawing and verification by identifying recurring themes related to evaluation practices, cross-checking findings through triangulation and Ensuring conclusions align with research objectives.

### 3. RESULT AND DISCUSSION

#### RESULT

The results of this pre-observation conducted prior to data collection revealed that teachers at the school frequently rely on varied assessment forms but face challenges in balancing cognitive, affective, and psychomotor evaluations due to time constraints and limited assessment tools. The cognitive domain, there are many instruments that are often used by schools. In terms of testing instruments, almost all are used with the aim of measuring students' ability to understand the material. The percentage of cognitive domain testing instruments can be seen in the chart below.



**Figure 1.** Percentage Contribution to Final Score in the Cognitive Domain

The most frequently used testing instruments or other non-testing instruments can be seen in the chart below.

**Table 1.** Cognitive Domain Assessment System

Specific Aspects		Description			
Assessment methods	Individual assignments	Post-test	Group Assignments	Practical exams or tests	Practical exam reports
Frequency of assessment methods	Frequently	Frequently	Occasionally	Occasionally	Occasionally
Test Instrument Form	Objective description	Multiple choice, Matching	Project creation, presentation	Project creation, presentation	True or false statements, Performance, Short answer
Purpose of assessment	To measure students' achievement as the final result of their learning in terms of their understanding of the material or subject matter.				

As illustrated in **Table 1** the cognitive domain in which many instruments are often used by schools. In addition, almost all test instruments are used with the aim of measuring students' ability to understand the material.

**Table 2.** Affective Domain Assessment System

<b>Assessment methods</b>	Observation by homeroom teachers	Observation by guidance counselors	Peer assessment	Self assessment
<b>Frequency of assessment methods</b>	Frequently	Occasionally	Rarely	Self-assessment
<b>Form of assessment instrument</b>	Observation sheet	Others (recorded directly without any specific format)		
<b>The purpose of this assessment</b>	Measuring students' achievement as the final result of their learning in terms of their understanding of the material or subject matter. How to design questions and understand student characteristics to produce effective learning.			

The assessment system in the affective domain, as illustrated in **Table 2** and utilised by the educational institution, involves frequent observation by teaching staff, with homeroom teachers conducting the highest number of observations. A variety of instruments are employed, with paper being the most prevalent, and observations are recorded directly without any specific format. Teachers utilize affective domain assessments to measure students' achievement as the final outcome of learning, in addition to gaining insight into the students' characters.

**Table 3.** Psychomotor Domain Assessment System

<b>Assessment methods</b>	Practicing procedures/processes	Handicraft Products	Group Projects
<b>Frequency of assessment methods</b>	Occasionally	Occasionally	Occasionally
<b>Form of assessment instrument</b>	Written and oral instruments in the form of files		
<b>The purpose of this assessment</b>	The objective of this study is to assess the students' proficiency in applying the material that has been taught.		

As illustrated in **Table 3**, the psychomotor domain assessment system employs a methodology that necessitates students to move around while developing material. However, it should be noted that this method is employed exclusively in specific lessons that necessitate student participation in practical exercises. The assessment is conducted using written or oral instruments in the form of files. The purpose of psychomotor domain assessment is to enable teachers to measure their students' ability to understand material using practical methods.

**Table 4.** Follow-up on Learning Evaluation

Aspects	Things to Consider
<b>Use of Evaluation Results</b>	Evaluation results are used to make learning decisions. At this elementary school, teachers analyze and evaluate so that students can enjoy and understand the material presented by the subject teacher.
	Evaluation results are used not only to identify and acknowledge student achievement but also to identify areas that still need improvement.
	Evaluation results are used to adapt teaching methods and personalize learning because evaluations are conducted so that educators can find the right teaching methods to deliver material to students.
<b>Student Participation</b>	Students are involved in the learning evaluation process. They are given the opportunity to provide feedback or evaluate themselves. This allows students to think critically and demonstrate their abilities, as the current curriculum is an independent learning curriculum.
<b>Student Responses to Learning Evaluation Results</b>	Student responses to learning evaluation results have not yet reached the point where they view it as a useful tool for improving the quality of learning; students are still very concerned about grades. In this regard, students only see the numbers and not the learning process itself.
<b>Parental Involvement</b>	Parental involvement in the learning evaluation process can be seen from the involvement of parents in their children's learning evaluation, which is only done by a few parents who ask about their children's progress at school and in class, usually class president parents who are very attentive or monitor students in class.
	Parents receive sufficient information about their children's progress. As mentioned in the previous answer, only a few parents ask about their children's development. This is done by using data presented by the homeroom teacher and given to a parent representative.

As illustrated in **Table 4**, the majority of follow-up actions implemented by educational institutions pertain to teachers, students, and parents. A plethora of evaluations are conducted, encompassing both internal and external assessments, in addition to those facilitated by relevant teaching professionals. Parents are profoundly engaged in their children's academic, social, and emotional development within the school environment. The rationale behind this is to empower parents to oversee their children's activities while they are not in proximity.

## DISCUSSION

The findings indicate that SDN 195 Isola Bandung applies not only a combination of formative and summative assessments, but also involves parents as part of the learning evaluation process. This approach contrasts with common elementary school evaluation practices that are largely teacher centered and focused on final scores. There are several assessment systems used by SD Negeri 195 Isola Bandung, which are divided into two types of assessments, including: (1) Formative, an assessment aimed at providing information or feedback to educators and students to improve the learning process. (2) Summative assessment, which is conducted to ensure the overall achievement of learning objectives. This assessment is carried out at the end of the learning process or can also be conducted simultaneously for two or more learning objectives, in accordance with the considerations of educators and education unit policies (Anggraena, et al. 2022).

In the Merdeka Curriculum, teachers are expected to prioritize formative assessment in order to obtain feedback and monitor student progress. However, summative assessment is also used to determine the achievement of learning objectives. Teachers can assess whether the teaching and learning process is effective in producing good and satisfactory results, or otherwise (Nuriyah, 2016). The learning evaluation portrait shows that the methods used by SD Negeri 195 Isola in learning are very diverse. The assessment methods applied are in the form of individual assignments and post-tests, which are conducted frequently. Individual assignments and post-tests are often used because both can measure knowledge in depth. Such practices align with Arikunto's (1997) assertion that post-tests function as reliable indicators of mastery and provide valuable feedback for both teachers and learners. Similarly, Hikmah (2016) notes that post-tests play an important motivational role, encouraging students to engage more actively in learning.

In addition, it is more difficult to compare students' learning outcomes because this form of assessment is more subjective. The speed of completion and success of student learning is largely determined by individual ability (Tefa, et al., 2019). However, if group assignments are rarely done, students will lose the opportunity to learn new things together with other students. Therefore, teachers need to give group assignments to students on a regular basis. This can help students develop various skills and competencies needed in everyday life.

Cognitive domain assessment uses various types of test instruments. SD Negeri 195 Isola uses instruments in the form of objective descriptions to measure students' abilities in depth. The problems with the descriptions compiled by teachers lie in the aspects of material, construction, and language (Saputra and Nuryadi, 2016). In addition, SD Negeri 195 Isola uses performance test instruments, which must be used objectively and consistently. In teaching and learning, process skills are required, with teachers expected to use inquiry teaching strategies (Aydinli, 2011). Therefore, it is very

important to determine the level of student performance in existing learning process skills.

The affective domain assessment used at SD Negeri 195 Isola is more focused on the supervision of guidance counselors, homeroom teachers, and subject teachers. In this case, homeroom teachers have a better understanding of the nature of students in a classroom learning environment. As educators, homeroom teachers must have extensive knowledge of the disciplines that must be taught or transferred to students (Qualeng, 2020). Thus, affective domain assessment is conducted to measure students' achievement as the final outcome of their learning in terms of their understanding of the material or subject matter. How to design questions and understand student characteristics to produce effective learning.

Psychomotor skills are an assessment of the domain related to skills or abilities to act after a person has received certain learning experiences (Febrianti, 2021). The assessment of psychomotor skills is carried out by observing the activities of students in doing something (Rahmah and Nasryah, 2019). In the psychomotor domain, there are three assessment methods used by homeroom teachers to assess their students' skills, including practicing procedures or processes. This method can encourage students' understanding of certain procedures in the subject matter being taught. The initial purpose of conducting psychomotor domain assessments is to measure students' ability to practice the material that has been taught.

Overall, these findings show that while the evaluation system at SDN 195 Isola Bandung is diverse and generally well-implemented, its effectiveness could be further enhanced by increasing the consistency of affective and psychomotor assessments, strengthening student understanding of evaluation purposes, and encouraging greater parental involvement.

#### **4. CONCLUSION**

The cognitive domain is assessed through post- tests, individual assignments, group assignments, practical exams, and practical reports. The affective domain is assessed through observations by homeroom teachers, observations by guidance counselors, peer assessments, and self-assessments. The psychomotor domain is assessed through practical activities, product creation, and group projects. Each assessment method contributes differently to the picture of student abilities and helps teachers understand their development more comprehensively.

The data shows that the implementation of learning evaluation in this school has been carried out using a broad approach and covers a variety of techniques. This practice allows teachers to view learning outcomes from various angles of student abilities. However, the study also found that the affective and psychomotor domains still require more standardized instruments to make the assessment process more

consistent and easier to interpret. Improving teachers' assessment literacy is also necessary so that the use of instruments and analysis of learning outcomes can be carried out more reliably.

The results of this study have several practical implications. Teachers can use the evaluation results to make learning decisions and provide additional support to students who need it. Students can use the evaluation results to understand their strengths and weaknesses. Parents can obtain regular information on their children's development so that they can provide appropriate guidance. This research can also be a reference for other elementary schools to develop more comprehensive evaluation practices that are in line with the characteristics of learning in Indonesia. Properly implemented learning evaluations can strengthen the quality of learning and support the development of students' abilities in various aspects. This study contributes to the field by documenting how a public elementary school successfully implements multi-domain assessment despite common constraints, offering a replicable model for similar educational contexts in Indonesia.

The novelty of this study lies in the identification of an integrated formative and summative evaluation system with parental involvement within a public elementary school context with limited resources. This finding offers a practical reference for other elementary schools seeking to develop more comprehensive and participatory learning evaluation practices.

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