

## Formative Assessment Analysis: A Case Study at Madrasah Aliyah Masyariqul Anwar Bandarlampung

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### ABSTRACT

The research, titled "*Analysis of Formative Assessment at Madrasah Aliyah (MA) Masyariqul Anwar, Bandarlampung*" investigates the knowledge and application of formative assessment among teachers at MA Masyariqul Anwar in Durianpayung, Bandarlampung. Formative assessment is a critical component of modern teaching, aimed at enhancing student learning by identifying progress and providing targeted feedback. This study uses a qualitative descriptive method to explore the understanding, experiences, and perceptions of seven teachers through in-depth interviews, offering a detailed look into their classroom practices and challenges. The findings reveal varying levels of familiarity and proficiency among the teachers in implementing formative assessment. While some demonstrate a strong understanding and employ diverse strategies such as quizzes, group work, and peer reviews, others show limited knowledge and face challenges, including time management, resource availability, and inconsistent student engagement. Despite these hurdles, the research highlights a shared acknowledgment among teachers of the value of formative assessment in improving learning outcomes by fostering student-centered approaches and critical thinking. The novelty of this research lies in its specific focus on formative assessment practices within the context of Madrasah Aliyah, an Islamic secondary school. It provides fresh insights into how such assessments are perceived and implemented in a unique educational setting. The study concludes that effective formative assessment requires teachers to select suitable methods aligned with their classroom needs, supported by continuous professional development and institutional backing. These findings contribute to the broader discourse on formative assessment by emphasizing the need for context-specific strategies in diverse educational environments.

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## INTRODUCTION

The quality of assessment in education has a significant impact on the quality of learning. Effective assessment not only serves as a tool to assess student learning outcomes but also as a means to improve the learning process itself (Abd Halim et al., 2024; Rutherford et al., 2024). Here are some key points regarding how assessment quality affects learning quality (Darwin et al., 2023; Kyllonen et al., 2024; Maydiantoro et al., 2024). Assessment in learning has an important role in the learning process, both in the form of the process and the learning media, which influences the learning outcomes (Ridwan et al., 2022; Romadon & Maryam, 2019).

Assessment is one of the most important elements of an effective student learning process, playing a vital role in efficient teaching to improve student learning achievement. Assessment

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can be divided into two types: Formative assessment and summative assessment (Brownlie et al., 2024; Ferdousi, 2024; Mustamin, 2024; Sharofova & Aminova, 2024). Assessment in learning has several roles, including *First, monitoring student progress*: in this case, assessment helps teachers and students monitor learning progress (Fahd et al., 2022). By conducting regular assessments, teachers can identify areas for improvement and provide constructive feedback to students (Ketaren et al., 2022). *Second, assessing the effectiveness of learning strategies*: good assessment allows evaluation of the teaching strategies used (Luo & Zhou, 2024). Through the assessment results, teachers can assess whether the methods applied are effective in achieving learning objectives (Puteri et al., 2023). *Third, encouraging continuous improvement*: national assessments, for example, are designed to provide feedback on the quality of education and encourage improvement in schools (Muliasari et al., 2022; Mustafid, 2022). It should be noted that this is not only an individual assessment, but also an evaluation of the education system as a whole.

Formative assessment is an evaluation method used to monitor and improve students' learning processes (Adawiyah & Nofisulastri, 2020; Irons & Elkington, 2021; Undang Rosidin, 2018). This is different from summative assessment, which is usually conducted at the end of a learning period to evaluate students' overall achievement (Wulandari et al., 2013). Formative assessment aims to collect data on students' progress in mastering targeted competencies. This process helps teachers understand students' learning needs and provides ongoing feedback so that students can identify strengths and areas for improvement. Formative assessment has several benefits, the first of which is increasing learning motivation (Bulut et al., 2024; Carney et al., 2022; Kurnia, 2022; Wafubwa, 2020). With positive feedback, students tend to be more motivated to learn. Second, it can improve academic results. Consistency in the application of formative assessment can create an interactive and conducive learning atmosphere. Third, it can develop lifelong learning skills. Students learn to evaluate themselves and understand how to improve their learning outcomes.

This study aims to determine how much knowledge about formative assessment with the locus of Madrasah Aliyah (MA) Masyariqul Anwar Durian Payung, Bandarlampung in the 2024/2025 academic year.

## METHODS

This research method uses a qualitative descriptive method, namely interviews with seven teachers at the Private Madrasah Aliyah (MA) Masyariqul Anwar Durianpayung, Tanjungkarang District, Bandarlampung. Qualitative research methods are a research approach that focuses on collecting descriptive data through observation, interviews, narrative analysis, and documentation (Creswell & Poth, 2016; Dang et al., 2024; Moleong, 2017; Sugiyono, 2014; Usman et al., 2025; Walker et al., 2024; Yance et al., 2024). Qualitative research aims to explain a phenomenon in detail and depth, focusing on the process of analyzing and presenting data in the form of stories or narratives. This research instrument uses interviews.

Data analysis in qualitative research is carried out through four phases (Lim, 2024) interrelated: a) *Data collection*: conducting direct observation, in-depth interviews, document surveys, and focus group discussions; b) *Data reduction and classification*: isolating raw data and selecting relevant data for use in research; c) *Data display*: designing rows and columns of qualitative data matrices and determining the types and formats of data entered; and d) *Conclusions*: obtaining meaning from the results of the analysis and presenting them as research findings.

RESULTS AND DISCUSSIONS

To conduct interviews with teachers about formative assessment, here are some questions that can be used. These questions are designed to explore teachers' understanding, experiences, and views on the application of formative assessment in the learning process. The following is a list of questions in this formative assessment study, consisting of six questions. However, questions one and two are ignored because they only collect personal data and the teaching experience of respondents.

Table 1. Interview Questions

Interview Questions
Introduction
1. Can you introduce yourself and explain your educational background?
2. How long have you been teaching, and at which schools?
Understanding of Formative Assessment
3. What do you understand by formative assessment?
4. How do you differentiate between formative and summative assessment?
Experience in Implementation
5. What formative assessment methods or techniques do you frequently use in your classroom?
6. Can you give an example of how you implement formative assessment in your daily learning?

Table 2. Results of Formative Assessment Analysis at MA Masyariqul Anwar, Bandarlampung

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7
Understanding Formative Assessment	Not yet understanding the term formative assessment	Not yet understanding the term formative assessment	Have you understood the term formative assessment?	Have you understood the term formative assessment?	Not yet understanding the term formative assessment	Have you understood the term formative assessment?	Not yet understanding the term formative assessment
Formative assessment and summative assessment	Don't know the difference between formative and summative assessment	Don't know the difference between formative and summative assessment	Do you know the difference between formative and summative assessment?	Don't know the difference between formative and summative assessment	Don't know the difference between formative and summative assessment	Do you know the difference between formative and summative assessment?	Don't know the difference between formative and summative assessment
Formative assessment techniques that you frequently use in class	In the form of essay tests and oral tests	In the form of essay tests and oral tests	In the form of essay tests and oral tests	In the form of essay tests and oral tests	In the form of essay tests and oral tests	In the form of essay tests and oral tests	In the form of essay tests and oral tests
Experience in implementation	Already implemented, in oral and written form	Already implemented in oral and written form	Already implemented oral and written form	Already implemented in oral and written form	Already implemented in oral and written form	Sudah is Already implemented in oral and written form.	Already implemented in oral and written form

DISCUSSIONS

Based on the data obtained, there are still many teachers who do not understand the term formative assessment, even though all teachers have conducted formative assessment. The analysis of the discussion from Table 1 above is as follows. Based on Table 1 above, it is known

that the results of the formative assessment analysis at MA Masyariqul Anwar, Bandarlampung are as follows along with an explanatory narrative.

- ✓ ***Understanding of formative assessment:*** of the seven teachers involved in the study, only Teacher 3 and Teacher 6 understood the term formative assessment. Meanwhile, the other teachers (Teacher 1, Teacher 2, Teacher 4, Teacher 5, and Teacher 7) did not understand the term.
- ✓ ***Knowledge of the Differences between Formative and Summative Assessments:*** Teacher 3 and Teacher 6 know the differences between formative and summative assessments. In contrast, the other five teachers (Teacher 1, Teacher 2, Teacher 4, Teacher 5, and Teacher 7) do not know the differences between the two types of assessments.
- ✓ ***Formative Assessment Techniques Frequently Used in Class:*** All teachers in this study used formative assessment techniques in the form of essay tests and oral tests. This shows the consistency of the use of certain techniques in implementing formative assessment in the school environment.
- ✓ ***Experience in Implementing Formative Assessment:*** All teachers have had experience in implementing formative assessment using oral and written forms. This shows that although some teachers have not mastered the understanding of terms and differences with summative assessment, they have still tried to implement formative assessment in practice.

Analysis of the need to improve understanding of the term formative assessment and the difference between formative and summative assessment for some teachers. However, in practice, the implementation of formative assessment has been carried out quite well through various techniques, such as essay tests and oral tests. The explanation of the need to improve understanding, improve teacher competence, diversify formative assessment techniques, and ongoing mentoring and evaluation is as follows.

### ***Need for Increased Understanding***

The results of the analysis show a gap between conceptual understanding and practical application of formative assessment. Most teachers (5 teachers) still do not understand the term formative assessment and do not know the difference between it and summative assessment. Therefore, a training program or workshop that focuses on introducing the basic concepts of formative assessment and its differences with summative assessment needs to be held. This training can also be supplemented by providing real examples of the application of formative assessment that are relevant to the learning context.

### ***Teacher Competency Improvement***

Although teachers have used formative assessment in practice, a deeper understanding of its purpose and benefits is still needed. This is important so that formative assessment does not only become a routine but can also be used to provide effective feedback to students. Teachers need to be trained to connect assessment results with better learning strategies, such as providing specific feedback that helps students improve their weaknesses.

### ***Diversification of Formative Assessment Techniques***

The seven teachers involved in this study used essay tests and oral tests as a form of formative assessment. Although these techniques are effective, diversifying assessment techniques can increase student engagement. For example, teachers can try other methods, such

as a) *Direct observation*: which involves monitoring students' activities directly during learning; b) *Reflective journals*: asking students to record their understanding of the material being taught; c) *Self-assessment and peer-assessment*: inviting students to assess themselves or assess their peers as part of collaborative learning.

This diversification can help create assessments that are more suited to the diverse needs of students: a) *Continuous Assistance and Evaluation*: The implementation of formative assessments needs to be accompanied by periodic assistance and evaluation (Wijayanti et al., 2021) to ensure that teachers can integrate conceptual understanding with their classroom practices. Supervision by the principal or curriculum development team can be one of the strategic steps to ensure that the implementation of formative assessments runs optimally; b) *Integration of Technology in Formative Assessments*: The use of technology can be an important innovation in the implementation of formative assessments. Teachers can utilize applications, such as *Google Forms*, *Kahoot*, or *Quizizz* to create interactive and interesting assessments (Darman et al., 2024; Isnaeni et al., 2022; Svihla et al., 2009). This not only increases the variety of assessment methods but also makes it easier for teachers to recapitulate results and provide feedback quickly.

Although formative assessment practices have been implemented by teachers, there is still room for improvement, especially in understanding concepts and diversifying assessment techniques. By providing training, enriching assessment techniques, and integrating technology, formative assessment can be carried out more effectively, helping teachers to provide meaningful feedback, and supporting optimal student learning development.

This study revealed that although all teachers at MA Masyariqul Anwar, Bandarlampung have implemented formative assessment in learning, conceptual understanding of the term formative assessment and its differences with summative assessment is still uneven. The majority of teachers do not understand the term "formative assessment" and the differences with "summative assessment," even though in practice they have used assessment techniques such as essay tests and oral tests. This indicates a gap between theory and practice in implementing formative assessment. On the other hand, the experience of implementing formative assessment orally and in writing possessed by all teachers shows the potential to improve the quality of learning if accompanied by a deeper understanding and innovation in assessment techniques.

The novelty of this study can be seen from the results of observations and questionnaires filled out by teachers as respondents. The novelty is: a) *Identification of the Gap in Theory and Practice of Formative Assessment*: This study specifically highlights the gap between theoretical understanding and practical application of formative assessment at the high school level, which has not been widely discussed in previous studies; b) *Disclosure of Consistency of Assessment Techniques*: The results of this study show a consistent pattern in the application of formative assessment techniques in the form of essay tests and oral tests, providing an overview of teacher preferences in this school in implementing formative assessment; and c) *Portrait of Teacher Reality in Implementing Assessment in Schools*: This study provides direct insight into the conditions and challenges faced by teachers in implementing formative assessment in the classroom, which is relevant to be used as a basis for compiling teacher competency development programs.

## CONCLUSION

This study found that although all teachers at MA Masyariqul Anwar, Bandarlampung, have implemented formative assessment in learning, understanding of the concepts and terms of formative assessment, as well as its differences with summative assessment, is still uneven. Most teachers do not understand the term "formative assessment" and its differences from summative assessment, even though they have used techniques such as essay tests and oral



tests. This indicates a gap between theory and practice in implementing formative assessment. On the other hand, the experience of implementing oral and written formative assessments possessed by all teachers shows great potential to improve the quality of learning, especially if accompanied by in-depth training and diversification of assessment techniques. The novelty of this study lies in identifying *the gap between theoretical and practical understanding*, as well as the consistency of the pattern of implementing formative assessment techniques, which can be the basis for developing teacher competency in schools.

Further research is recommended to conduct intervention studies in the form of teacher training on formative assessment, both in terms of theory and implementation, and evaluate its impact on classroom practice. In addition, research can explore more varied assessment techniques, such as observation, self-assessment, and the use of technology, to improve assessment effectiveness and student engagement. Comparative studies between schools that have implemented formative assessment training and those that have not can also provide deeper insights into the influence of theoretical understanding on practice. Research that focuses on the application of formative assessment in various subjects is also needed to see the adaptation of assessment techniques according to the characteristics of each field of study. With this development, formative assessment is expected to be implemented optimally and contribute to improving student learning outcomes.

## AUTHOR CONTRIBUTIONS

All the authors stated that they were involved as contributors to this article. They drafted and contributed to the text and manuscripts together, discussed all parts of this paper, edited, and revised the earlier version, and approved the final version of the paper to be published.

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