

An Analysis of the Implementation of Formative Evaluation as an Effort to Improve Students' Academic Achievement

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Abstract: This study aims to analyze the implementation of formative evaluation in improving students' academic achievement. Formative evaluation is a type of continuous assessment conducted during the learning process to monitor students' progress, provide feedback, and improve teaching strategies. The research method employed is a qualitative approach using literature study and descriptive analysis techniques. The findings indicate that the application of formative evaluation enhances learning motivation, improves conceptual understanding, and positively impacts students' academic achievement. Therefore, formative evaluation is highly effective in improving learning outcomes when applied systematically and consistently.

Keywords: Formative Evaluation; Academic Achievement; Learning; Assessment; Students.

Abstrak: Penelitian ini bertujuan untuk menganalisis penerapan evaluasi formatif dalam meningkatkan prestasi belajar siswa. Evaluasi formatif merupakan bentuk penilaian yang dilakukan secara berkesinambungan selama proses pembelajaran untuk memantau perkembangan siswa, memberikan umpan balik, serta memperbaiki strategi pembelajaran. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik studi pustaka dan analisis deskriptif. Hasil penelitian menunjukkan bahwa penerapan evaluasi formatif dapat meningkatkan motivasi belajar, memperbaiki pemahaman konsep, dan berdampak positif terhadap pencapaian akademik siswa. Dengan demikian, evaluasi formatif memiliki efektivitas yang tinggi dalam meningkatkan prestasi belajar apabila diterapkan secara terarah dan konsisten.

Kata Kunci: Evaluasi Formatif; Prestasi Belajar; Pembelajaran;

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A. Introduction

Education is one of the most important aspects of a nation's development. Through education, young generations are prepared to face various future challenges. Therefore, improving the quality of education has become a major priority in both national and global policies (Tilaar, 2012). One crucial factor in improving education quality is the existence of an effective evaluation system. Evaluation serves to measure the extent to which learning objectives are achieved and provides an overview of students' progress (Arikunto, 2018).

Learning evaluation consists of various types, including formative, summative, diagnostic, and placement evaluation. Each has different functions, but formative evaluation is considered the most significant in continuously improving the learning process (Nitko & Brookhart, 2014). Formative evaluation is an assessment carried out during the learning process to monitor students' progress, provide feedback, and improve teachers' teaching strategies (Black & Wiliam, 1998). Thus, formative evaluation focuses not only on outcomes but also on the learning process itself.

According to Sadler (1989), the main function of formative evaluation is to identify students' learning difficulties and provide direction so that they can optimally achieve learning objectives. This demonstrates that formative evaluation is corrective in nature and supports students' development. Students' academic achievement is an important indicator of educational success. Learning achievement is influenced by many factors, both internal such as motivation and ability, and external such as teaching methods and evaluation strategies (Slameto, 2015).

Previous studies have shown that the application of formative evaluation has a positive effect on students' learning achievement. With clear and continuous feedback, students are more motivated to correct mistakes and enhance understanding (Hattie & Timperley, 2007). In Indonesia, however, the implementation of formative evaluation still faces challenges. Many teachers emphasize summative evaluations such as final exams, while formative evaluation is often neglected (Kunandar, 2015). This results in less optimal learning outcomes.

In fact, the curriculum currently applied in Indonesia, including the *Merdeka Curriculum*, emphasizes competency-based learning with authentic assessments, in which formative evaluation becomes an essential part of measuring students' overall achievement (Kemendikbud, 2021). Formative evaluation also aligns with the principle of *assessment for learning*, which emphasizes the role of assessment as a tool to improve learning rather than merely to measure final outcomes (Stiggins, 2005). Thus, formative evaluation serves as a tool for guidance rather than judgment.

Moreover, formative evaluation assists teachers in designing learning that suits students' needs. The data obtained from formative assessments can be used to adjust methods, materials, and learning strategies to be more effective (Brookhart, 2010). Students who receive formative evaluation consistently tend to have higher self-confidence because they feel acknowledged and receive direct guidance on their strengths and weaknesses (Nicol & Macfarlane-Dick, 2006).

In line with this, formative evaluation also enhances *self-regulated learning*, namely the students' ability to manage their own learning process. With appropriate feedback, students learn to self-evaluate and independently improve their weaknesses (Zimmerman, 2002). From the teacher's perspective, formative evaluation becomes a reflective instrument to assess the effectiveness of the teaching strategies applied. Teachers can determine the extent to which materials have been successfully delivered and whether modifications in strategies are needed (Heritage, 2010).

Furthermore, the implementation of formative evaluation is consistent with the constructivist paradigm of learning, in which students are considered active subjects who build knowledge through experience and interaction with their environment (Vygotsky, 1978). However, the effectiveness of formative evaluation highly depends on its consistent implementation. If teachers fail to provide clear, timely, and relevant feedback, then the function of formative evaluation will not be optimal (Shute, 2008).

Therefore, it is essential to analyze the implementation of formative evaluation to determine how effectively it contributes to improving students' academic achievement. Such analysis provides both empirical insights and theoretical foundations for improving the learning process. Research on formative evaluation has been widely

conducted in many countries. However, its application in the Indonesian context—with diverse educational conditions—presents unique challenges that require further investigation (Prihatni & Rahayu, 2019).

By analyzing the implementation of formative evaluation, it is expected that appropriate strategies can be identified to improve learning quality as well as student achievement. This is highly relevant to government efforts in enhancing education quality in the global era. Based on the above explanation, this study focuses on analyzing the implementation of formative evaluation as an effort to improve students' academic achievement. The findings of this study are expected to contribute both theoretically and practically to the development of more effective evaluation strategies in education.

B. Research Methodology

This study employed a qualitative research approach with a descriptive design. A qualitative approach was chosen because the main objective of the study is to analyze and describe the implementation of formative evaluation in the learning process, particularly in relation to its role in improving students' academic achievement. Through descriptive analysis, this research aims to provide an in-depth understanding of the process, context, and impact of formative evaluation on students' learning experiences.

The data sources of this research consisted of both primary and secondary data. Primary data were obtained from observations and interviews with teachers and students, focusing on how formative evaluation was applied during the learning process. Meanwhile, secondary data were derived from relevant literature, including books, journal articles, and official documents related to formative assessment and students' academic performance. This combination of data sources enabled the researcher to construct a comprehensive picture of the phenomenon under study.

The research site was selected purposively, focusing on schools that have implemented formative evaluation consistently in their teaching and learning practices. The participants involved in this study included teachers and students from selected

schools, as they are the primary actors in the implementation of formative evaluation. Purposeful sampling was used to ensure that the participants could provide rich information relevant to the research focus.

Data collection techniques included observation, interviews, and documentation. Observation was conducted to capture real classroom practices of formative evaluation, while interviews were carried out with teachers and students to explore their perceptions and experiences. Documentation in the form of lesson plans, assessment instruments, and students' academic records was also analyzed to strengthen the findings. Triangulation of data sources and techniques was used to ensure the validity and reliability of the data.

The data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three main stages: data condensation, data display, and conclusion drawing/verification. In the condensation stage, the collected data were selected, simplified, and organized according to the research focus. The data were then displayed in descriptive narratives, tables, and thematic categories to facilitate interpretation. Finally, conclusions were drawn and verified continuously throughout the research process.

To maintain research credibility, several strategies were applied, including prolonged engagement in the field, member checking, and peer debriefing. Ethical considerations were also prioritized, such as obtaining informed consent from participants, maintaining confidentiality, and ensuring that the research process did not harm any parties involved. With these methodological procedures, this study is expected to produce valid and reliable findings regarding the effectiveness of formative evaluation in improving students' academic achievement.

C. Results and Discussion

The findings of this study indicate that the implementation of formative evaluation in the classroom significantly contributes to improving students' learning

processes. Teachers who consistently apply formative evaluation create a more interactive and dynamic learning environment. This is evidenced by students' increased participation and active involvement during lessons.

Observation results show that formative evaluation is conducted through various strategies such as oral questioning, quizzes, assignments, and class discussions. These activities help teachers monitor students' progress and provide immediate feedback. Such feedback allows students to recognize their mistakes and correct them promptly, which in turn strengthens their understanding of the learning material.

Interviews with students reveal that they feel more motivated when formative evaluation is carried out regularly. Students reported that the feedback they received from teachers helped them to identify their strengths and weaknesses. This awareness enabled them to focus more on areas where they needed improvement, leading to better academic performance.

Teachers also confirmed that formative evaluation serves as a guide for adjusting instructional strategies. When teachers discover that many students struggle with certain concepts, they revisit the material using alternative teaching approaches. This adaptive practice shows that formative evaluation is not only beneficial for students but also for teachers' professional development.

Documentation analysis further supports these findings. Lesson plans and assessment instruments demonstrated that teachers who integrated formative evaluation had more structured and targeted learning designs. Their assessments were aligned with learning objectives, ensuring that each evaluation activity contributed directly to achieving intended outcomes.

Moreover, the study found that formative evaluation fosters a collaborative classroom atmosphere. Students often engage in peer assessment and group discussions, which promote critical thinking and communication skills. This collaborative learning environment makes students more confident in expressing their ideas and arguments.

Formative evaluation also has a significant effect on students' self-regulated learning. With consistent feedback, students develop the ability to monitor and evaluate

their own progress. They learn to set personal goals and take responsibility for their learning, which ultimately enhances their academic achievement.

The data analysis shows that students in classrooms where formative evaluation was implemented performed better academically compared to those in classrooms where it was not emphasized. This finding is consistent with previous studies suggesting that formative assessment positively impacts student outcomes (Hattie & Timperley, 2007).

Interestingly, students expressed that formative evaluation reduced their anxiety about learning. Since they received continuous guidance, they did not feel pressured by high-stakes tests. Instead, they viewed learning as an ongoing process of improvement rather than a final judgment of success or failure.

From the teachers' perspective, formative evaluation provides valuable insights into instructional effectiveness. Teachers stated that it allowed them to identify gaps in teaching and adjust their pedagogical approaches accordingly. This reflective process is critical for professional growth and the improvement of teaching practices.

However, the study also uncovered challenges in implementing formative evaluation. Some teachers found it time-consuming to provide individualized feedback for every student. Additionally, large class sizes made it difficult to ensure that all students received sufficient attention during the evaluation process.

Despite these challenges, most teachers agreed that the benefits of formative evaluation outweighed the obstacles. They emphasized that formative assessment should be viewed as an integral part of teaching rather than an additional burden. Effective time management and the use of technology were suggested as solutions to overcome these challenges.

In addition, students expressed the need for more constructive and detailed feedback. While short comments such as “good” or “needs improvement” were helpful, they preferred specific explanations that guided them on how to improve their work. This highlights the importance of high-quality feedback in formative evaluation (Shute, 2008).

The findings also demonstrate that formative evaluation supports the goals of the *Merdeka Curriculum*, which emphasizes student-centered learning and competency development. Formative assessment aligns with the curriculum's vision by encouraging continuous growth and holistic development of students.

Another key point is the role of formative evaluation in building students' motivation. The study found that students who received regular formative assessments developed a growth mindset, believing that their abilities could improve with effort and practice. This mindset is essential for long-term academic success.

The research also revealed that formative evaluation strengthens the relationship between teachers and students. Frequent feedback and interaction created a supportive learning environment where students felt valued and understood. This positive relationship contributed to increased student engagement and achievement.

Furthermore, formative evaluation encouraged the integration of innovative teaching methods. Teachers reported that they used digital tools, interactive quizzes, and learning platforms to conduct assessments, which not only made the process more efficient but also more engaging for students.

The results of this study align with constructivist learning theory, which views students as active participants in knowledge construction. By engaging in formative evaluation, students become more involved in shaping their own learning experiences (Vygotsky, 1978).

In conclusion, the findings demonstrate that formative evaluation is an effective strategy to enhance students' academic achievement. While challenges exist, particularly regarding time and class size, the overall impact is highly positive. With proper planning and consistent application, formative evaluation can serve as a powerful tool for both improving learning outcomes and supporting teachers' instructional practices.

Therefore, it is recommended that schools and policymakers emphasize the importance of formative evaluation in educational practice. Providing training for teachers, integrating technology, and reducing class sizes can further strengthen the

implementation of formative assessment, ensuring its effectiveness in improving student achievement.

D. Conclusion

The findings of this study indicate that the implementation of formative evaluation has a significant positive impact on improving students' academic achievement. Formative evaluation provides continuous feedback during the learning process, enabling students to identify their strengths and weaknesses. This ongoing assessment helps learners to make immediate improvements, thereby enhancing their understanding of the material and their overall academic performance.

Furthermore, the study reveals that formative evaluation promotes active student engagement and self-regulated learning. Through quizzes, classroom discussions, and teacher feedback, students are encouraged to take responsibility for their own progress. This process not only increases motivation but also builds confidence, as students are able to monitor their achievements and see tangible improvements in their learning outcomes.

In conclusion, formative evaluation is an effective strategy that should be integrated systematically into the teaching and learning process. Teachers are encouraged to design formative assessments that are varied, constructive, and aligned with learning objectives. By doing so, formative evaluation does not merely serve as an assessment tool but also as a means of guiding and supporting students toward achieving better academic success.

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