

# FROM ASSESSMENT TO IMPROVEMENT: HOW EVALUATION ASSIST TEACHERS TO IMPROVE TEACHING QUALITY

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## ***ABSTRACT***

*Learning evaluation is an important component in improving the quality of teacher teaching. This study aims to find out how the learning evaluation process is used by teachers at SDN 29 Sungai Mancur to improve their teaching methods and strategies. The approach used was descriptive qualitative with data collection techniques through interviews, classroom observations and documentation studies. The results show that most teachers have used evaluation results, such as daily test scores and student feedback, as reflection material to improve the next lesson plan. Teachers who actively conducted formative and summative evaluations proved to be quicker to adjust their teaching approach to suit students' needs. Some teachers also showed improvement in the use of learning media and classroom management after receiving evaluation-based training. The conclusion of this study is that evaluation, conducted regularly and analyzed appropriately, can be an effective tool in improving the quality of teaching in primary schools. Evaluation is not only a tool for assessing student learning outcomes, but also a means of continuous improvement in the learning process.*

**Keywords:** *Assessment, Elementary School, Evaluation, Improvement, Teacher Teaching Quality*

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## INTRODUCTION

Elementary education is the primary foundation for character development and developing students' basic competencies. (Tira, Y., Suwandi, I., & Rifki, M. 2024). It is at this level that core values, learning habits, and critical thinking skills begin to be instilled. Therefore, the quality of the learning process in elementary school plays a crucial role in shaping the direction and success of a child's education at the next level. Within this framework, the teacher's role as a facilitator and learning companion is crucial. However, to be an effective educator, teachers cannot rely solely on experience or intuition. They need to continuously evaluate their learning process to continue to develop and adapt to students' changing needs.

Behind every thriving student, there's a teacher who continues to learn. This isn't just a phrase, but a reality at SD Negeri 29 Sungai Mancur. At this elementary school, teachers are not just instructors but also learners. They recognize that teaching isn't a job that ends once the material is delivered, but rather a dynamic process that demands continuous reflection and evaluation. (Darman, RA (2020). Evaluation in the educational context is not only aimed at students as the object of assessment, but also encompasses the teaching process itself. Through evaluation, teachers can determine the extent to which the learning methods, approaches, and strategies implemented have positively impacted student learning outcomes.

Evaluation helps teachers identify weaknesses in their teaching practices, identify areas for improvement, and design more appropriate steps to enhance learning effectiveness. In other words, evaluation serves as both a reflection tool and a guide for continuous improvement.

Learning evaluation is no longer seen as a tool to assess success alone, but as a window to see room for improvement. (Souliissa, I., Supratman, M., Rosfiani, O., Renaldi, R., Utomo, WT, Hermawan & Sutisnawati, A. (2022). Through this process, teachers at SDN 29 Sungai Mancur found strength in identifying challenges, evaluating methods, and developing new, more effective strategies to educate students. SDN 29 Sungai Mancur is one of the public elementary schools that has begun to realize the importance of evaluation not only as an administrative obligation, but as a means of teacher professional development.

In recent years, the school has strived to build an evaluative culture within its educational environment. Teachers not only assess student learning outcomes but also actively reflect on the learning processes they design and implement. They collect data through daily tests, classroom observations, and discussions with colleagues, and use this information to improve lesson plans, teaching approaches, and even how they interact with students in the classroom. From their evaluations, they gain not only data but also new hopes and directions for improving the quality of education.

This process is not easy. It requires awareness, openness, and a willingness to change. However, at SDN 29 Sungai Mancur, several teachers have demonstrated a strong commitment to making evaluation a vital part of their profession. They are beginning to realize that quality learning is not the result of chance, but of a continuous process of reflection and improvement. They are also learning that criticism, data, and feedback are not threats, but rather fuel for growth and development as educators.

This article will illustrate how evaluation is a crucial part of reflective and meaningful teaching practice. Through real-life stories and field experiences, we will see how the assessment process has transformed the way teachers teach, not as criticism, but as a path to real improvement. It is expected that the experiences of this school can inspire other elementary schools in developing an evaluative approach oriented toward continuous improvement and enhancing the quality of education.

## **METHOD**

This research uses a descriptive qualitative approach, a method that aims to describe and understand phenomena in depth through narrative and contextual data collection. The main focus of this study is how the evaluation process conducted at SDN 29 Sungai Mancur can help teachers improve their teaching quality. Using this approach, the researcher sought to gather detailed information about the evaluation practices implemented, teachers' responses to the evaluation results, and the actual impact of the evaluation on improving the learning process.

In this study, data was obtained through observation, in-depth interviews, and documentation. Interviews were conducted with several teachers and school officials directly involved in the learning evaluation activities. Meanwhile, observations were conducted to directly observe how the evaluation process took place inside and outside the classroom, and how the evaluation results were used as a basis for designing improvement strategies. Documents such as lesson plans (RPP), student assessment results, and teacher reflection notes were also reviewed as supporting data.

A qualitative approach was chosen because it provides a comprehensive and holistic understanding of the research context, particularly in examining the social and professional dynamics occurring within the school environment. Furthermore, this method allows researchers to capture the subjective meanings teachers hold

regarding their evaluation practices. Therefore, the results of this study are expected to provide a concrete and applicable picture of how evaluation is used not only for assessment but also as a strategic tool for improving the quality of the teaching and learning process in elementary schools.

## **RESULTS AND DISCUSSION**

### **Understanding Learning Evaluation**

The word "evaluation" literally comes from the English word "evaluation," which means assessment or estimation. Evaluation is also defined as "the process of delineating, obtaining, and providing useful information for judging decision alternatives." This means that evaluation is the process of describing, obtaining, and presenting useful information for formulating alternative decisions. Evaluation is the assessment of data collected through assessment activities (Wulan, AR (2007). Meanwhile, evaluation is a decision about value based on measurement results. (Arfah, MA (2021). In line with this definition, it states that evaluation can be stated as a decision-making process using information obtained through measuring learning outcomes, both using test and non-test instruments (Rahmah, AA, & Nasryah, CE (2019).

According to (Matondang, Zulkifli, Ely Djulia 2019) evaluation is the provision of information that can be used as a consideration in the decision-making process. By conducting an evaluation, useful information can be used to make decisions such as whether to promote a student to a higher grade or make decisions about the formulation of learning objectives. With the available information, decisions will be made correctly. Broadly speaking, it can be said that evaluation is giving a value to the quality of something. (Asrul, A., Saragih, AH, & Mukhtar, M. 2022). Apart from that, evaluation can also be seen as the process of planning, obtaining, and providing information that is very necessary for making alternative decisions. (Riadi, A. 2017). Thus, evaluation is a

systematic process to determine or make decisions to what extent teaching objectives have been achieved by students. (Phafiandita, AN, Permadani, A., Pradani, AS, & Wahyudi, MI 2022). Based on its purpose, there are definitions of summative evaluation and formative evaluation. Formative evaluation is stated as an effort to obtain feedback for program improvement, while summative evaluation is an effort to assess the benefits of the program and make decisions.

### **Objective and Learning Evaluation Function**

One of the objectives of assessing learning outcomes carried out by teachers on students is to find out how properly students have mastered the attitudes, knowledge, and skills needed to improve remedial learning and enrichment programs, determine the level of student learning mastery within a certain period of time and determine enrichment or improvement programs that are appropriate to the level of student mastery (Muhammad Rifa'i 2018).

Specifically, the purpose of implementing evaluation in education is to determine the level of ownership and understanding of students towards the subject matter, both in cognitive, psychomotor and affective aspects. In education, the purpose of evaluation is more emphasized on mastery of attitudes (affective and psychomotor) rather than cognitive aspects. (Elis Ratna Wulan, E., & Rusdiana, A. 2015). This emphasis aims to determine the abilities of students which broadly include four things, namely attitudes and experiences towards their personal relationship with God, attitudes and experiences towards the meaning of their relationship with society, attitudes and experiences towards the meaning of their life's relationship with the surrounding nature and attitudes and views towards themselves as servants of God, members of society, and caliphs of Allah SWT.

Learning evaluation also aims to evaluate the learning strategies used, improve the effectiveness of curriculum programs, improve learning effectiveness, provide support in the learning

process of students, identify the strengths and weaknesses of students, and provide useful data in decision making. (Maulani, G., Septiani, S., Susilowaty, N., Rusmayani, NGAL, Evenddy, SS, Nababan & Nurlily, L. 2024).

Jahja Qohar, stated that the evaluation function from the perspective of individual students, and from the perspective of teaching programs includes, among other things: (1) Viewed from the perspective of individual students, evaluation functions to determine the level of student achievement in a learning process, namely determining the effectiveness of teaching and activity plans, providing a basis for student progress reports and determining graduation; and (2) Viewed from the teaching program perspective, evaluation functions to provide a basis for considering student advancement and promotion, provide a basis for compiling and placing homogeneous student groups, diagnosing and remedial student work, providing a basis for guidance and counseling, providing a basis for giving grades and reports for student learning progress, providing learning motivation for students, identifying and assessing student abnormalities, interpreting school activities in the community, administering schools, and developing curricula and preparing educational research at schools.

Evaluation of teacher learning outcomes is carried out to fulfill the formative and summative evaluation functions; 1) Formative means improving student learning outcomes in attitudes, knowledge, and skills in each assessment activity during one semester; and 2) Summative means determining student learning success at the end of the semester, one academic year, or the educational unit period. Report card grades, class promotions, and learning success are based on these results (Ananda and Rafida 2017). The same applies to teacher engagement, which is related to teacher performance. A teacher's approach to work demonstrates the principal's commitment to faithfully fulfilling their duties and responsibilities and professionally coordinating all their skills to

achieve established learning objectives (Mubarok, Khoerotunnisa, and Jamilah 2024).

### **Benefit And the Principles of Learning Evaluation**

In general, the benefits that can be taken from evaluation activities in learning are: Understanding something: behavior, motivation, etc., facilities and infrastructure, and the condition of students and lecturers, making decisions: program continuation, handling "problems", etc., and improving the quality of PBM: PBM components.

While more specifically the evaluation will provide benefits for parties related to learning, such as students, teachers, and principals. For students, knowing the level of achievement of learning objectives: satisfactory or unsatisfactory, For teachers First, detecting students who have and have not mastered the objectives: continuing, remedial or enrichment, Second, the accuracy of the material provided: type, scope, level of difficulty, and others. Third, the accuracy of the method used and for schools first, learning outcomes reflect the quality of the school, second, making school programs, third, fulfillment of standards. (Idrus L. 2019).

Thus, it can be understood that evaluation is very necessary/beneficial and an absolute requirement for improvement, so that it has significant meaning for all parties. If we find a relationship between learning outcomes and the effectiveness of teaching methods, the possibility of making improvements opens up. Before we evaluate the effectiveness of new methods on a number of students, we need to consider that the learning process is dynamic, with changes constantly occurring between teachers and students in the interaction. In addition to the learning outcomes as expected by the teacher, there may also be positive or negative side effects, for example, students master the material presented but also feel happy or resentful of the teacher's personal actions.

Evaluation is carried out to obtain an overview/description of the growth and development of students, obtained by using

evaluation techniques and a series of procedures. In carrying out the evaluation, methods that can be used are observation and portfolios. Data related to the child's behavior and speech during observation can be documented in various forms of documents such as anecdotal records, running records, time sampling records, event sampling records, rating scales, and checklists. (Maghfirah, S., & Putro, KZ 2024).

In the implementation of evaluation, there are several principles that form the basis for optimal processes and results, namely Continuity, meaning that evaluation must be carried out continuously during the learning process to reflect the development of students clearly, Comprehensive, in evaluating students, teachers must assess aspects that include cognitive, affective, and psychomotor, Fair and objective, all students must be treated equally in the evaluation process without discrimination, and teachers must be objective in assessing students' abilities based on data and facts, Practical, evaluation tools must be easy to use by teachers and other parties who use the tool, and the cost of implementing the evaluation is not too high, Cooperative, teachers must work together with parents, school residents, and students to ensure the satisfaction of all parties with the evaluation results, Valid and reliable, evaluation tools must be valid and reliable to suit the evaluation objectives. Validity means that the evaluation tool measures.

According to Febriana (2021) evaluation of learning outcomes can be said to be carried out properly if it adheres to the following three basic principles: (1) Overall Principle; (2) The principle of continuity; and (3) Principle of Objectivity. The principle of overall or comprehensiveness is known as the principle of comprehensiveness. With this principle, learning outcome evaluation can be carried out effectively if it is carried out in a comprehensive manner. It's important to remember that learning outcome evaluation shouldn't be done piecemeal, but rather in a comprehensive and holistic manner. This principle is known as the

principle of continuity, namely that good evaluation of learning outcomes is evaluation of learning outcomes that is carried out regularly and continuously from time to time. The principle of objectivity means that the evaluation of learning outcomes can be stated as a good evaluation if it can be separated from...from subjective factors.

An educator must pay attention to several important principles in assessing student learning outcomes so that the assessment process runs accurately and meaningfully. The first principle is validity, meaning that the assessment must be based on data that truly reflects the abilities to be measured. This can only be achieved if educators use clear instruments that are in line with learning objectives. The second principle is objectivity, meaning that educators are not allowed to include subjective elements in the assessment. To maintain this objectivity, assessment guidelines or rubrics are needed that can align perceptions between assessors, so that assessment results are more consistent and fair. Furthermore, the principle of fairness must also be upheld, meaning that the assessment must reflect student learning achievements in a realistic manner, without discrimination, and be aligned with the competencies being assessed. By adhering to these three principles, the assessment process will be more transparent, meaningful, and support the overall development of student learning (Magdalena, I., Fauzi, HN, & Putri, R. 2020).

### **The Role of Evaluation in Improving the Quality of Education**

Evaluation can help improve the quality of teaching and learning. Evaluation can take various forms, such as written assessments, exams, assignments, and observations. Through these evaluations, teachers can determine the extent of students' understanding of the teaching and identify strengths and weaknesses in the learning process. By identifying weaknesses in the learning process, teachers can make necessary improvements, such as using

more effective and innovative learning methods, thereby improving the quality of learning.

Evaluation plays a crucial role in improving the quality of education. It can help determine the success of education in achieving its goals, improve the quality of teaching and learning, develop student character, and assess community participation in education. Through continuous evaluation, weaknesses and strengths in the delivery of Islamic education can be identified, allowing for further improvements and enhancements in the future. Evaluation also helps improve accountability and transparency in education. With evaluation, all aspects of education, including teaching and learning, management, and curriculum, can be better accounted for. This will help improve the overall quality of education. (Siti Khamim 2023).

## **CONCLUSION**

Learning evaluation is a systematic process aimed at measuring the extent to which learning objectives have been achieved and serving as a basis for making appropriate decisions in the educational context. Evaluation encompasses not only the assessment of student learning outcomes but also reflects the effectiveness of learning methods, curriculum programs, and the achievement of overall educational objectives. Evaluation serves to provide feedback to students, teachers, and schools to enable improvements and developments in the learning process. In its implementation, evaluation must be based on principles such as continuity, comprehensiveness, objectivity, validity, and cooperation. The benefits of evaluation include improving the quality of learning, mapping student abilities, and increasing accountability and transparency in education. Thus, evaluation plays a crucial role in continuously improving the quality of education and encouraging the realization of an effective, efficient, and meaningful learning process.

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