_____

Comparative Analysis of Formative And Summative Evaluation in Indonesian Language Learning at SMA Tunas Harapan

Aurel Malinda Zettirah[1], Fais Afifah[2], Nur Syamsiyah[3]
[1,2,3]UIN Syarif Hidayatullah Jakarta

Corresponding Author :[1] aurelmalindazettirah903@gmail.com.

Abstract

This research aims to determine the comparison of formative and summative evaluations implemented in schools. This research was conducted using descriptive qualitative methods. The subjects in this research were grade 12 students at Tunas Harapan High School. The data in the research is in the form of student answers in a questionnaire which has been distributed by the author using GForm. The data collection techniques applied in this research are observation techniques and distributing questionnaires. The research results show that in learning Indonesian, Tunas Harapan High School carries out formative evaluations and summative evaluations in the form of questions and final projects. Formative and summative evaluations are interrelated and important in measuring student understanding and helping teachers adjust developments in learning system design.

Keywords: learning evaluation, formative, summative

Introduction

The learning process, or Teaching and Learning Activities (KBM), is a moment where teachers and students interact, influence, and are influenced by each other (Adinda et al., 2021). One way to assess achievement in this learning process is through evaluation. Evaluation refers to the steps to assess students' development during the KBM. It is important for educators to evaluate student progress, both individually and in the context of group activities. This is crucial because each student has varying levels of understanding of the learning material. Some students may be quick to understand the lesson, while others are in the average or even slow category. Therefore, teachers need to monitor this closely, be aware of the variations in students' abilities, and evaluate students' skill development by understanding their activities from the beginning to the end of the lesson (Magdalena et al., 2021).

Scriven identifies two types of evaluation: formative evaluation and summative evaluation. Formative evaluation aims to support the program development stage,

_____

while summative evaluation is used to thoroughly assess the value and significance of the program that has been developed. According to this concept, summative evaluation is not considered part of the program development process. In the context of development, formative evaluation involves assessment to obtain feedback from various parties such as experts, students, teachers, and others (Magdalena et al., 2020).

Formative evaluation is an assessment conducted by a teacher during the learning process to determine the success of the teaching and learning process itself. Therefore, formative evaluation focuses on the learning process to improve educational programs and implementation strategies. Formative evaluation emphasizes the basic principles of student-centered learning as well as feedback from teachers and students about the ongoing learning process, thus encouraging an active learning process. Feedback to teachers and students is an important element that can be used to improve the learning process.

Summative evaluation is an assessment conducted at the end of a program unit. For example, evaluations are carried out at the end of the quarter, mid-semester, end of semester, and end of year. If certain basic competencies have been achieved, summative evaluation can also be carried out without waiting for the end of the program unit. Summative evaluation can determine student achievement, namely the extent to which students have acquired subject matter competencies and expertise. This evaluation is more result-oriented, not process-oriented (Kartono, 2011).

Formative evaluation not only aims to measure students' ability levels, but also to improve the learning process. Another goal is to capture information about strengths and weaknesses in learning, which is then used to make improvements, changes, or modifications to learning methods. This is done with the intention that learning becomes more effective and can improve students' abilities.

Summative evaluation is an assessment process that produces a grade or score to assess a student's performance. This assessment takes place after the entire learning unit or course has been completed. The total score is used to determine the award classification at the end of the course or program (Magdalena et al., 2021).

Learning puts the focus on the role of educators and learners. The purpose of implementing learning is to prepare students to be able to understand the material, receive information, apply the material that has been learned, and be able to relate the material to real life situations. Therefore, Indonesian language learning needs to be planned by taking into account the learning environment, the condition of the learners, and the educator's skills in using various strategies and methods.

The evaluation of Indonesian learning at SMA Tunas Harapan is carried out in the form of questions, and end-of-learning projects. Both are always present in both formative and summative assessments. This research aims to find out the form, and comparison of formative evaluation and summative evaluation at SMA Tunas Harapan. This research is expected to be able to provide an overview of students when carrying out evaluations at school both formative and summative evaluations that can make them able to carry out learning better (Saragih & Mijianti, 2022).

Several studies on formative evaluation and summative evaluation have been used as references by the author in conducting this research. An initial study conducted by Ade Hera Adinda and colleagues with the title "Summative Assessment and Formative Assessment of Online Learning" revealed that in online learning, learning components are evaluated using formative and summative evaluation approaches.

_____

Formative evaluation is conducted during the implementation of learning and teaching activities in a particular unit or competency. The purpose of this formative evaluation is to understand the progress of learners' mastery of the material in the unit or competency being studied. The results of formative evaluation are generally used as a basis for improvement in the learning process of the unit or competency and are not used as part of the report card assessment. On the other hand, summative evaluation has an important role in the context of online learning, as it can efficiently provide information on student learning outcomes, especially in today's digital era where various platforms provide automated grade recording services (Adinda et al., 2021).

The second research was conducted by Firani Putri, Supratman Zakir with the title "Measuring the Success of Learning Evaluation: A Review of Formative and Summative Evaluation in the Merdeka Curriculum". The results of this study indicate that the data obtained in the learning process will be interpreted by educators in order to decide on effective learning activities for students. Summative assessment is an activity to assess the achievement of learning objectives and / or Learning Outcomes (CP) of students, as a basis for determining grade promotion and / or graduation from an educational unit. Formative assessment techniques; Goal Checks, Individual Discussion, Observation, Group Presentation and Selfassessment, while summative assessment techniques; Written test, Portfolio, Performance, and Project. The usefulness of formative and summative assessments is to monitor, identify, analyze and improve the learning process, as well as evaluate the achievement of learning objectives for students (Putri & Zakir, 2023).

Method

This study applies a descriptive qualitative approach to explain and analyze the comparison between summative and formative tests in the evaluation of Indonesian language learning. Bogdan and Taylor (1982) define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior; the approach focuses on the context and the individual holistically (Zuchri Abdussamad, 2021). This research was conducted at Tunas Harapan High School with the research subjects being 12th grade students who participated in Indonesian language learning. Data collection was conducted through a Google Form questionnaire containing questions related to summative tests and formative tests in evaluating Indonesian language learning. Google Form is an e-learning-based feature that is useful for teachers and students, with the advantages of responsive forms, attractive appearance, various types of tests that can be used, quick feedback from respondents anywhere, results that can be analyzed and automatically arranged, and the ability to work with others (Munawaroh, 2021). The collected data were then analyzed descriptively using qualitative analysis steps such as data reduction, data presentation, and conclusion drawing. By applying this method, it is hoped that the research can provide an in-depth understanding of the differences and benefits between summative tests and formative tests in the context of evaluating Indonesian language learning at Tunas Harapan High School.

_____

Discussion

Table of answers of 12th grade students of SMA Tunas Harapan.

No.	Formative and Summative Test Assessment	Formative Test	Summative Test	Number of Data (%)
1.	What is the form of formative testing in Indonesian language learning at your school?	End of Semester Exam (UAS)		20%
		Essay writing daily exam		46,7%
		Daily exam		13,3%
		Oral practical exam		16,7%
		Oral test, written test		3,3%
2.	How many formative test questions are generally given by teachers at your school?	10-30		36,7%
		35-50		56,7%
		55-100		3,3%
		1-50		3,3%
3.	State the difficulty level of the formative test	Very Easy		3,3%
		Easy		26,7%
		Difficult		66,7%
		Very Difficult		3,3%

_____

4.	What are the summative tests in Indonesian language learning at your school?		Essay Writing Daily Assignment	3,3 %
			Final Semester Project	46,7 %
			Daily exam	20%
			Class Discussion	3,3%
			Midterm and Final Semester Exams	6,7%
5.	How many summative test questions are generally given by teachers?		10-30	26,7%
			35-50	66,7%
			55-100	6,7%
6.	Name the difficulty level of summative tests		Very easy	-
			Easy	26,7%
			Difficult	70%
			Very Difficult	3,3%
7.	Do formative and summative tests improve your learning ability and enthusiasm?	Yes	Yes	96,7%
		No	No	3,3%
8.	Are formative and summative tests effective in Indonesian language learning?	Yes	Yes	100%
		No	No	-
9.	Which of the two tests do you enjoy more?	Formative Test		60%
		Summative Test		40%

Formative and summative tests were analyzed to evaluate Indonesian language learning. This study proved that 46.7% of students at SMA Tunas Harapan answered that the form of formative tests most often used in learning Indonesian is the daily exam in the form of essays. While the form of summative test that is often used in Indonesian language learning is the end-of-semester project answered by 46.7% of students. The end-of-semester exams and end-of-semester projects carried out by SMA Tunas Harapan

_____

students are in the form of research observations. In the next activity, the teacher explained the topic being studied. Students got poetry texts from the teacher to read. The teacher applied the process approach in learning activities. Students read poetry texts with stages of discovery, interpretation, and re-creation. In the discovery stage, every student read the poetry silently. After that, students interpreted and re-created the poetry they had read. At this stage, students corrected to one another. After that activity was finished, the students' work were collected for evaluation.

In the formative test evaluation carried out by SMA Tunas Harapan students in the form of daily exams in the form of essays of 35-50 questions. While the summative test at SMA Tunas Harapan is the end of semester exam of 35-50 questions. 70% of students answered the difficulty level of formative and summative tests, namely, difficult due to lack of reading interest in students.

Formative and summative tests can improve learning ability and enthusiasm, as evidenced by 96.7% of student responses. Formative and summative tests allow students to see how much success they have achieved during their studies. When a student obtains a satisfactory grade, it becomes an incentive and motivation to further improve the student's performance.

All students answered that formative and summative tests are very effective for Indonesian language learning because with this evaluation students can measure the understanding of the extent of the material they have learned and help educators adjust developments in the design of the learning system.

In the evaluation of learning, students are more interested or like the formative test which can be proven from the answers of 60% of students because this test provides immediate feedback and encourages active understanding during learning, besides that formative tests help students develop learning abilities and skills, such as answering questions and identifying important points of learning.

Almost all students answered that formative and summative tests are very important because these two tests are interrelated in evaluating Indonesian language learning, formative tests help students to review material that has been learned and improve understanding gradually. While summative tests can test students' abilities at the end of learning and summative tests also provide an overview of overall student achievement. By using both tests, teachers are able to assess and improve students' abilities as well as develop learning skills and address students' shortcomings.

Conclusion

From the analysis of formative and summative tests in Indonesian language learning at SMA Tunas Harapan, it can be concluded that most students more often answer the form of formative tests in the form of daily exams in the form of essays and summative tests in the form of end-of-semester projects. About 70% of students consider the difficulty level of both tests to be difficult, which is caused by the lack of reading interest in students. Nevertheless, almost all students stated that formative and summative tests are effective in improving their ability and enthusiasm for learning, and are important in evaluating Indonesian language learning. They are also more interested in formative tests as they provide immediate feedback and encourage active understanding during learning. Therefore, the two tests are interrelated and important in measuring students' understanding as well as helping teachers adjust developments in the design of the learning system.

_____

References

Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N. S., & Suryanda, A. (2021). Summative Assessment and Formative Assessment of Online Learning. Report of Biological Education, 2(1).

Kartono. (2011). Effectiveness of Self and Peer Assessment for Formative and Summative Assessment in Complex Analysis Course Learning. Proceedings of the National Seminar on Mathematics.

Magdalena, I., Oktavia, D., & Nurjamilah, P. (2021). Analysis of Summative Evaluation in Thematic Learning for Grade VI Students of SDN Batujaya in the Era of the Covid-19 Pandemic. ARZUSIN, 1(1).

Magdalena, I., Oktaviani, S. N., Octaviana, P., & Ningsih, P. A. (2020). Analyzing the Implementation of Student Formative Evaluation at MI Nurul Huda Tangerang City. Nusantara: Journal of Education and Social Sciences, 2(3).

Munawaroh, R. Z. (2021). the effectiveness of learning assessment using Google Form in online learning. Journal of Social Science and Education, 5(3).

Putri, F., & Zakir, S. (2023). Measuring the Success of Learning Evaluation: An Examination of Formative and Summative Evaluation in the Merdeka Curriculum. Dewantara: Journal of Social Humanities Education, 2(4).

Saragih, D. K., & Mijianti, Y. (2022). Implementation of Indonesian Learning Evaluation: Case Study at SMAN 1 Kalisat Jember. Journal of Education and Learning Dimensions, 10(2).

Zuchri Abdussamad. (2021). Qualitative Research Methods. Syakir Media Press.