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THE ROLE OF FORMATIVE ASSESSMENT AND FEEDBACK PRACTICES IN THE CLASSROOM

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Abstract

Formative assessment and feedback practices are essential for improving students' learning achievement. This qualitative research was carried out to determine the implementation of formative and feedback practices conducted by high school teachers. Interviews and document studies were carried out to collect the required data. This research found that teachers conducted formative assessment and provide feedback sufficiently. Formative assessments occur during each learning process, and the teacher provides feedback. This research implies that teachers should continue conducting formative assessments and feedback more intensively. Through formative assessments, teachers can gain a deeper understanding of student's abilities and needs, allowing them to provide instruction tailored to each student's abilities and needs.
Keywords: Formative, Assessment, Feedback, Learning

INTRODUCTION

Assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes, carried out systematically and continuously to become meaningful information in decision-making. Assessment activities in learning must be designed to measure and provide information regarding student competency achievements obtained during the learning process, including face-to-face learning activities, structured assignments, and unstructured independent activities. Many kinds of assessment or assessment techniques can be carried out in a complementary manner according to the competencies being assessed to provide an accurate picture of student learning progress (Widiastuti et al., 2021).

Assessment is one of the series in the learning process that a teacher Assessment must carry and can function as a form of motivation given by teachers to students. In the learning process, motivation is something that is needed by students so that they are encouraged to develop the knowledge and skills they have mastered and not yet mastered (Maba &

Mantra, 2017). By arousing children's motivation, they can be stimulated to use their potential constructively and productively to achieve goals, and that goal is a need that must be achieved. More broadly, assessment in the learning process functions as a tool for detecting learning difficulties (Assessment as learning), Assessment as a learning process (Assessment for learning), and Assessment as a tool for measuring achievement in the learning process (Assessment of learning) Assessment in the educational process has several types, namely diagnostic Assessment, formative Assessment and summative assessment Diagnostic assessment is intended to determine students' learning difficulties (Assessment as learning) based on the results of previous summative assessments (Widiastuti & Saukah, 2017).

The new paradigm of Indonesian education today requires integrated innovation and continuity. One form of this is innovation carried out by education in learning activities in the classroom (Mantra et al., 2021). To find out whether the lesson material that the teacher has delivered can be said to be successful or not,

assess the students. By assessing, it can be seen to what extent students can accept the subjects taught by the teacher. Many assessments are spent on the learning objectives that need to be achieved. Generally, assessments to see student learning outcomes are carried out to fulfill formative and summative functions. That is why education often hears about formative and summative assessments (Astawa et al., 2017).

Formative assessment intended to monitor students' progress during the learning process (Assessment for learning) to provide feedback for improving the learning program (Widiastuti, 2021) Meanwhile, summative AssAssessment given to find out whether students have mastered the competency standards that have been set (Assessment of learning) With the above understanding, it can be seen that assessing student learning achievement is the main task of an educator as a teacher's moral goal which is intended to know and make decisions about student success in achieving predetermined competencies The quality of learning can be seen from the assessment results (Wang, 2018).

A sound assessment system will encourage educators to determine good teaching strategies and motivate students to learn better. However, it is undeniable that currently, the assessments carried out by teachers predominantly prioritize summative assessments, which generally only touch the cognitive domain of students (Evertsen et al., 2022). As for the current assessment of social attitudes, it still needs to be fully effective due to the need for more feedback or direct action on students' social attitudes. So, the teacher makes a one-sided judgment without knowing the social attitudes developing in the learning process. Under the definition of process assessment, it is explained that Formative Assessment is one type of assessment that can be carried out (Maba & Mantra, 2017).

Formative assessment monitors students' learning progress and provides feedback for improving learning. In the process,

formative assessment can involve students and teachers in learning (Widiastuti et al., 2020). Students and teachers are both actively involved and respond to each other. In addition, current assessments make it difficult for teachers to detect or diagnose the development of students' social attitudes. However, in a learning process, knowing students' social attitudes is essential because, with this, the teacher will know the emotional development of students in the learning process. This integrated assessment system in social guidance can provide feedback directly to students, especially those who experience obstacles or need different treatment to understand their social attitude awareness (Hargreaves, 2005).

Teachers have yet to develop assessments using various approaches, one of which is through a guidance service approach to students' social attitudes. This has led to difficulties in diagnosing the development of children's social attitudes (Kirby & Merchant, 2020). Assessment objectives become segmented or separated from one another. The assessments prepared should be comprehensive and able to describe and represent the abilities of each student in the class, both in the learning process and learning outcomes. In the assessment process, teachers can provide direct feedback to students by applying the social guidance service approach in an assessment so that students and teachers can collaborate. Social guidance services develop students' attitudes and behavior by knowing individual student differences (Heredia & Buell, 2019).

Thus, formative assessment is a type of assessment presented in the middle of a teaching program that has the function of monitoring, which is to be able to determine students' willingness to learn in their daily activities in the process of teaching and learning activities to provide feedback, both to students and teachers (Yan & Carless, 2022) Usually in schools, formative assessment is generally emphasized on the learning materials that a teacher will teach After the teacher has

conducted or carried out a formative assessment, it would be better to follow up again if there are parts that have not been mastered. Before proceeding to a new subject, repeat or explain which parts the students have not mastered or understood. Thus, formative assessment aims to improve students' mastery of the material and simultaneously improve the learning process (Zarghami & Dumrak, 2020).

Formative assessment collects data on how much students have progressed in mastering targeted competencies. The data obtained will be interpreted carefully so teachers can choose practical learning activities for students to master the material/competencies optimally (Widiastuti et al., 2022). The purpose of formative assessment is to evaluate students' understanding of lessons, learning needs, and academic progress during the learning process. Formative assessments help brilliant teachers monitor student learning and provide regular, ongoing feedback. For schools, formative assessments provide information about what challenges students face in the project learning process so that adequate support can be provided. Meanwhile, formative assessments help students identify strengths and aspects that must be developed (Heredia & Buell, 2019).

The results of this formative assessment useful for teachers and students The benefit for the teacher is that the teacher will know the extent to which the learning material has been mastered and can estimate the results of the summative Assessment (Stanja et al., 2023) If the teacher knows the level of success of students in mastering the lesson material, then the teacher can make a decision as to whether a learning material needs to be repeated or not If it has to be repeated, the teacher must also think about the learning strategy that will be adopted Formative Assessment is an assessment of learning outcomes from small units of subject matter Some formative assessment results can be used as material to estimate summative assessments The benefits for students are

knowing the level structure of the learning material, knowing the items that have been mastered, and the items that have not been mastered This is very useful feedback for students, so they can know the parts that need to be studied again individually (Ghozali & Tyas, 2022).

Formative assessment collects and interprets information during the learning process to provide feedback and help students understand the studied concept or topic (Sara et al., 2023). Formative assessment instruments can be tests, assignments, projects, or other activities designed to provide helpful feedback for students and teachers in supporting learning. The purpose of formative assessments is to provide feedback to students about their progress in understanding the learning material and provide opportunities for them to improve their understanding (Maba, Mantra, et al., 2023).

Teachers can regularly monitor student progress using formative assessments and identify areas needing improvement. This allows teachers to plan more effective lessons and helps students improve their understanding of the material. Several studies have shown a positive relationship between formative assessment and students' learning achievement. Therefore, with the various benefits of formative assessment, the author wants to know the role of formative assessment and feedback on student learning achievement.

RESEARCH METHODS

This study used qualitative research methods. Qualitative research is used to understand social phenomena and human behavior through descriptive and interpretative approaches. This method focuses more on deeply understanding the context, meaning, and experiences of the studied individual or group. There were 4 high school teachers were thoroughly studied to figure out the implementation of formative assessment and feedback practice. A. qualitative approach

allows researchers to gain in-depth insight into students' and teachers' experiences related to assessment achievement in education.

Data was collected through interviews and document studies. Interviews with teachers were also conducted to understand further the assessment approaches used and their impact on student achievement. Documents such as test results, assessment notes, and student reports were also analyzed to complete the research data.

The collected data was analyzed qualitatively using a thematic approach. Interview transcripts and observation notes were analyzed to identify thematic patterns and emerging trends related to the role of assessment in improving student achievement. These findings are then analyzed and interpreted to provide a deeper understanding of the role of formative assessment and feedback practices in education.

RESULTS AND DISCUSSION

Assessment is critical to achieving learning objectives in an educational institution's curriculum. An assessment can not only describe a student's ability to continue to the next stage of education (pass or fail). Still, it can also provide an overview of a student's performance and as a means of correcting existing deficiencies. Assessment impacts students, can improve the teaching system carried out by lecturers, and can lead to improvements in the curriculum. Formative assessment is a hot topic discussed among educators and is considered one of the most potent ways to increase student learning motivation. The excerpts of the interviews with the selected teachers can be presented as the following.

Assessment of the learning process is related to the paradigm that in learning activities, the main activity lies with the students, students who predominantly carry out independent learning activities, and teachers only guide. In this context, teachers must assist students with various difficulties in the learning process at each meeting. Its function in the teaching and learning process is as a tool to determine whether students have mastered the knowledge, values, norms, and skills that the teacher has given, as well as to determine aspects of students' weaknesses in carrying out learning activities and a means of feedback for a teacher. , which originates from students as a tool to determine student learning progress and as the primary material for reporting learning results to students' parents (Widiastuti et al., 2023).

Formative assessment emphasizes providing feedback about student performance and aims to improve and encourage the learning process. Formative assessment can motivate students to participate in discussions inside and outside the classroom. The feedback process enables students to evaluate the information and knowledge. Formative assessment can be directly integrated into the curriculum and linked explicitly to learning objectives (Widiastuti et al., 2023).

There is a difference between Formative Assessment and Summative Assessment; one

Teacher	Interview Excerpt
Teacher A	"An educational assessment covers three main targets: educational programs, teaching and learning processes, and learning outcomes. Assessment is critical, and feedback is beneficial for improving students' abilities."
Teacher B	"Formative assessments are carried out "Process assessment is an assessment th target on the effectiveness of teaching an teaching objectives. Feedback is given af students' learning abilities and motivation.
Teacher C	"Formative assessment is an assessment activities, teacher-student interaction patte the learning process. Therefore, feedback the assessment."
Teacher D	"Formative assessment is an assessmer concerns short-term learning outcomes. Po are essential so that students' abilities cont

way to understand formative assessment is to compare it to summative assessment. The summative Assessment facts collected are only about the student's current achievements. Teachers can use formative assessment in the learning process to identify students' level of understanding, provide feedback to students, encourage them to correct their mistakes, and improve the teaching process (Widiastuti et al., 2023).

Meanwhile, formative assessment is a process of providing feedback to students that can be used to improve their learning. Formative assessment can be considered an assessment of the learning process, while summative assessment is an assessment of learning outcomes. The quality of feedback is critical to successful formative assessment. Formative assessment increases students' insight into their level of knowledge before receiving the final exam score and without the pressure of an exam situation (Ghozali & Tyas, 2022).

Formative assessment is not used to provide scores or grades to students. Students deserve the opportunity to learn before they are given a score regarding their learning ability. Formative assessment is used to find students' positions and assess their performance progress before the learning process ends. Formative assessment is very useful for students who have low learning abilities. Formative assessments with feedback are constructed in such a way as to motivate students to study harder and more thoroughly. These tests tend to direct students to learn more optimally (Yan & Pastore, 2022).

In addition, tests are a tool to increase retention and transfer learning outcomes. Formative tests with feedback in this research give tests to students for each completion of specific material; the results of the student's work are checked, given comments returned to the students, and discussed with the students in class. Formative tests without feedback in this research are given to students for each completion of specific material; the results of

the student's work are checked, not returned to the students, and not discussed in class (Lolkus et al., 2022).

Feedback is an essential component of the learning and teaching process. Constructive feedback provided by lecturers will provide students with insight into taking actions and the consequences of their actions. Feedback is information that describes students in certain activities that aim to guide their future performance. The purpose of feedback is to provide information that helps students make adjustments and improvements in the learning process. The language used in providing feedback must be descriptive and neutral. Feedback must be task-oriented and given frequently and as soon as possible after seeing student performance so students have time to make changes.

Feedback encourages the student learning process in 3 ways, including Informing students about their progress or shortcomings, Providing advice to students to pay attention to their needs and providing learning resources to facilitate their learning process, Motivate students to be actively involved in the learning process Feedback generated through formative assessments can also be used to improve the quality of teaching There is a positive correlation between the quality of feedback and student learning achievement Learning without feedback is like learning archery in a dark room.

Seven principles of good feedback to put into practice: Explaining good performance or performance, Facilitating self-reflection in the learning process, Providing quality information to students about their learning process, Encouraging discussions between lecturers and students, Encouraging the formation of confidence and positive motivation, and self-esteem in students, Provide opportunities to close the gap between current student performance and expected performance, Provide information to lecturers to improve the quality of their teaching.

Feedback is an essential and inseparable component of the self-regulation process in learning because it provides students with the opportunity to make changes as the key to the process Students need information in the form of internal feedback or can be provided externally by lecturers or tutors Internal feedback is information that is generated within a person, which occurs through a self-monitoring process and can be developed through practice External feedback, which is comments made by others about a student's skills or performance, can be a good confirmation process for resolving discrepancies External feedback can be obtained from tutors, lecturers and friends If provided effectively, external feedback can be an essential component of the self-regulation needed to correct their deficiencies (Kruiper et al., 2022).

Formative can also interpreted as an assessment carried out at the end of the teaching and learning program to see the level of success of the teaching and learning process itself. Meanwhile, what is meant by summative assessment is an assessment that is carried out at the end of the year or end of the program, or more specifically, an assessment carried out at the end of the semester from the end of the year So. The aim is to see the results achieved by the students, namely how successfully they have mastered the curricular goals. This assessment also focuses on product-oriented assessment of a process.

With formative assessment, a teacher can discover the success in teaching. If any of his students have not mastered the material or do not understand the learning material, then a teacher can improve his teaching method. Then, the formative assessment has a significant influence on the summative assessment. If the formative assessments have been achieved well, the results will impact the summative Assessment. Assessments should provide constructive feedback to students so they can improve their skills in solving mathematical problems. Feedback must be specific and related to the established assessment criteria. Additionally, feedback should provide suggestions that students can implement to improve their abilities.

CONCLUSION

Assessment has a significant role in providing helpful feedback to students, motivating them to improve learning achievement, and supporting effective learning planning. Appropriate and regular assessments help educators measure students' understanding, abilities, and development of subject matter. The feedback provided through assessments provides students with information about their level of understanding, skills that need improvement, and steps that can be taken to achieve further progress. Apart from providing benefits to students, appropriate assessments play a role in motivating students to continue to improve their learning achievements. Positive feedback can give students encouragement and confidence, while constructive feedback helps them overcome challenges and achieve better performance. Proper assessment also helps educators in planning effective learning. By understanding students' levels of understanding and their progress, educators can adapt teaching methods, strategies, and materials delivered to suit students' individual needs.

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