

ASSESSMENTS AND TYPES OF TESTS MADE BY TEACHERS AT THE ELEMENTARY SCHOOL LEVEL

Asmardi¹, Marwan², Abdullah Taufik Ritonga³, Mas'ud Zein⁴

Universitas Islam Negeri Sultan Syarif Kasim Riau

asmardi0497@gmail.com¹, marwansatriamarwan@gmail.com²,
abdullahtaufikritonga28@gmail.com³, mas'ud.zein@uin-suska.ac.id⁴

Abstract

This study aims to analyze the role of assessment in learning according to the Independent Curriculum and understand the application of formative, summative, and diagnostic assessments by teachers. The research method used is a literature study (library research), with the collection of data from books, journals, articles, and relevant scientific documents. The analysis was carried out descriptively to describe assessment practices, the form of tests used, and good test criteria in the learning context. The results of the study show that authentic assessment in the Independent Curriculum includes aspects of knowledge, skills, attitudes, and character of students. Formative assessments provide feedback throughout the learning process, summative assessments evaluate competency achievement at the end of a specific unit or period, while diagnostic assessments help teachers identify learning barriers and learners' potential early on. Various forms of assessment, including written tests, oral tests, observations, projects, portfolios, and practices, allow teachers to assess students' abilities holistically. Good test criteria, such as question comprehension, thinking time, and the opportunity to prepare responses, ensure that assessment results are accurate, fair, and support the development of students' potential. This research emphasizes the importance of flexibility, innovation, and the use of appropriate assessment instruments to achieve effective and authentic learning according to the principles of the Independent Curriculum.

Keywords: Assessment, Tests, Elementary School



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Various challenges in human life continue to grow, including increasing demands on individual abilities in the world of education. Education plays an important role as a means to form students who are able to think critically, creatively, and logically.¹ In the process of implementing education, the curriculum is the main reference that determines the direction and quality of learning. The quality of learning is greatly influenced by the quality of the curriculum implemented.

Indonesia has undergone various curriculum changes to date the government has introduced the Independent Curriculum as a continuation of the previous curriculum improvements, which emphasize flexibility, diversity of learning methods, and the development of individual students' potential.² The Independent Curriculum gives teachers the freedom to design learning processes that suit student characteristics, facilitates the achievement of competencies through contextual, collaborative, and project-based learning, so that students not only master knowledge, but also skills, attitudes, and character as a whole.³

The learning process is an activity that involves interaction between students, teachers, and various learning resources.⁴ Therefore, understanding the curriculum for teachers and education staff is very important, because the curriculum plays a role as a guideline in the implementation of learning.⁵ However, the reality on the ground shows that thematic learning is still often not carried out optimally.⁶ Thus, the curriculum philosophy that teachers understand and apply has a great influence on the quality of learning provided to students.

Learning is said to be successful if there is a positive change in the learning process, namely from teacher-centered learning to student-centered learning. Learning evaluation must also change from discriminatory to more differentiatory according to the needs of students.⁷ Changes in the learning and evaluation process are important factors in improving educational achievement. Evaluation in learning functions to determine the development and potential of

¹ Titi Fatmawati et al., "Transformation of Basic Education through the Independent Curriculum: Impact Analysis on Students' Critical and Creative Thinking Skills," *Journal of Social Management Science and Humanities (JIMSH)* 7, no. 1 (2025).

² Muhammedi Muhammedi, "Curriculum Changes in Indonesia: A Critical Study of Efforts to Find the Ideal Islamic Education Curriculum," *Raudhah Journal* 4, no. 1 (2020).

³ Fitri Handayani, Riqqah Annisa Maharani, and Yanti Fitria, "Assessments and Types of Tests Made by Teachers at the Elementary School Level," *Basicedu Journal* 6, no. 1 (2022).

⁴ Ichsan Anshory Am, Setiya Yunus Saputra, and Delora Heart Amelia, "Integrative Thematic Learning in the 2013 Curriculum in the Lower Grade of SD Muhammadiyah 07 Wajak," *Jinop (Journal of Learning Innovation)* 4, No. 1 (2018).

⁵ Nurjannah Nurjannah, "The Effectiveness of Formative Assessment Forms Adjusted to Learning Media," *PARAMETERS: Journal of Education of the State University of Jakarta* 29, No. 1 (2020).

⁶ Karimatus Saidah and Rian Damariswara, "Analysis of the Form of Attitude Assessment of Elementary School Students in Kediri City," *Basic Education Profession* 4, No. 1 (2020).

⁷ Irwan Soulisha Et Al., *Learning Evaluation* (Bandung: Widina Publisher, 2022).

students.⁸ In other words, assessment plays an important role in determining the quality of the educational process.

Learning activities are also a means to improve and improve the quality of the teaching process so that it is more targeted and competitive.⁹ In this case, evaluation holds an important position because it plays a role in determining the success of learning. The information obtained from the evaluation results is not only used as a form of accountability, but also as a basis for decision-making to improve the quality of learning.¹⁰ At the end of learning, education, or training activities, the dissemination of evaluation results is very necessary to determine the success rate of the program that has been implemented. In addition, teachers also need to understand the different types of tests that can be used in the assessment process.

Teachers' abilities are not only required in compiling evaluation instruments to measure student learning achievement, but also in utilizing these instruments as a tool to measure learning success.¹¹ Teachers must master various aspects of the teaching and learning process and be able to utilize learning outcome information to improve the quality of learning.¹² There are various ways to group test types, but the two most commonly used classifications are based on assessment methods and the level of freedom of response given to students.

In addition, in the context of modern education, teachers are required to be able to design evaluations that not only measure cognitive aspects, but also affective and psychomotor aspects. A comprehensive evaluation allows teachers to get a comprehensive picture of student development. In line with technological developments, the assessment process has also begun to shift to digital forms so that it is more practical, transparent, and accurate. Thus, teachers' competence in understanding, designing, and implementing curriculum and learning evaluation is an important factor in creating a quality educational process that is relevant to the needs of the times.

Teachers need to understand that each type of test has different objectives and characteristics, so the selection must be adjusted to the competencies to be measured. The right test will provide an accurate picture of the student's abilities, both in terms of knowledge, skills,

⁸ Niam Wahzudik and Wardi Istyarini, "Implementation of School Curriculum Evaluation (Case Study of Elementary Schools in Kudus Regency)," *Journal of Technology* 18, no. 1 (2020).

⁹ Adisna Nadia Phafiandita et al., "The Urgency of Evaluating Learning in the Classroom," *JIRA: Journal of Innovation and Academic Research* 3, No. 2 (2022).

¹⁰ Ghufra Hasyim Achmad et al., "Authentic Assessment of the Independent Learning Curriculum in Islamic Religious Education Learning in Elementary Schools," *Educational: Journal of Education* 4, no. 4 (2022).

¹¹ Syahrial Syahrial, Septi Lusiana Hutabarat, and Yohana Oktaferin Situmorang, "The Strategic Role of Classroom Teachers in Designing Meaningful Learning Evaluations in Elementary Schools," *Journal of Intellectuals and Scholars* 2, no. 5 (2025).

¹² Hendripan Panjaitan and Febi Hafizzah, "The Role of Teachers as Facilitators in Improving the Quality of Learning at SDIT Mutiara Ilmu Kuala," *Edu Society: Journal of Education, Social Sciences and Community Service* 5, no. 1 (2025).

and attitudes. Therefore, teachers are required to be able to design valid, reliable, and objective tests so that the results can be used as a basis for learning decision-making. The use of test results must also be analyzed systematically so that teachers can find out the strengths and weaknesses of students in the learning process. Thus, the evaluation process is not only an assessment tool, but also a means of continuous learning improvement.

RESEARCH METHODS

This research uses the library *research* method by collecting information and data from various sources such as books, journals, scientific articles, theses, and other relevant references. Literature research aims to strengthen analysis through the study of theories obtained from various library sources. According to Sugiyono and several other experts, literature study is a systematic activity to collect, process, and analyze library data related to research topics.¹³ This process includes theory identification, reference searching, filtering relevant data, and drafting and analyzing research documents. In this study, all data was collected through literature study techniques, then analyzed using a descriptive analysis method, which is to explain the facts found and provide a clear explanation of the results of the study.

RESULTS AND DISCUSSION

Rating

Assessment is an important part of the learning process that is carried out after learning interactions between teachers and students. Assessment can be interpreted as any form of teacher or student activity to obtain information that can be used to improve the learning process. This activity includes teacher observation, examination of student work, and identification of what students have or have not understood. Assessments also function to motivate students to improve understanding and achieve set competency standards. Based on the function of its use, assessments can be distinguished into formative and summative assessments.

Assessment is an important element in learning, because the success of the learning process can only be measured through assessment activities. Authentic assessment is a form of measuring student learning outcomes through real tasks that reflect attitudes, knowledge, and skills.¹⁴ Authentic assessment focuses on aspects that must be assessed, both the learning process

¹³ Suggestion, *Quantitative, qualitative and R&D research methodology*, 2020.

¹⁴ Saskia Aulia Angkat, Siska Wardhani, and Syahrial Syahrial, "The Concept of Authentic Assessment in Learning Evaluation in Elementary Schools," *Pubmedia Journal of Indonesian Class Action Research* 1, No. 3 (2024).

and outcomes, using instruments that are in accordance with the demands of the learning objectives.¹⁵

Based on this explanation, assessment can be understood as a process carried out by teachers to determine the level of success of students in mastering the material in a sustainable manner. Assessment involves aspects of knowledge, attitudes, and skills, so it requires the right instruments. Before the assessment is carried out, teachers must prepare assessment objectives and question grids so that the results are objective and accurate.

Effective assessments must also consider differences in learners' abilities, learning styles, and interests. Teachers need to choose appropriate assessment methods and techniques so that each student can show their potential to the maximum. The application of authentic assessments is highly recommended, as it emphasizes measurement not only on the final outcome, but also on the student's learning process. Thus, teachers can obtain more comprehensive information about students' strengths and weaknesses. A well-designed assessment will be the basis for improving learning strategies and supporting the achievement of students' competencies optimally.

Types of Assessments

Formative Assessment

Formative assessment is a form of assessment that aims to find out the learning achievements of students after participating in the learning process in a subject. This assessment serves as a basis for improving learning steps so that the learning process leads to better results.¹⁶ Through formative assessment, teachers can see the suitability of the learning methods used with time allocation and targeted learning outcomes.

Formative assessments are also used to assess students' abilities, potential, and development in doing the tasks given during the learning process. The results of this assessment help teachers answer important questions such as whether the material needs to be repeated, whether the learning outcomes (CP) have been achieved, or whether other learning strategies are needed. In its application, formative assessment refers to learning outcomes that include aspects of knowledge, skills, attitudes, and other relevant tasks. To analyze the achievement of learning outcomes, teachers can use various forms of tests or appropriate instruments.

In the Independent Curriculum, formative assessments are carried out continuously throughout the learning process. Assessments can be done at the end of one learning unit, one teaching module, or after the completion of one specific learning activity. Formative assessments

¹⁵ Achmad et al., "Authentic Assessment of the Independent Learning Curriculum in Islamic Religious Education Learning in Elementary Schools."

¹⁶ Ade Hera Adinda et al., "Summative Assessment and Formative Assessment of Online Learning," *Report Of Biology Education 2*, No. 1 (2021).

are used to provide feedback to teachers and students so that the learning process can be flexibly adjusted to the needs of students.

Summative Assessment

The summative assessment in the Independent Curriculum is an assessment used to determine the achievement of student competencies at the end of a unit, the end of the semester, or the end of the learning phase. This assessment serves to provide an overview of the achievement of learning objectives and learning outcomes that have been set. The results of summative assessments are usually the basis for scoring student learning progress reports. Summative assessment aims to evaluate learning outcomes as a whole, so that educators and educational units can understand the extent of students' development and potential after participating in a series of learning in a certain period. Thus, summative results help teachers design learning follow-ups, both enrichment and remedial, to suit students' learning needs.¹⁷

In the Independent Curriculum, summative assessments can include cognitive aspects, skills (psychomotor), as well as attitudes and character that are depicted through performance and completion of authentic tasks. This assessment can be a written test, project, portfolio, demonstration, or other form of assessment relevant to the learning objectives. Educators need to adjust the form and duration of assessment to the scope of material at the end of the unit, chess month, semester, and end of the learning year, so that the assessment truly reflects the understanding and competence of students in the educational unit.

Diagnostic Assessment

In the Independent Curriculum, diagnostic assessment is the first step taken by teachers to find out the ability, readiness to learn, obstacles, and social-emotional conditions of students before learning takes place. This assessment is important to identify factors that cause learning difficulties, for example, students often skip math lessons because learning is not interesting, feel afraid of the lesson, or have difficulty understanding the questions given. Diagnostic assessments are very necessary because they can help teachers understand the problems experienced by students so that they can be given appropriate treatment.¹⁸ By knowing the causes of learning difficulties, teachers can determine differentiated learning strategies, provide guidance, and design interventions that suit the needs of students.

In the Independent Curriculum, diagnostic assessments are not used to provide grades, but as a basis for designing a learning process that facilitates the optimal development of students. This assessment can be done at the beginning of the year, the beginning of the semester, or

¹⁷ Firani Putri and Supratman Zakir, "Measuring the Success of Learning Evaluation: A Study of Formative and Summative Evaluation in the Independent Curriculum," *Title: Journal of Social Humanities Education* 2, no. 4 (2023).

¹⁸ Arifin Nur Budiono and Mochammad Hatip, "Learning Assessment in the Independent Curriculum," *Axioma Journal: Journal of Mathematics and Learning* 8, No. 1 (2023).

whenever teachers find signs of lagging or learning obstacles. The instruments used can be in the form of light tests, observations, interviews, students' self-reflection, or analysis of work results. The results of the diagnostic assessment function to help teachers recognize potential, learning styles, characters, and problems that affect the learning process of students so that educators can carry out prevention and appropriate treatment.

In order for diagnostic assessments to run effectively according to the Independent Curriculum, there are several provisions that need to be considered by teachers, namely assessments must be simple and relevant, the results are used for learning follow-up, and the information obtained is kept confidential. In addition, the assessment process is carried out with a humanist approach so that students feel safe and valued. Thus, diagnostic assessments are an important means in helping students achieve more optimal and directed learning development according to their individual needs.

Test Form

In the Independent Curriculum, the form of tests or assessments is designed to be more varied to suit learning objectives and the needs of students. Assessments are divided into formative and summative. Formative assessments are used to continuously monitor students' learning processes, provide feedback, and help teachers adjust learning strategies so that students can achieve better competencies. Meanwhile, summative assessments are carried out to measure the achievement of student learning outcomes at the end of a certain unit, module, or learning period. The forms of tests that can be used are as follows.¹⁹

1. Formative assessment. Formative assessments are used to monitor the learning process of students in an ongoing manner. This assessment provides feedback to teachers and students so that learning strategies can be adjusted to learning needs. Thus, teachers can find out which parts of the material are already understood by students and which parts need to be strengthened. Formative assessments help ensure that each student can achieve basic competencies more optimally.
2. Summative assessment. Summative assessments are conducted at the end of a specific unit, module, or period to measure the achievement of student learning outcomes as a whole. The results are the basis for determining the success of learning and the final score of students. This assessment provides an objective picture of the students' abilities after participating in the learning series. Summative also serves as a reference for planning further learning or follow-up learning.

¹⁹ Ramayulis Rahman Rahma Yuni and Adrian Toni Ratna Juita, "The Application of Formative and Summative Assessments in the Independent Curriculum," *Didactic: PGSD Scientific Journal STKIP Subang* 11, No. 02 (2025).

3. **Written Test.** Written tests include quizzes, multiple-choice questions, fill-in, or description questions. This test assesses students' understanding of concepts and mastery of the material systematically. Teachers can use written tests to look at students' cognitive abilities individually. This test also allows for an objective measurement of students' understanding.
4. **Oral tests.** The oral test is conducted through questions and answers, discussions, or presentations. This form of assessment emphasizes students' ability to express ideas, think critically, and understand concepts. The oral test also allows teachers to evaluate students' communication and social interaction skills. In addition, students can demonstrate their understanding directly, so teachers get a more realistic picture of learning.
5. **Observation.** Observation is carried out by observing students' behavior, skills, and participation during the learning process. This assessment assesses aspects of attitude, cooperation, and practical skills that cannot always be measured by a written test. Observation helps teachers understand how students interact with peers and the learning environment. In addition, teachers can find out the difficulties or potentials that arise directly.
6. **Projects.** Projects are medium- to long-term tasks that require students to apply the competencies that have been learned. Project assessments assess creativity, design skills, and problem-solving skills in real life. With the project, students can demonstrate their understanding in a more practical context. It also trains students' independence and responsibility for their work.
7. **Portfolio.** A portfolio is a collection of students' work during the learning process. This assessment emphasizes the development of ability, consistency, and quality of learning outcomes. Portfolios allow teachers to assess student progress holistically, not just the final outcome. With portfolios, teachers can also provide specific feedback to improve the quality of student learning.
8. **Practice.** Practical assessment emphasizes the application of competencies directly through activities relevant to the learning material. This form assesses students' skills, performance, and abilities in a real-world context. Practice helps teachers know if students are able to apply the knowledge learned in real-life situations. Practice assessments also increase students' motivation as they learn as they do.

In the Independent Curriculum, teachers have the freedom to choose assessment methods and techniques that suit the characteristics and needs of students. This flexibility allows teachers to tailor assessments to students' potentials, interests, and learning styles. In this way, assessments become more authentic, meaningful, and support the development of students' potential as a whole. Teachers can combine various forms of assessment to make the assessment results more comprehensive.

Assessment is an important part of the learning process because it can provide information about students' abilities and development. In order for the assessment to produce accurate data, the test must be structured in an appropriate format and in accordance with the learning objectives. A good test format helps teachers evaluate students objectively, fairly, and transparently. Thus, test results not only measure true or false answers, but also reflect students' understanding, skills, and thought processes.

The criteria for a good test are: First, students must be able to understand the questions. This means that the questions must be prepared in clear, easy-to-understand language, and according to the student's level of development so that they are not confused in reading or interpreting the questions. Second, students should have time to think about the answers. A good test provides an opportunity for learners to reflect on questions, reason answers, and strategize before responding. Time is important enough so that students are not in a hurry and the test results reflect their true abilities. Third, students must have time to make appropriate responses. In addition to thinking, students need time to pour out answers, both written and oral, so that they can express their understanding and skills optimally. Tests that are too rushed can reduce the accuracy of the assessment. Fourth, students must be able to make responses, although they don't have to be correct. This means that the test should encourage students to try and participate, so that teachers can assess students' thought processes, creativity, and problem-solving skills, not just right or wrong answers. Thus, assessments become more effective and can help teachers understand students' learning potential and difficulties as a whole.

CONCLUSION

Assessments in the Independent Curriculum are an important component that not only measures learning outcomes, but also guides the learning process to be more effective, sustainable, and according to the needs of students. This assessment includes aspects of knowledge, skills, attitudes, and character, and is carried out through formative, summative, and diagnostic assessments. Formative assessments provide feedback throughout the learning process, while summative assessments measure overall competency achievement, and diagnostic assessments help teachers identify learning barriers and students' potential early on. Various forms of assessment, such as written tests, oral tests, observations, projects, portfolios, and practices, allow teachers to assess students' abilities authentically and holistically, with the flexibility to tailor assessment methods according to learners' characteristics.

Good test criteria, such as students' ability to understand questions, gain time to think and write answers, and express responses even when they are not correct, ensure that the assessment is fair, accurate, and meaningful. Thus, assessments not only measure the final outcome, but also

support teachers in designing more effective learning strategies, increasing students' motivation to learn, and optimizing the development of their potential.

The recommendation from this study is that teachers need to integrate authentic assessments consistently, utilize various forms of assessment, and adjust assessment instruments to learning objectives so that evaluations can be more precise, comprehensive, and relevant to student development. This approach is expected to strengthen the quality of learning, support the achievement of competencies, and help students develop optimally according to the principles of the Independent Curriculum.

BIBLIOGRAPHY

- Achmad, Ghufuran Hasyim, Dwi Ratnasari, Alfauzan Amin, Eki Yuliani, and Nidia Liandara. "Authentic Assessment on the Independent Learning Curriculum in Islamic Religious Education Learning in Elementary Schools." *Educational: Journal of Education* 4, no. 4 (2022).
- Adinda, Ade Hera, Hossiana Ekklesia Siahaan, Inas Fawaz Raihani, Naurah Aprida, Niken Fitri, and Ade Suryanda. "Summative Assessment and Formative Assessment of Online Learning." *Report Of Biology Education* 2, No. 1 (2021).
- Am, Ichsan Anshory, Setiya Yunus Saputra, and Delora Corazón Amelia. "Integrative Thematic Learning in the 2013 Curriculum in the Lower Grade of SD Muhammadiyah 07 Wajak." *Jinop (Journal of Learning Innovation)* 4, no. 1 (2018).
- Adopted, Saskia Aulia, Siska Wardhani, and Syahrial Syahrial. "The Concept of Authentic Assessment in Elementary School Learning Evaluation." *Pubmedia Journal of Indonesian Class Action Research* 1, No. 3 (2024).
- Budiono, Arifin Nur, and Mochammad Hatip. "Learning Assessment in the Independent Curriculum." *Journal of Axioma: Journal of Mathematics and Learning* 8, no. 1 (2023).
- Fatmawati, Titi, Asman Jaya, Rasid Rasid, and Abubakar Abubakar. "Transformation of Basic Education through the Independent Curriculum: An Impact Analysis on Students' Critical and Creative Thinking Skills." *Journal of Social Management Science and Humanities (JIMSH)* 7, No. 1 (2025).
- Handayani, Fitri, Riqqah Annisa Maharani, and Yanti Fitria. "Assessments and types of tests made by teachers at the elementary school level." *Journal of Basic Medicine* 6, no. 1 (2022).
- Muhammad, Muhammad. "Curriculum Changes in Indonesia: A Critical Study of Efforts to Find the Ideal Islamic Education Curriculum." *Journal of Neuroscience* 4, no. 1 (2020).
- Nurjannah, Nurjannah. "The effectiveness of formative assessment forms is adjusted to learning media." *PARAMETERS: Journal of Education of the State University of Jakarta* 29, No. 1 (2020).
- Panjaitan, Hendripal, and Febi Hafizzah. "The Role of Teachers as Facilitators in Improving the Quality of Learning at SDIT Mutiara Ilmu Kuala." *Edu Society: Journal of Education, Social Sciences and Community Service* 5, no. 1 (2025).
- Phafiandita, Adisna Nadia, Ayu Permadani, Alsa Sukma Pradani, and M Iqbal Wahyudi. "The Urgency of Evaluating Learning in the Classroom." *JIRA: Journal of Academic Innovation and Research* 3, no. 2 (2022).

Asmardi, Marwan, Abdullah Taufik Ritonga, Mas'ud Zein: Assessments and Types of Tests Made by Teachers at The Elementary School Level

Putri, Firani, and Supratman Zakir. "Measuring the Success of Learning Evaluation: A Study of Formative and Summative Evaluation in the Independent Curriculum." *Dewantara: Journal of Social Education and Humanities* 2, no. 4 (2023).

Rahma Yuni, Ramayulis Rahman, and Adriantoni Ratna Juita. "The Application of Formative and Summative Assessments in the Independent Curriculum." *Didactic: PGSD Scientific Journal of STKIP Subang* 11, No. 02 (2025).

Saidah, Karimatus, and Rian Damariswara. "Analysis of the Form of Assessment of Elementary School Students' Attitudes in Kediri City." *Basic Education Profession* 4, No. 1 (2020).

Soulisa, Irwan, Moh Supratman, Okta Rosfiani, Reno Renaldi, Widya Tri Utomo, Cecep Maman Hermawan, Chelsi Ariati, Apriani Riyanti, Sonya Fanny Tauran, and Nike Astiswijaya. *Learning Evaluation*. Bandung: Widina Publishers, 2022.

Sugiyono. *Quantitative, Qualitative and R&D Research Methodology*, 2020.

Syahrial, Syahrial, Septi Lusiana Hutabarat, and Yohana Oktaferin Situmorang. "The Strategic Role of Classroom Teachers in Designing Meaningful Learning Evaluations in Elementary Schools." *Journal of Intellectuals and Scholars* 2, no. 5 (2025).

Wahzudik, Niam, and Wardi Istyarini. "Implementation of School Curriculum Evaluation (Case Study of Elementary Schools in Kudus Regency)." *Journal of Technology* 18, No. 1 (2020).