

Exploring The Implementation Of Formative Assessment: How It Is Impactful To Engage Students In Learning

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ABSTRACT

Implementing assessment in learning activities is helpful to give an overall view of how students are learning and serve as a source of information for creating higher-quality learning. Based on how it is used, assessment is divided into two categories: formative and summative. Formative assessment tracks student progress and gives advancing feedback on how well they are learning. If this formative assessment is created properly, it may encourage students to enhance their self-management capacity to handle their performance while studying the courses and help them recognize their strengths and limitations. This conceptual article explores how impactful the formative assessment is in engaging students in learning and boosting their performance during class activities. Twenty research article publications on formative assessment are examined to look more closely at how to apply appropriate formative assessment and how important it is in determining students' learning potential and performance. The discussion asserts that teacher knowledge played a crucial role in developing assessment practices and affected their capacity to adapt assessment theories into classroom practice. Then, across various disciplines and contexts, learning-oriented assessment can efficiently support and advance student learning

Keywords: Formative Assessment, learning performance, self-regulated learning

ABSTRAK

Penerapan penilaian dalam kegiatan pembelajaran sangat membantu untuk memberikan gambaran menyeluruh tentang bagaimana siswa belajar dan berfungsi sebagai sumber informasi untuk menciptakan pembelajaran yang lebih berkualitas. Berdasarkan penggunaannya, penilaian dibagi menjadi dua kategori: formatif dan sumatif. Penilaian formatif melacak kemajuan siswa dan memberikan umpan balik lanjutan tentang seberapa baik mereka belajar. Jika penilaian formatif ini dibuat dengan benar, ini dapat mendorong siswa untuk meningkatkan kapasitas manajemen diri mereka untuk menangani kinerja mereka saat mempelajari kursus dan membantu mereka mengenali kekuatan dan keterbatasan mereka. Artikel konseptual ini mengeksplorasi seberapa besar dampak penilaian formatif untuk melibatkan siswa dalam pembelajaran dan meningkatkan kinerja mereka selama kegiatan kelas. Sejumlah publikasi artikel terbaru tentang kajian penilaian formatif digunakan untuk melihat lebih dekat bagaimana penerapan penilaian formatif yang tepat dan seberapa penting penilaian formatif dalam menentukan potensi dan kinerja belajar siswa. Diskusi menegaskan bahwa pengetahuan guru memainkan peran penting dalam mengembangkan praktik penilaian dan memengaruhi kapasitas mereka untuk mengadaptasi teori penilaian ke dalam praktik kelas. Kemudian, di berbagai disiplin ilmu dan konteks, penilaian berorientasi pembelajaran dapat mendukung dan memajukan pembelajaran siswa secara efisien.

Kata Kunci: Penilaian Formatif, potensi belajar, prestasi belajar

PENDAHULUAN

Teaching and assessment are essential components of the educational process. Assessment entails the systematic collection and analysis of data



on student learning, while teaching involves facilitating the learning process. Assessment serves as a crucial instrument for educators to evaluate the efficacy of their instructional methods by establishing a connection between student achievement and predetermined learning outcomes. The primary objective of assessment is not to categorize and order students but to evaluate the extent of learners' knowledge and skills. It is important that the instructional process incorporates an essential component that exploits the learner's prior experience, enhances their belief in their abilities, and cultivates their determination and involvement.

The assessment identifies specific areas in which students may require supplementary assistance, evaluates the efficacy of pedagogical approaches, and provides guidance for instructional choices. Furthermore, implementing assessment practices can facilitate the establishment of a "culture of assessment" within educational institutions. This culture entails the continuous and transparent exchange of ideas among faculty members regarding assessment and learning. It also involves a commitment to formulating clear learning outcomes and selecting suitable measures to evaluate them. Furthermore, there is an intense curiosity in collecting evidence on these outcomes and a solid motivation to employ this information to enact improvements that enhance student learning. The assessment for the learning model is informed by normative educational theories that advocate for education to prepare students for expertise. This expertise is characterized by continuous learning, adaptability, and rigor. In order to attain this objective, it is essential for students to not only assimilate the fundamental principles of their field to a sufficient level but also exhibit proficiency in integrating new information and resolving challenges that may have eluded their prior experience (Kulasegaram & Rangachari, 2018).

It is essential to acknowledge the significance of Formative and Summative assessments as they greatly influence the learning process. Both types of assessments play a crucial role in shaping educational activities. The significance of formative assessment in the context of Assessment for Learning (AFL) cannot be overstated when it comes to enhancing teaching and learning experiences. Employing Assessment for Learning (AFL) strategies and activities has played a significant role in fostering the development of meta-cognitive self-monitoring and self-regulation skills. (Hawe & Dixon, 2017), although the success of formative assessment depends on how teachers perceive and implement formative assessment activities in classrooms (Yan et al., 2021). The implementation of formative assessment by teachers has the potential to have positive impacts on students' academic achievements. However, the successful use of formative assessment requires an in-depth comprehension of both material and pedagogy by teachers. The capacity to analyze student responses to curriculum-embedded tasks is crucial in empowering teachers to enhance their topic and pedagogical expertise. Still, it is worth considering if a certain baseline level of content knowledge is required for teachers to effectively employ assessment methods to promote student learning (Herman et al., 2015). Indeed, the students personally experienced the formative assessment's favorable effects. Kincal & Ozan (2018) stated that implementing Formative Assessment in education has positively impacted students' attitudes towards the course. This is evident through their increased



sense of ownership in their learning, enhanced interest in their subject matter, and the freedom to express themselves without the pressure of being graded. A similar finding also asserts the impact of Formative Assessment. Students understood the educational advantages that might be obtained from participating in interactions and activities. As a result, their initial concerns were alleviated, leading to increased engagement and motivation. As formative assessment is defined as a pedagogical strategy that significantly enhances students' academic performance, it positively influences their perception of educational assessment and self-regulating abilities (Kincal & Ozan, 2018). Consequently, they embraced a proactive role in their learning process (Hawe & Dixon, 2017).

The primary objective of implementing an assessment for learning strategy is to refocus the purpose of the assessment on the learner. The assessment's educational value is determined by its impact on the students' development and progress during the assessment process, including preparation, the assessment itself, post-assessment activities, and feedback. Therefore, this paper examines the implementation of Formative Assessment within the context of learning activities and its significance in fostering a positive learning experience for students.

METODE

This conceptual article is written following the systematic review technique, which involved doing a comprehensive search, applying selection criteria, and extracting data from eligible overviews for this study.

This review covers 20 relevant articles which discuss the implementation of Formative Assessment in an Educational setting. These articles are scholarly publications indexed by Google Scholar and Scopus. They were published during the period range of 2018 to 2023.

Table 1. List of articles

No.	Author(s)	Title	Name of Journal	Year of Publication
1.	Kulamakan Kulasegaram and Patangi K. Rangachari	Beyond "Formative": assessments to enrich student learning	Advanced Physical Education	2018
2.	Zohre Mohamadi	Comparative effect of online summative and formative assessment on EFL student writing ability.	Studies in Educational Evaluation	2018
3.	Remzi Y. Kincal, Ceyhun Ozan	Effects of Formative Assessment on Prospective Teachers' Achievement, Attitudes and Self-Regulation Skills	International Journal of Progressive Education	2018
4.	Masoomah Estaji* and Mostafa Mirzaii	Enhancing EFL learners' vocabulary learning	Language Learning in Higher Education	2018

		through formative assessment: Is the effort worth expending?		
5.	Jacqueline P. Leighton & María Clara Bustos Gómez	A pedagogical alliance for trust, wellbeing and the identification of errors for learning and formative assessment.	Educational Psychology	2018
6.	Chao Han , Qin Fan	Using self-assessment as a formative assessment tool in an English-Chinese interpreting course: student views and perceptions of its utility	Perspectives	2019
7.	Fabienne M. van der Kleij	Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics	Teaching and Teacher Education	2019
8.	Fatin Kamilia Mohd Arif, Natasha Zaireen Zubir,*Maslawati Mohamad, Melor Md Yunus	Benefits And Challenges Of Using Game-Based Formative Assessment Among Undergraduate Students	Humanities & Social Sciences Reviews	2019
9.	Punyapat Chanpet, Komkrit Chomsuwan, Elizabeth Murphy	Online Project-Based Learning and Formative Assessment	Tech Know Learn	2020
10.	Carina Granberg *, Torulf Palm, Bjorn Palmberg	A case study of a formative assessment practice and the effects on students' self-regulated learning	Studies in Educational Evaluation	2021
11.	Zi Yan a , Ziqi Lia , Ernesto Panadero b,c, Min Yanga , Lan Yanga and Hongling Lao	A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment	Assessment In Education: Principles, Policy & Practice	2021
12.	Ksenia Antonova, Nadezhda	Formative Assessment Of Critical Reading Skills	The Journal Of Teaching English For Specific And	2021



	Tyrkheeva	In Higher Education In Russia In The Context Of Emergency Remote Teaching	Academic Purposes	
13.	Qiang Guo, Yueting Xu	Formative assessment use in university EFL writing instruction: a survey report from China	Asia Pacific Journal of Education	2021
14.	Xie Qina*, Cui Yi	Preservice teachers' implementation of formative assessment in English writing class: Mentoring matters	Studies in Educational Evaluation	2021
15.	Qiuxian Chen, Jiajin Zhang, Liang Li	Problematising formative assessment in an undeveloped region of China: voices from practitioners	Educational Assessment, Evaluation and Accountability	2021
16.	Seyed M. Ismail , D. R. Rahul, Indrajit Patra and Ehsan Rezvani*	Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill	Language Testing in Asia	2022
17.	Jawad Golzar, Seyed Ebrahim Momenzadeh & Mir Abdullah Miri	Afghan English teachers' and students' perceptions of formative assessment: A comparative analysis	Cogent Education	2022
18.	Pablo Antonio Archila, Jorge Molina, Giovanna Danies, Anne- Marie Truscott de Mejía & Silvia Restrepo	Using formal formative assessment (FFA) to promote undergraduates' bilingual written scientific argumentation (BWSA)	International Journal of Bilingual Education and Bilingualism	2022
19.	Suzan Alabidi, Amjad Owais, Farah Alabidi, Osama Taani	Exploring the Role of Reflective Diaries as a Formative Assessment Strategy in Promoting Self-Regulated Among ESL Students	Practical Assessment, Research, and Evaluation	2022
20.	Hadeli*, Martin Kustati, Teuku Zulfikar, Hidayat Al Azmi, Nalini	Effects Of Formative Tests and Communicative Grammar Instruction on EFL Students'	Studies in English Language and Education	2023

	Arumugam	Oral Response Ability	
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HASIL DAN PEMBAHASAN

The investigation of 20 academic articles about the practice of formative assessment elucidates three primary points that have been highlighted. Formative assessment plays a crucial role in enhancing the quality of learning, improving students' engagement in learning activities, and fostering self-directed learning.

Enhancing the quality of student learning can be achieved through the conscious efforts of teachers to design assessments that match the expected learning outcomes and instructional methods. In addition, they incorporate regular formative assessments to offer students ongoing input on their academic advancement. Furthermore, it is important to offer students practical and significant feedback beyond just performance indicators (Kulasegaram & Rangachari, 2018). Then, teachers must prioritize performance-oriented assessment beyond learning-oriented assessment (Yan et al., 2021). Other study evidence showed that it is essential for teachers to establish a reciprocal learning discussion and encourage active engagement and involvement from teachers and students in formative practices such as self-assessment, reflective feedback, and discussion (Golzar et al., 2022), as similar study also assert that the use of dialogic feedback practices between teachers and students is needed (van der Kleij, 2019). Indeed, the role of teachers is truly essential as one study highlighted that the teachers implemented a concise intervention aimed at building student trust in the instructor, leading to increased well-being and a greater identification of potential areas of uncertainty in students' comprehension of the subject matter (Leighton & Bustos Gómez, 2018).

Implementing formative assessment generates advantageous outcomes in student engagement in learning activities, with a particular advantage being the enactment of gamification. Kahoot, a game-based learning platform, demonstrates its advantages when employed to assess the learning process. The result of the survey shows that the exercises for learning and learning notes were relatable to the students. Subsequently, individuals possess opportunities to recollect significant aspects of a particular topic more delightfully. At last, students acquire additional knowledge, enhance their capacity for retaining information, and closely assess their learning path (Arif et al., 2019). The utilization of technology is progressively playing a pivotal part in enhancing the execution of formative assessment. Another study demonstrated the utilization of the Electronic Writing Forum for online portfolio formative evaluation, explicitly focusing on individual portfolio writing tasks assigned to students. The electronic writing forums' collaboration features were utilized to facilitate students' collaborative writing during the stage of collaborative formative assessment. By engaging in the E-Forum, students are allowed to participate in a reflective review of what they have



learned. They can utilize several sources of evidence to support their assessment of advancement, including references from the forum. Additionally, students are able to evaluate the feedback provided by their teachers and afterward respond to any remarks received (Mohamadi, 2018). Thus, the efficacy of online formative assessment relies on using technology that can facilitate and enhance the learning process, providing help and guidance as needed (Chanpet et al., 2020).

Self-directed learning entails students embracing responsibility for their learning progress. Teachers have the ability to foster self-regulated learning among students by offering them the chance to establish their learning objectives, choose suitable educational materials, and independently assess their progress in the classroom ("Learning through Assessment: An Approach towards Self-Directed Learning," 2021). The encouragement of self-directed learning can be achieved by incorporating self-assessment practices, which are an essential part of formative assessment. One study revealed that a number of learners remarked that engaging in self-assessment proved to be a motivating experience, inspiring them to pursue higher levels of quality. The researchers discovered that the assessment criteria prepared by the teachers were characterized by democratic and transparent aspects, enabling them to consider various standards of excellence (Han & Fan, 2020). Another study on the area of EFL instruction during Vocabulary learning also asserts that teachers enhance the efficacy of formal assessment procedures by incorporating instructional activities that encourage students to engage in reflective processes regarding their learning outcomes. These activities may include concept mapping, oral questioning, and vocabulary quizzes (Estaji & Mirzaii, 2018). Through formative assessment, students are empowered to establish learning objectives and autonomously select worksheets, identify preferred activities, and proactively engage in problem-solving without external requests from the teacher. The participants demonstrated enhanced concentration and task engagement through self-regulatory strategies (Granberg et al., 2021).

KESIMPULAN DAN SARAN

The successful implementation of formative evaluation, which can effectively benefit students, requires consideration of various elements. The teacher's commitment and dedication to developing assessment designs that align with the learning objectives ensure that the activities conducted are congruent and capable of facilitating a meaningful learning experience for students. Forming reciprocal learning during formative practices promotes active participation and involvement from teachers and students. The implementation of gamification has the ability to evaluate the learning process efficiently and involve students in developing self-directed learning skills.

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