

PRACTICES, CHALLENGES, INHIBITING FACTORS, AND STRATEGIES FOR IMPROVING LEARNING EVALUATION IN ELEMENTARY SCHOOLS

Ecih Sukaesih^{1a*}, M. Solehuddin^{2b}, Udin Syaefudin Sa'ud^{3c}

Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia

^aE-mail: ecihsukaesih@upi.edu

^bE-mail: usaud@upi.edu

^bE-mail: msolehuddin@upi.edu

(*) Corresponding Author

ecihsukaesih@upi.edu

ARTICLE HISTORY

Received : 20-10-2025

Revised : 07-11-2025

Accepted : 30-12-2025

KEYWORDS

assessment,
evaluation,
elementary school

ABSTRACT

This study aims to comprehensively analyze assessment practices, challenges, inhibiting factors, and strategies to improve learning evaluation in elementary schools. This study uses a Systematic Literature Review. Through this method, researchers collect, review, and analyze various written sources relevant to the topic of assessment and evaluation of learning in elementary schools. The primary sources of data for this study come from books, scientific journals, articles, and educational policy documents published between 2012 and 2025, both from national and international publications. Data in this study were collected through online searches, utilizing various databases such as Google Scholar, ResearchGate, ScienceDirect, Semantic Scholar, and the Education Resources Information Center (ERIC), among other sources. The data analysis technique in this study was carried out using thematic analysis. Research findings indicate that assessment practices in elementary schools are currently in a transition phase from a conventional paradigm to an authentic, student-centered approach. Through the proportional implementation of diagnostic, formative, and summative assessments, teachers can obtain a comprehensive picture of students' abilities, needs, and development. However, the effectiveness of assessment implementation in the field still faces various challenges, including teacher competency, limited infrastructure, administrative burdens, and a learning paradigm that is still oriented towards final results. Strategies to improve the effectiveness of assessment and evaluation can be implemented by teachers by understanding the types of assessments and selecting techniques and instruments that are appropriate to student characteristics and learning objectives.

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

Assessment of learning in elementary schools (SD) is an essential component that plays an important role in ensuring the effectiveness and quality of the educational process (Armini, 2024). Through assessment, teachers obtain a comprehensive picture of student learning outcomes as well as a basis for improving learning strategies (Widyanti et al., 2025). In recent years, the assessment paradigm in Indonesia has experienced a significant shift (Handayani et al., 2025). One important change is the emergence of the concept of authentic evaluation, namely an assessment approach that emphasizes honesty, relevance, and active involvement of students in the learning process (Fernanda et al., 2025).

In the context of education, assessment is understood as a systematic process for collecting and analyzing information regarding students' learning achievements and needs (Munaroh, 2024). Meanwhile, evaluation is defined as an activity to assess the effectiveness of learning and the level of achievement of educational objectives (Azhar, 2015). Thus, assessment not only functions as a measuring tool for learning outcomes, but also as a reflective tool for teachers to understand students' needs, provide constructive feedback, and improve the learning strategies used (Pang, 2020). On the other hand, evaluation has a broader scope, including analysis of the effectiveness of the entire teaching and learning process, including strategies, media, and approaches applied by teachers (Berk, 2005).

However, assessment practices in elementary schools are still not fully aligned with applicable theories and policies (DeLuca & Bellara, 2013). Clark (2012) found that most elementary school teachers do not yet have a comprehensive understanding of how to design assessments that function diagnostically, reflectively, and formatively. Data from the Ministry of Education, Culture, Research, and Technology (Utami & Salito, 2025) also showed that only around 37% of elementary school teachers consistently implement formative assessment in learning activities. This finding suggests that assessment practices in elementary schools still tend to be administrative and focused on final results (output-based assessment), rather than on the ongoing learning process (process-based assessment).

In addition, the implementation of the Independent Curriculum demands a more holistic paradigm shift in assessment (Redecker & Johannessen, 2013). Teachers are now not only required to assess cognitive aspects, but also the affective and psychomotor domains of students (Agi et al., 2018). Assessment within the context of the Independent Curriculum is aimed at developing students' holistic potential through the application of various assessment methods, including diagnostic, formative, summative, and authentic assessments. This approach aims to enable teachers to provide meaningful feedback and help students develop according to their individual abilities and characteristics.

Inequality in assessment implementation occurs due to low levels of active student involvement in the assessment process. Most students are not yet accustomed to self-reflection or self-assessment, while assessments still tend to be one-way and teacher-centered (Minna et al., 2022). As a result, students become passive and simply accept assessment results without understanding the learning process they are undergoing. This situation is exacerbated by teachers' tendency to use daily exam results as the sole indicator of learning success, even though this approach does not reflect students' comprehensive competency development. Other factors such as low learning motivation, anxiety about assessment, and students' lack of understanding of the benefits of assessment contribute to this problem (Urhahne et al., 2011).

To address this disparity, a more integrated assessment approach is needed, using three main approaches: diagnostic, formative, and summative. Diagnostic assessment plays a crucial role at the beginning of learning, identifying students' initial abilities, learning styles, and difficulties (Sari et al., 2024). With the results of this assessment, teachers can adjust learning strategies to suit students' needs. Furthermore, formative assessments are carried out continuously throughout the learning process to monitor student progress, actively engaging them through self-assessment, peer-assessment, and reflective discussions (Dutta et al., 2023). This approach allows students to be assessed not only on their results but also on understanding and improving their learning process. Summative

assessment is conducted at the end of the lesson to assess students' final competency achievement (Baht & Bhat, 2019). However, the results of summative assessments should not be used as the sole reference for success, but rather combined with the results of diagnostic and formative assessments so that the assessment is more comprehensive and fair (Kibble, 2017).

Based on these conditions, it can be concluded that assessment practices still face challenges and inhibiting factors, so strategies are needed to improve learning evaluation in elementary schools. The gap between theory and practice indicates the need for more in-depth studies regarding assessment implementation, the obstacles faced by teachers, and strategies to improve their effectiveness. Therefore, this study aims to comprehensively analyze assessment practices, challenges, inhibiting factors, and strategies to improve learning evaluation in elementary schools.

METHOD

This study uses a systematic literature review (SLR) approach. According to Kitchenham, SLR is a method for identifying, evaluating, and interpreting all relevant research evidence related to a specific research question through a structured, transparent, and replicable process (Kitchenham, 2004). Through this method, relevant research sources were collected, evaluated, and interpreted. The chosen topic was assessment and evaluation of learning in elementary schools.

The research sources were obtained from books, scientific journals, articles, and educational policy documents published between 2012 and 2025. These sources came from national and international publications. The selected literature is the result of research and scientific studies that discuss assessment and evaluation strategies for learning in elementary schools. Data in this study were collected through online searches, utilizing various databases such as Google Scholar, ResearchGate, ScienceDirect, Semantic Scholar, and the Education Resources Information Center (ERIC), among other sources. The selected articles were those relevant to the topic discussed in this study.

The data analysis in this study used a thematic analysis approach. Thematic analysis was chosen because it is able to organize and identify patterns of meaning that emerge from various research findings related to the topic of learning assessment and evaluation (Braun & Clarke, 2019). The analysis process was carried out systematically through several stages: familiarization with the data through repeated reading of selected articles, an initial coding process to highlight important information, grouping codes into categories, and the formation of main themes that represent the core findings from the entire literature. Afterward, each theme was reviewed to ensure consistency, interconnectedness between categories, and relevance to the research focus. The final stage was defining and naming the themes. These themes were synthesized into a comprehensive narrative.

The analysis was carried out systematically through several stages: (1) identification - selecting articles related to assessment practices, challenges, inhibiting factors, and strategies to improve learning evaluation in elementary schools; (2) categorization - grouping articles based on the focus of the findings, such as formative, summative, and diagnostic assessments, (3) synthesis, compiling the results by defining and naming themes while ensuring consistency. The relationship between categories, and relevance to the research focus. Through this thematic analysis strategy, researchers were able to construct a deep and structured understanding of trends, issues, and previous research contributions in a more meaningful and scientifically accountable manner. This method is expected to provide a comprehensive and in-depth picture of how assessment practices, challenges, inhibiting factors, and strategies to improve learning evaluation in elementary schools.

RESULTS AND DISCUSSION

Results

Based on a literature review of various scientific sources and educational policies, it was found that the implementation of assessment and evaluation of learning in elementary schools still faces various challenges, both in terms of teachers' understanding of the concept and implementation in the field. Although the Independent Curriculum has provided clear direction for the implementation of assessment, most teachers still interpret assessment as merely measuring learning outcomes, rather than as an integral part of the ongoing learning process. The results of the review of assessment practices in elementary schools; resistance to the implementation of formative, summative, and diagnostic assessments; factors inhibiting the effectiveness of assessment and evaluation; and strategies for improving the effectiveness of assessment and evaluation in elementary schools. A complete description of the reviewed articles is presented in Table 1.

Table 1, Study Characteristics

Author	Year	Country	Research Design
(Sari et al., 2024)	2024	Indonesia	Research and Development (R&D)
(Baht & Bhat, 2019)	2019	India	Field Research
(Agi et al., 2018)	2018	Nigeria	Survey
(Dutta et al., 2023)	2023	Cina	Field Research
(Amna et al., 2025)	2025	Indonesia	Case Study
(Handayani et al., 2025)	2025	Indonesia	Literature Study
(Ardiansyah et al., 2023)	2023	Indonesia	Literature Study
(Munaroh, 2024)	2024	Indonesia	Literature Study

Assessment Practices in Elementary Schools

Several recent studies have shown that assessment practices in elementary schools are still generally dominated by a focus on final results or summative assessment. This paradigm suggests that assessment remains limited to measuring academic achievement, rather than as an integral part of the ongoing learning process. This phenomenon suggests that assessment practices in elementary schools remain teacher-centered.

In addition to conceptual issues, obstacles also arise in the technical aspects of assessment implementation. Assessment results in elementary schools are often treated merely as administrative documents. Teachers tend to focus on completing report cards or reporting to the academic system, without conducting further analysis of assessment results to improve the learning process.

Thus, it can be concluded that assessment practices in elementary schools are currently in a transition phase from a conventional paradigm to an authentic, student-centered approach. To accelerate this transformation, it is necessary to strengthen teachers' capacity to understand and implement assessment as an integral part of the learning process. This effort must be accompanied by ongoing training, professional mentoring, and the formation of teacher learning communities focused on collaboration and assessment innovation. This strategy is expected to transform

assessment in elementary schools from a mere administrative tool to a truly reflective tool and a key driver of improving the quality of education.

Challenges in Implementing Formative, Summative, and Diagnostic Assessments

The implementation of diagnostic assessments in elementary schools still faces various obstacles. Many teachers are not accustomed to systematically mapping initial abilities due to time constraints, administrative burdens, and a lack of understanding of the assessment's function as a tool for mapping learning needs. As a result, learning is often uniform, does not reflect the diversity of student characteristics, and has the potential to create disparities in learning outcomes between students.

Most teachers lack operational guidelines or examples of diagnostic instruments that can deeply explore students' conceptual abilities or identify misconceptions. However, systematically and contextually designed diagnostic assessments can serve as the primary foundation for implementing differentiated learning within an approach consistent with the spirit of the Independent Curriculum, which emphasizes recognizing the uniqueness, potential, and diversity of each student's learning style.

However, research and observations show that the implementation of formative assessment at the elementary school level is suboptimal. Many teachers conduct these assessments spontaneously, without planning, and without systematic documentation. They typically consist of only verbal questions or simple activities that do not provide meaningful feedback.

Limited competence in designing formative assessments based on reflection and constructive feedback. Many teachers still understand assessment solely as a grading activity, rather than as an integral part of the learning process involving active student participation. This type of assessment is most often implemented because it is considered easier to measure and interpret the results. However, the tendency to be too focused on summative assessments has several negative implications. Teachers and students often focus on achieving final grades, rather than on the meaningful learning process. This condition creates an exam-oriented learning culture, where success is determined solely by quantitative scores, rather than qualitative indicators such as students' critical thinking skills, creativity, collaboration, or reflective attitudes.

Furthermore, the implementation of summative assessment in some schools often ignores the context and diversity of student abilities. The instruments used are often too difficult, so the results do not reflect students' true abilities. The lack of follow-up feedback after the assessment also weakens the educational function of the assessment, as students are not given the opportunity to understand their mistakes or improve their weaknesses. Thus, summative assessment tends to become merely an administrative verification mechanism, rather than a reflective learning tool.

Factors Inhibiting the Effectiveness of Assessment and Evaluation

These obstacles stem not only from teachers' limited competence in designing and implementing authentic assessments, but also from educational policy factors, infrastructure support, and the conventional learning paradigm that remains deeply rooted in practice. One of the most prominent factors is the low level of assessment literacy among teachers. Most teachers still view assessment as an administrative obligation to fill report cards, rather than a reflective process capable of guiding meaningful learning.

In addition to limited competency, teachers' relatively high workloads significantly hamper the effective implementation of assessment. Elementary school teachers typically teach multiple subjects simultaneously, alongside administrative responsibilities such as developing teaching materials, entering grades into online systems, and reporting learning outcomes. This situation reduces the space for teachers to conduct in-depth and reflective formative assessments. As a result, the assessment process is often spontaneous, unplanned, and lacks follow-up, thus losing its primary function as a tool for monitoring and continuously improving the learning process.

Another contributing factor is the limited availability of supporting facilities and infrastructure, particularly in the context of implementing technology-based assessments. Although the Independent Curriculum policy encourages

the use of digital platforms such as Google Forms, Quizizz, and Gauthmath to strengthen formative assessments, in reality, not all schools have adequate infrastructure. Limited internet access, a lack of ICT devices, and low teacher digital competency are real obstacles in the field. This digital divide creates differences in assessment quality between schools in urban and rural areas, thus preventing the goal of fully equitable education.

Strategies to Improve the Effectiveness of Assessment and Evaluation in Elementary Schools

Diagnostic assessments help teachers understand students' initial needs and readiness, enabling them to design targeted learning. Formative assessments allow teachers to regularly monitor learning progress and adjust teaching approaches based on feedback obtained throughout the process. Meanwhile, summative assessments measure final learning outcomes and provide an overview of the achievement of learning objectives. By integrating these three components in a balanced manner, teachers can create a learning environment that is responsive to students' needs while promoting optimal learning outcomes. Implementing effective assessments in elementary schools requires teachers not only to understand the types of assessments but also to select techniques and instruments that are appropriate to student characteristics and learning objectives.

Elementary school teachers should use a variety of assessment techniques to obtain more holistic and accurate data. Assessment techniques include observation, performance assessments, written assessments, interviews, reflective journals, and portfolios. In an effort to obtain comprehensive and valid learning data, elementary school teachers are advised to use a variety of assessment techniques that can describe student development holistically. A diverse assessment approach allows teachers to assess not only cognitive aspects but also affective and psychomotor aspects of students. Assessment techniques that can be applied include observation, performance assessments, written assessments, interviews, reflective journals, and portfolios.

These various assessment techniques certainly require appropriate instruments to be implemented effectively and accurately represent student abilities. To clarify the relationship between assessment techniques and the instruments used, the following table summarizes the types of assessment techniques and instruments:

Table 2, Assessment Techniques and Instruments

Assessment Techniques	Instruments
Observation	Observation sheets, anecdotal notes
Performance Assessment	Assessment rubric, checklist
Written Assessment	Multiple-choice questions, short answer questions, essay questions, quizzes
Interview	Interview question guide, interview notes
Reflection Journal	Reflection Journal: Journal template, diary
Portfolio	Portfolio folder, rubric
	Portfolio assessment

Based on the table above, observation is used to monitor student behavior and engagement during the learning process through observation sheets or anecdotal notes. Performance assessments focus on students' abilities to carry out a concrete task, using an assessment rubric or checklist as a measuring tool. Meanwhile, written assessments include multiple-choice questions, short essays, or quizzes that serve to assess students' conceptual understanding.

In addition to test-based instruments, non-test assessments also play a crucial role. For example, interviews are conducted using systematic questioning and recording, aiming to explore students' thoughts and reflections on the

learning process. Reflection journals are used to record students' daily learning experiences through templates or notebooks, while portfolios serve as a collection of student work demonstrating ongoing skill development, accompanied by a clear assessment rubric.

By implementing a variety of assessment techniques and instruments, teachers are expected to be able to implement a more objective, comprehensive evaluation process that focuses on student development, not just on final results. This approach also supports the principles of the Independent Curriculum, which emphasizes assessment as an integral part of a reflective and sustainable learning process.

Discussion

Assessment Practices in Elementary Schools

In a holistic educational context, assessment should ideally encompass proportional measurement of the cognitive, affective, and psychomotor domains to obtain a comprehensive picture of student competency development (Kasingam et al., 2014). Teachers tend to emphasize written tests and daily exams as the primary measure of student learning success (Munaroh, 2024).

In line with research by Widyanti et al., (2025), most elementary school teachers have not optimized the integration of assessment and learning evaluation. Assessment should serve as an initial instrument to identify students' basic abilities, learning styles, and difficulties (Handayani et al., 2025). In practice, assessment activities are often carried out in a limited manner, or even ignored, due to time constraints, administrative burdens, and teachers' lack of understanding of the role of assessment as a diagnostic and reflective tool in the learning process (Nagy, 2000). This condition results in a mismatch between the learning strategies implemented and the actual needs of students, so that their potential does not develop optimally.

This phenomenon demonstrates that assessment practices in elementary schools are still teacher-centered. In this context, teachers are the sole actors determining the form, criteria, and results of assessments without actively involving students ((DeLuca & Bellara, 2013). However, the modern learning paradigm positions students as learning subjects with a crucial role in the processes of self-reflection and peer assessment. This lack of student involvement in the assessment process leads to a lack of awareness of the assessment's purpose and its educational value (Clark, 2012). Consequently, assessments lose their formative function and fail to provide meaningful feedback that can encourage students' independent learning development (Qomaruddin & Sa'diyah, 2024).

The assessment instruments used by teachers are still uniform and conventional, dominated by multiple-choice tests that do not always align with the characteristics of the material or students' learning profiles (Baht & Bhat, 2019). However, effective assessment requires the use of various approaches, such as project assessment, portfolios, performance observations, and case studies, which are able to represent students' actual competencies. This lack of instrument variety indicates that many teachers lack the professional skills to design authentic assessments relevant to 21st-century learning contexts (Sari et al., 2024).

This is in line with Azhar (2015) research, which showed that approximately 60% of elementary school teachers do not follow up after assessments are implemented. As a result, assessments lose their reflective value and are unable to make a substantial contribution to improving the quality of teaching and learning in the classroom. Nevertheless, positive developments are beginning to emerge through the implementation of digital technology-based assessments in a number of elementary schools (Devi & Winangun, 2024). The use of various platforms such as Google Forms, Quizizz, Kahoot, and Gauthmath has helped teachers conduct formative assessments more interactively, quickly, and efficiently (Yuliyanti & Fajar, 2025). Through digital assessments, teachers can collect learning outcome data in real time, while students receive direct feedback on their performance. This approach not only increases the effectiveness of the assessment process but also fosters student learning motivation through a more engaging and participatory evaluation experience.

Challenges in Implementing Formative, Summative, and Diagnostic Assessments

Assessment is a crucial element in the entire learning process, serving not only as a measurement instrument for learning outcomes but also as a diagnostic tool for understanding, monitoring, and guiding student development on an ongoing basis (Agi et al., 2018). Within the Independent Curriculum framework, assessment is classified into three main forms: diagnostic, formative, and summative, each with its own distinct yet complementary function in building an adaptive, reflective, and learner-centered learning system (Utami & Salito, 2025).

abilities, learning styles, and potential difficulties before learning begins (Redecker & Johannessen, 2013). This assessment serves as a conceptual foundation for designing contextual learning strategies tailored to individual student needs.

Research by Sari et al., (2024) indicates a lack of valid, reliable, and easily implemented assessment instruments in the classroom. Meanwhile, formative assessments, which are implemented continuously throughout the learning process, serve as a monitoring mechanism for students' development of competency mastery (Yahya et al., 2021). Through these assessments, teachers receive accurate feedback to assess students' understanding of the material and determine necessary remedial measures

However, effective formative assessment should encourage students to evaluate themselves (self-assessment) and involve their peers (peer-assessment), both of which have been shown to foster metacognitive awareness and responsibility for their own learning process (Agi et al., 2018). Unlike the two previous types of assessment, summative assessment is conducted at the end of the learning process with the aim of measuring the achievement of overall learning outcomes (Ardiansyah et al., 2023).

Of these three types of assessment, it can be identified that the main challenges to implementing assessment in elementary schools lie in the pedagogical competence of teachers, the availability of quality assessment instruments, and the education system, which is still oriented towards final results (Nagy, 2000). Therefore, teachers need professional support, ongoing training, and pedagogical autonomy to implement authentic assessment meaningfully. Furthermore, schools and educational policymakers must build a reflective and humanistic assessment ecosystem, where assessment is viewed as a learning process in itself, not simply an administrative measuring tool (Syafi'i et al., 2025).

Thus, the successful implementation of diagnostic, formative, and summative assessments in the Independent Curriculum depends heavily on teachers' ability to integrate them harmoniously and sustainably (Urhahne et al., 2011). Diagnostic assessment should be the foundation for lesson planning, formative assessment should serve as a tool for controlling and directing the learning process, while summative assessment serves as a comprehensive reflection of final outcomes. The synergistic integration of these three forms of assessment will create a fair, sustainable assessment system that is oriented toward developing students' full potential, across cognitive, affective, and psychomotor aspects (Dutta et al., 2023).

Factors Inhibiting the Effectiveness of Assessment and Evaluation

Assessment and evaluation play a strategic role in ensuring the success of the learning process. However, their effective implementation at the elementary school level still faces various structural, pedagogical, and cultural challenges (Susanto, 2023). This reductive perspective on the function of assessment leads teachers to rely on traditional instruments such as multiple-choice or short answer tests, without considering their suitability to learning objectives or student characteristics. The implication of this condition is that it hinders the implementation of authentic assessments, which are actually designed to measure critical, collaborative, and creative thinking skills as mandated in the Independent Curriculum (Syafi'i et al., 2025).

Furthermore, the results-oriented (exam-oriented) learning paradigm also weakens the educational function of assessment (Kasilingam et al., 2014). An education system that places exam scores as the primary indicator of success encourages teachers to emphasize numerical achievement over meaningful learning processes (Qomaruddin &

Sa'diyah, 2024). Consequently, diagnostic and formative assessments are often neglected, even though both types of assessment play a vital role in helping students achieve competencies gradually and proportionally. This condition ultimately causes assessment to lose its pedagogical essence and transform into merely an administrative evaluative mechanism (Baht & Bhat, 2019).

Another inhibiting factor relates to the lack of institutional support and school policies for building a reflective and collaborative assessment culture (Mailani et al., 2025). In many cases, assessment results are not used as a basis for learning decisions or curriculum improvement (Syafi'i et al., 2025). Instead, assessment is still viewed as merely an administrative obligation that must be reported to educational authorities. Furthermore, the absence of professional forums such as lesson study, teacher learning communities, or peer reflection forums also slows down the development of assessment capacity among teachers (Ardiansyah et al., 2023).

Based on these various factors, it can be concluded that the effectiveness of assessment and evaluation is largely determined by the synergy between teachers' professional competence, policy support oriented toward meaningful learning, and the availability of appropriate and equitable supporting facilities. Therefore, systematic and sustainable efforts are needed through capacity-building training, strengthening academic supervision, and empowering teacher learning communities to expand innovative and reflective assessment practices. With these steps, assessment will function not only as a measuring tool for learning outcomes but also as a transformative instrument capable of encouraging growth, reflection, and the holistic development of student potential (Ardiansyah et al., 2023).

Strategies to Improve the Effectiveness of Assessment and Evaluation in Elementary Schools

Assessment in elementary school learning can be classified into three main types: diagnostic, formative, and summative. These three types of assessments play a strategic role in supporting effective and adaptive learning (Sari et al., 2024). Diagnostic assessment is conducted before the learning process begins to determine students' readiness and background knowledge (Qomaruddin & Sa'diyah, 2024). Diagnostic assessment serves as an initial mapping tool. For example, in mathematics lessons, teachers can provide simple problems to identify students' abilities in basic operations before moving on to fractions.

Furthermore, formative assessment is used throughout the learning process to provide feedback to teachers and students regarding learning progress (Kusmaryono et al., 2019). Formative assessment plays a role in monitoring the learning process and helping teachers dynamically adjust teaching strategies. In practice, teachers can use observation rubrics, oral questions, and written reflections to assess student engagement and understanding throughout the learning process (Baht & Bhat, 2019).

Meanwhile, summative assessments are conducted at the end of a specific unit or period to assess overall learning outcomes (Ardiansyah et al., 2023). Their primary goal is to evaluate the extent to which targeted competencies have been achieved after the learning process is complete. This type of assessment can take the form of a final theme exam, a portfolio, an experimental report, or a project presentation that reflects comprehensive mastery of the material.

By implementing a variety of assessment techniques and instruments, teachers are expected to be able to implement a more objective, comprehensive evaluation process that focuses on student development, not just on final results. This approach also supports the principles of the Independent Curriculum, which emphasizes assessment as an integral part of a reflective and sustainable learning process (Dutta et al., 2023).

CONCLUSION

This research produces four main points, including: (1) assessment practices in elementary schools are currently in a transition phase from a conventional paradigm to an authentic and student-centered approach, (2) the main challenges in implementing assessments in elementary schools lie in the aspects of teacher pedagogical competence, the availability of quality assessment instruments, and an education system that is still oriented towards

final results, (3) factors inhibiting the effectiveness of assessments include low competence, high teacher workload, limited infrastructure, learning orientation towards results, minimal institutional support, and school policies, and (4) strategies to increase the effectiveness of assessments and evaluations can be carried out by teachers by understanding the types of assessments, but also choosing techniques and instruments that are appropriate to the characteristics of students and learning objectives. The limitations of the results of this study are that evaluation practices still predominantly focus on cognitive aspects. The success of assessments and evaluations to achieve holistic educational goals requires strong synergy between stakeholders in training policies, assessment practices that are adaptive to the development of educational needs in Indonesia.

REFERENCES

Agi, C., Kpum, M., & ADULOJU, M. O. (2018). Beyond Cognitive Assessment: Teachers Attitudes towards Assessing Psychomotor and Affective Domains of Students' Behaviors in Classrooms in North Central-Nigeria. *Journal of Education and Practice*, 9(16), 96–104.

Amna, C. A., Prihantoro, W. K., A, A. Q., Syahbana, A.-F. F., & Purwati, L. (2025). Peran Model Evaluasi Scriven : Formatif-Sumatif dalam Meningkatkan Hasil Belajar PAI Siswa di SD Negeri Ngrukeman Bantul. Hikmah. *Jurnal Studi Pendidikan Agama Islam*, 2(4). <https://doi.org/10.61132/hikmah.v2i4.1349>

Ardiansyah, Mawaddah, F. S., & Juanda. (2023). Assesmen dalam Kurikulum Merdeka Belajar. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3(1), 8–13.

Armini, N. K. (2024). Evaluasi Metode Penilaian Perkembangan Siswa dan Pendidikan Karakter dalam Kurikulum Merdeka Pada Sekolah Dasar. *Metta : Jurnal Ilmu Multidisiplin*, 4(1), 98–112. <https://doi.org/10.37329/metta.v4i1.2990>

Azhar, F. (2015). Assessing students' learning achievement: An evaluation. *Mediterranean Journal of Social Sciences*, 6(2), 535–540. <https://doi.org/10.5901/mjss.2015.v6n2p535>

Baht, B. A., & Bhat, D. J. (2019). Formative and Summative Evaluation Techniques for Improvement of Learning Process. *European Journal of Business and Social Sciences*, 7(5), 776–785.

Berk, R. A. (2005). Survey of 12 Strategies to Measure Teaching Effectiveness. *International Journal of Teaching and Learning in Higher Education*, 17(1), 48–62.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. [https://doi.org/https://doi.org/10.1080/2159676X.2019.1628806](https://doi.org/10.1080/2159676X.2019.1628806)

Clark, I. (2012). Formative assessment: A systematic and artistic process of instruction for supporting school and lifelong learning. *Canadian Journal of Education*, 35(2), 24–40.

DeLuca, C., & Bellara, A. (2013). The Current State of Assessment Education: Aligning Policy, Standards, and Teacher Education Curriculum. *Journal of Teacher Education*, 64(4), 356–372. <https://doi.org/10.1177/0022487113488144>

Devi, L. P. S. A., & Winangun, I. M. A. (2024). Peran Literasi Digital Dalam Meningkatkan Kompetensi Teknologi Siswa Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(4), 1255–1267. <https://doi.org/10.38048/jipcb.v11i4.4681>

Dutta, S., He, M., & Tsang, D. C. W. (2023). Reflection and peer assessment to promote self-directed learning in higher education. *Journal of Educational Research and Reviews*, 11(3), 35–46. https://doi.org/10.33495/jerr_v11i3.23.111

Fernanda, S. A., Fernica, V. O., & Pratama, M. B. (2025). Penerapan Evaluasi Autentik Dalam Pembelajaran Pendidikan. *Jurnal Penelitian Nusantara*, 1(5), 334–340. <https://doi.org/https://doi.org/10.59435/menulis.v1i5.277>

Handayani, T. P., Indah, J. S., Dilfa, R., Safitri, W., & Adriantoni. (2025). Paradigma Penilaian Kelas Dalam Perspektif Perundang-Undangan Pendidikan Di Indonesia. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 11(02), 290–300. <https://doi.org/https://doi.org/10.36989/didaktik.v11i02.6923>

Kasilingam, G., Ramalingam, M., & Chinnavan, E. (2014). Assessment of learning domains to improve student's learning in higher education. *Journal of Young Pharmacists*, 6(1), 27–33. <https://doi.org/10.5530/jyp.2014.1.5>

Kibble, J. D. (2017). Best practices in summative assessment. *Advances in Physiology Education*, 41(1), 110–119. <https://doi.org/10.1152/advan.00116.2016>

Kitchenham, B. (2004). *Procedures for performing systematic literature reviews*. Keele University.

Kusmaryono, I., Suyitno, H., Dwijanto, D., & Dwidayati, N. (2019). The effect of mathematical disposition on mathematical power formation: Review of dispositional mental functions. *International Journal of Instruction*, 12(1), 343–356. <https://doi.org/10.29333/iji.2019.12123a>

Mailani, R. D., Aswad, F. H., & Siswoyo. (2025). Kendala dalam penerapan penilaian formatif (studi kasus di SMP Negeri 2 Wonosobo). *Jurnal Manajemen Pendidikan Al Multazam*, 7(1), 75–81.

Minna, M., Minna, M., & Heidi, H.-L. (2022). Difficult but Valuable! Learning in Student-centered Assessment Feedback Practices in Higher Education. *Journal of Education, Society and Behavioural Science*, 35(11), 20–37. <https://doi.org/10.9734/jesbs/2022/v35i1130467>

Munaroh, N. L. (2024). Asesmen dalam Pendidikan : Memahami Konsep, Fungsi dan Penerapannya. *Dewantara: Jurnal Pendidikan Sosial Humaniora*, 3(3), 281–297. <https://doi.org/https://doi.org/10.30640/dewantara.v3i3.2915>

Nagy, P. (2000). The three roles of assessment: Gatekeeping, accountability, and instructional diagnosis. *Canadian Journal of Education*, 25(4), 262–279. <https://doi.org/10.2307/1585850>

Pang, N. S. (2020). Teachers' Reflective Practices in Implementing Assessment for Learning Skills in Classroom Teaching. *ECNU Review of Education*, 5(3), 470–490. <https://doi.org/10.1177/2096531120936290>

Qomaruddin, & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting and Administration*, 1(2), 77–84. <https://doi.org/https://doi.org/10.52620/jomaa.v1i2.93>

Redecker, C., & Johannessen, Ø. (2013). Changing Assessment - Towards a New Assessment Paradigm Using ICT. *European Journal of Education*, 48(1), 79–96. <https://doi.org/10.1111/ejed.12018>

Sari, E., Suryawati, E., & Mahadi, I. (2024). Diagnostic assessment to identify learning styles and critical thinking in independent learning. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 10(3), 860–873. <https://doi.org/10.22219/jpbi.v10i3.36557>

Susanto, A. (2023). Assessment dan Evaluasi Pembelajaran Pendidikan Agama Islam Berbasis IT. *Jurnal Tahsinia*, 4(2), 338–349. <https://doi.org/https://doi.org/10.57171/jt.v4i2.265>

Syafi'i, M., Samsudin, M., Abidin, Z., & Basarrudin, M. (2025). Evaluasi Pendidikan Sebagai Dasar Pengembangan Instrumen Penilaian Berbasis Kompetensi. *Jurnal Akuntansi, Manajemen, Dan Ilmu Pendidikan (JAMED)*, 1(4), 1–12.

Urhahne, D., Chao, S. H., Florineth, M. L., Luttenberger, S., & Paechter, M. (2011). Academic self-concept, learning motivation, and test anxiety of the underestimated student. *British Journal of Educational Psychology*, 81(1), 161–177. <https://doi.org/10.1348/000709910X504500>

Utami, A., & Salito, S. (2025). Implementasi Asesmen Berkelanjutan untuk Meningkatkan Kualitas Pembelajaran di Sekolah Dasar. *Jurnal Akuntansi, Manajemen, Dan Ilmu Pendidikan (JAMED)*, 1(3), 124–136.

Widyanti, E., Hasanah, U., & Rohmadani, S. (2025). Evaluasi Strategi Guru Dalam Mengukur Capaian Pembelajaran Pendidikan Agama Islam Di SDN 002 Sangatta Utara. *Journal of Holistic Education*, 2(1), 1–15.

Yuliyanti, E., & Fajar, W. N. (2025). Integrasi Teknologi dalam Asesmen Formatif: Inovasi Pembelajaran IPS Abad Ke-21. *Jurnal P4I*, 5(2), 290–304. <https://doi.org/https://doi.org/10.51878/edutech.v5i2.5249>