

Exploring Changes in Teachers' Views on Assessment Practices at Madrasah Ibtidaiyah

Waluyo Satrio Adji^{*1}, Muhammad Nadir², Ibanez Sheila Anggi Damayanti³

^{1,3}Madrasah Ibtidaiyah Teacher Education, Maulana Malik Ibrahim Malang State Islamic University, Indonesia

²School of Engeneering, Design and Built Environment, Western Sydney University, Australia

*Correspondence Author: waluyo.satrio.adji@uin-malang.ac.id

Received: 2025-01-02; Revised: 2025-01-26; Accepted: 2025-05-23; Published: 2025-06-01

How to cite: Adji, W. S., Nadir, M., & Damayanti, I. S. A. (2025). Exploring Changes in Teachers' Views on Assessment Practices at Madrasah Ibtidaiyah. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 15(1), 131–142. <https://doi.org/10.18592/aladzkapgmi.v15i1.15488>

This is an Open Access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Abstract: *This study investigates alterations in educators' perspectives at Madrasah Ibtidaiyah Batu Town regarding the use of formative and summative evaluations in education following their participation in training. The study employs a research-oriented community service methodology utilizing the Asset-Based Community Development (ABCD) paradigm to optimize the inherent strengths and resources within the teaching community. Data was collected through pre-tests and post-tests completed by teachers regarding their understanding of the role of assessment in providing feedback, modifying learning plans, and monitoring student progress. The results of this study indicate that training with the ABCD method successfully changed the conceptual understanding of Batu City Elementary School teachers regarding pedagogical assessment (formative and summative) while strengthening the evidence that top-down training is effective in changing educators' perspectives on evaluation.*

Keywords: *Formative Assessment; Summative Assessment; Teacher Training; ABCD Method*

Abstrak: *Penelitian ini bertujuan untuk memahami perubahan perspektif pendidik di Madrasah Ibtidaiyah Kota Batu tentang penggunaan evaluasi formatif dan sumatif dalam pendidikan setelah mengikuti pelatihan. Penelitian ini menggunakan metodologi pengabdian kepada masyarakat yang berorientasi pada penelitian dengan menggunakan paradigma Asset-Based Community Development (ABCD) untuk mengoptimalkan kekuatan dan sumber daya yang melekat dalam komunitas pengajar. Data dikumpulkan melalui tes awal dan tes akhir yang diberikan oleh guru mengenai pemahaman mereka tentang peran penilaian dalam memberikan umpan balik, memodifikasi rencana pembelajaran, dan memantau kemajuan siswa. Hasil penelitian ini menunjukkan bahwa pelatihan dengan metode ABCD berhasil mengubah pemahaman konseptual guru Sekolah Dasar Kota Batu mengenai penilaian pedagogis (formatif dan sumatif), sekaligus memperkuat bukti bahwa pelatihan top-down efektif dalam mengubah perspektif pendidik tentang evaluasi.*

Keywords: *Penilaian Formatif; Penilaian Sumatif; Pelatihan Guru; Metode ABCD*

Introduction

Learning assessment seeks to evaluate learning achievement and provide comments meant to improve the standard of education (Oktaviana et al., 2022). Teacher competency in creating and executing learning assessments is becoming increasingly crucial in an age of education that keeps developing (Sutrisno et al., 2022). The reality in the field, however, reveals that many educators still struggle to create learning assessments compliant with the requirements of the present curriculum (Kusumah et al., 2024). Lack of mastery of this assessment could negatively affect the learning process by lowering student learning motivation and producing worse-than-ideal learning results (Rivan Marup et al., 2023).

Changing curricula and the needs of 21st-century education force instructors to create learning assessments that evaluate factual information and higher-order thinking skills (HOTS) (Yustitia et al., 2021). The Independent Curriculum used in Indonesia calls for a change in evaluation and education. This curriculum emphasizes helping instructors modify tests that are more real, sustainable, and pertinent to the learning requirements of their students, as well as honing individual student competencies. Along with assessing final learning results, teachers must also help the students learn using formative evaluations that provide real-time comments. In reality, however, many instructors still struggle to comprehend and use evaluation strategies that fit the requirements of the Independent Curriculum (Alfarisy Totalia et al., 2024). This presents a difficulty for instructors, particularly at the basic education level like Madrasah Ibtidaiyah, where the roots of critical and creative thinking abilities begin to develop.

Teachers from Batu City, Madrasah Ibtidaiyah, already possess valuable resources that might help implement the Merdeka Curriculum. Most of the teaching staff has undergone training on constructing learning tools in line with the Merdeka Curriculum. Furthermore, they have a strong culture of cooperation and often convene meetings with other teachers to address different concerns about the application of the curriculum (Hariani & Wastuti, 2020).

Still, using these resources is usually not optimal as the training plan is either top-down or does not provide enough space for teachers to engage depending on their expertise and knowledge. Research by Opfer and Pedder (2011) shows that a lack of relevance to teachers' contextual demands typically causes top-down methods for teacher professional development to fail. Kennedy, (2022) has offered similar results, claiming that one-way methods are less successful in raising teacher competence than cooperative and contextual teacher preparation programs.

A more effective and empowering method is offered by the Asset-Based Community Development (ABCD) approach; adopting the ABCD approach in the framework of community service offers many advantages, among them the following. Enhancing Teacher Resources and using the expertise and experience of educators who have attended past training helps improve the Merdeka Curriculum's use of learning evaluations (Lewu, 2024). This is consistent with studies showing the success of asset-based approaches in raising the demand for empowerment programs, including in education, and enabling active participation and mapping of local assets to increase community engagement, teacher retention, and student learning outcomes (Omodan, 2023).

Therefore, the research aims to close the discrepancy in top-down training using changes in the viewpoints of Madrasah Ibtidaiyah Kota Batu teachers on using formative and summative assessments in education after training participation.

Method

Built on the Asset-Based Community Development (ABCD) idea, this community service uses a research-oriented approach. Particularly in learning assessment, the ABCD approach emphasizes identifying and using current strengths and resources within the teaching community to support sustainable improvements in pedagogical practices. Emphasizing the importance of "capturing the passion, imagination, and resources of its people" to build more sustainable communities, this approach aligns with McKnight and Kretzmann's ABCD ideas (McKnight & Block, 2010). The results of recent research conducted by Hao Chen indicate that good management of local resources and public involvement may significantly help to reduce poverty. This is particularly true when government policies encourage such means of strengthening the presence of ABCD in sustainable development (Chen et al., 2024).

The intervention evaluated teacher attitudes on learning assessment changes using a pre-test and post-test research design. Data was collected before the intervention to determine present strengths in knowledge of diagnostic, formative, and summative assessments. This data guided the development of a training program meant to enhance these already valuable resources. This approach conforms with the ABCD concept, which holds that emphasizing their shortcomings, needs, and issues has never helped build communities (Maclure, 2023).

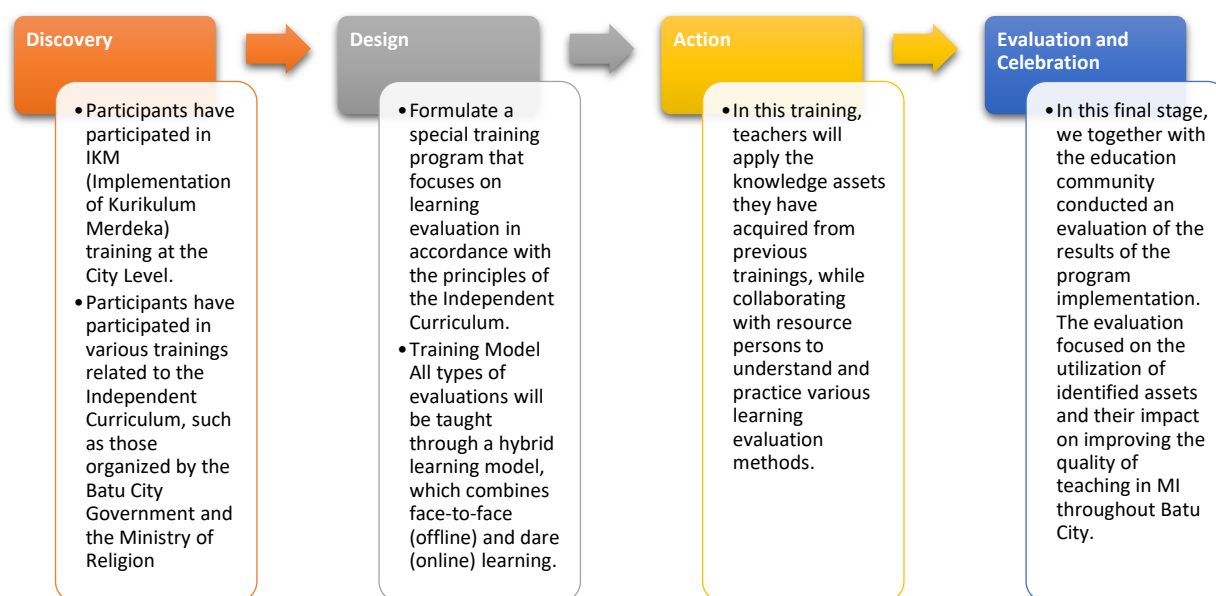


Figure 1. The ABCD method framework

The ABCD framework significantly changed teachers' perceptions of community service project learning evaluations. It changed their view of assessments from regular administrative tasks to necessary tools for supporting student development. Moreover, the approach improved the cooperation among teachers,

ensuring the lifetime of the program's outcomes. This is consistent with the ABCD theory that "cultivating and sustaining relationships is the essential action in community development."

The research subjects were teachers from 11 Madrasah Ibtidaiyah (MI) Batu City, with a total 22 from class I and 21 from class IV. Class selection was carried out considering classes that had implemented the independent curriculum. This was done to get a comprehensive picture of changes in perceptions of learning evaluation in the independent curriculum at MI Batu City. MIS in Batu City who filled out the questionnaire consisted of the following:

Table 1. Research Respondents

No	Name of School	Number of Respondents (Class)	
		I	IV
1	MIS Iskandar Sulaiman	2	2
2	MIS Tarbiyatul Ulum	1	1
3	MIS Bahrul Ulum	4	2
4	MIS Ihyaul Ulum	1	1
5	MIS Miftahul Ulum	4	5
6	MIS Darul Ulum	1	2
7	MIS Thoriquil Huda	1	1
8	MIS Bustanul Ulum	5	4
9	MIS Nurul Iman	1	1
10	MIS Al-Hidayah	1	2
11	MIS Baiturrohman	1	-
Total		22	21

The following are the pre-test and post-test questions that were compiled:

Table 2. Questions Pre Test

Code	Description
Q1	Assessment is an integrated part of the learning process that is designed in line with learning planning
Q2	Assessment is always carried out to ensure that learning objectives are achieved.
Q3	Formative assessment provides useful feedback to improve the learning process
Q4	Formative assessment helps me monitor learning progress during the learning process
Q5	Summative assessment ensures that all learning objectives are achieved at the end of the semester or school year
Q6	Assessment at the beginning of learning helps me determine my readiness to learn the teaching material
Q7	Formative assessment can be used to modify the learning plan according to the needs of students
Q8	Formative assessment results provide information about strengths and areas that need improvement
Q9	Summative assessments conducted at the end of the semester provide an overview of overall learning outcomes
Q10	Assessment instruments used during the learning process are easy to understand and provide quick feedback

Table 3. Questions Post Test

Code	Description
Q1	Assessment is considered an integral part of the learning process and must be designed in line with learning planning
Q2	The implementation of assessments always aims to ensure that learning objectives have been achieved
Q3	Formative assessments provide useful feedback to improve the quality of the learning process
Q4	Formative assessments help me monitor learning progress during the learning process
Q5	Summative assessments are used to assess the achievement of learning objectives at the end of the semester or the end of the school year
Q6	Assessments conducted at the beginning of learning are very helpful in determining my readiness to learn new material
Q7	Formative assessments can be used to adjust learning plans to suit the needs of students
Q8	Formative assessment results provide clear information about the strengths and weaknesses that I need to improve
Q9	Summative assessments conducted at the end of the semester provide an accurate picture of the achievement of learning outcomes as a whole
Q10	Assessment instruments used in the learning process are easy to understand and are able to provide feedback quickly

The researcher confirmed his collection of pre-test and post-test questions. Two experts conducted the validating process for the question. First, while the validation of the Elementary Education level evaluation on the materials was 1 IPS learning lecturer whose research study focused on Elementary Education materials, the validation of the learning evaluation material by the Islamic Religious Education learning evaluation lecturer who in the research study concentrated on questions about learning evaluation was 1 IPS learning evaluation lecturer. The first lecturer's validator's average score of 94% (very excellent) was revealed. The validator average score of the second speaker came out to be 90%—very excellent.

A questionnaire developed on Google Forms encompassing ideas of diagnostic, formative, and summative assessment approaches serves as the study tool. This questionnaire evaluates instructors' knowledge and impressions on several facets of learning evaluation. Before using data collecting methods, the device will pass validity and reliability testing to guarantee measurement consistency and accuracy. Two steps of data collecting, pre-test, and post-test, were undertaken. Google Forms lets respondents easily complete surveys and streamline the data-collecting process.

Inferential and descriptive statistical approaches conducted data analysis:

1. Descriptive Statistics: Used to describe sample characteristics and distribution of respondents' answers on the pre-test and post-test.
2. Correlation Analysis: To ascertain the link between improvements in teacher competency in creating learning assessments and perceived changes

Result and Discussion

Result

The data results were obtained from questionnaires filled out by class I and IV teachers. The pre-test results can be seen in the following graph.

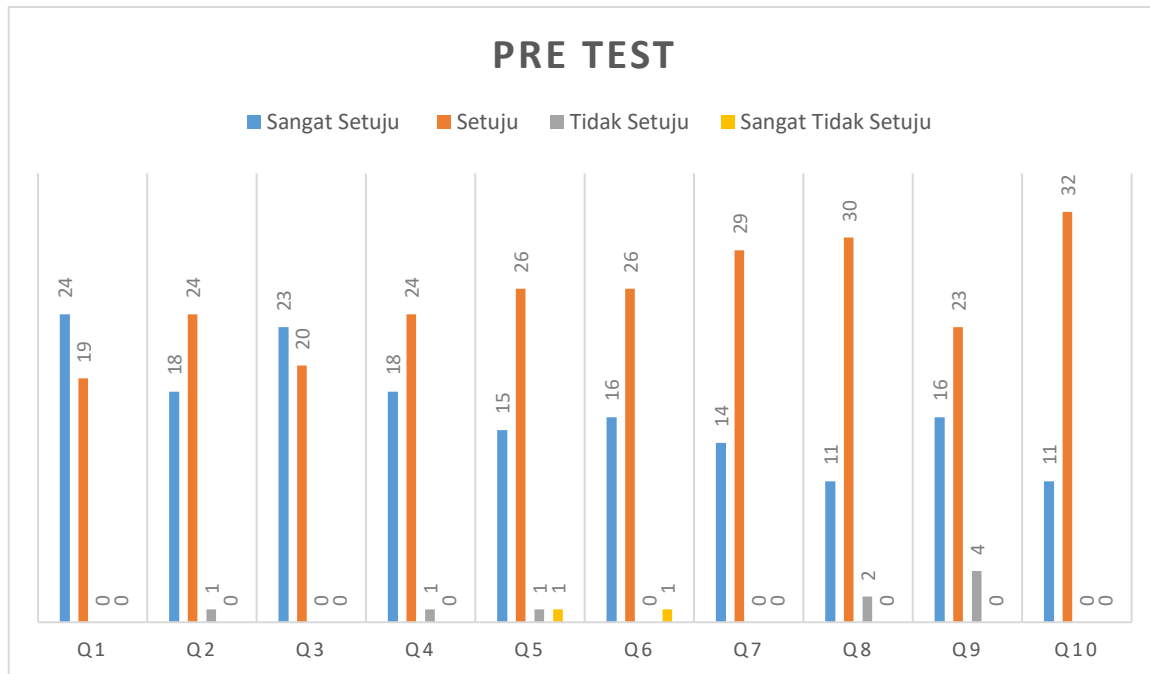


Figure 1. Pre Test Graph

In the Pre-Test results shown in the graph above, we can see in more detail the distribution of responses in the categories "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree" for each question (Q1 to Q10).

The number of respondents who selected "Strongly Agree" varied for each question. This graph shows that the highest figure for this category was in Q4, indicating that many respondents strongly agree with the statement that "Formative assessment helps me monitor learning progress during the learning process." In Q10, many respondents strongly agreed, "The assessment instruments used during the learning process are easy to understand and provide quick feedback." For other questions, such as Q1 and Q3, the number of respondents who strongly agree is also relatively high but slightly lower than Q4 and Q10.

The "Agree" category dominated all questions, with many respondents selecting this option. This indicates that most teachers agree with the statement regarding learning evaluation in formative and summative assessments. A striking example: In Q2, Q5, Q7, and Q8, the number of respondents who selected "Agree" appeared very high, indicating that most teachers had positive perceptions but may not have been entirely convinced or had the strong sense to select "Strongly Agree."

Very few respondents selected "Disagree" or "Strongly Disagree" for all questions, indicating a relatively positive perception of learning evaluation. A slightly higher number in the "Disagree" category indicates that some respondents may feel that "The summative assessment carried out at the end of the semester provides an overview of the overall achievement of learning outcomes" does not fully reflect the learning process. Q6 and Q10 indicate the presence of a "Strongly Disagree" option, although the numbers are very small. This could indicate that some teachers feel that

the assessment instruments or students' initial readiness to learn teaching material is not optimal.

The pre-test results show that most teachers positively perceive learning assessment, with the majority selecting "Agree" or "Strongly Agree." The "Disagree" and "Strongly Disagree" categories are minimal, indicating that most respondents understand and accept the evaluation concept presented but may require slight improvement in several aspects, such as full acceptance of summative assessments and assessment instruments that are easier to understand.

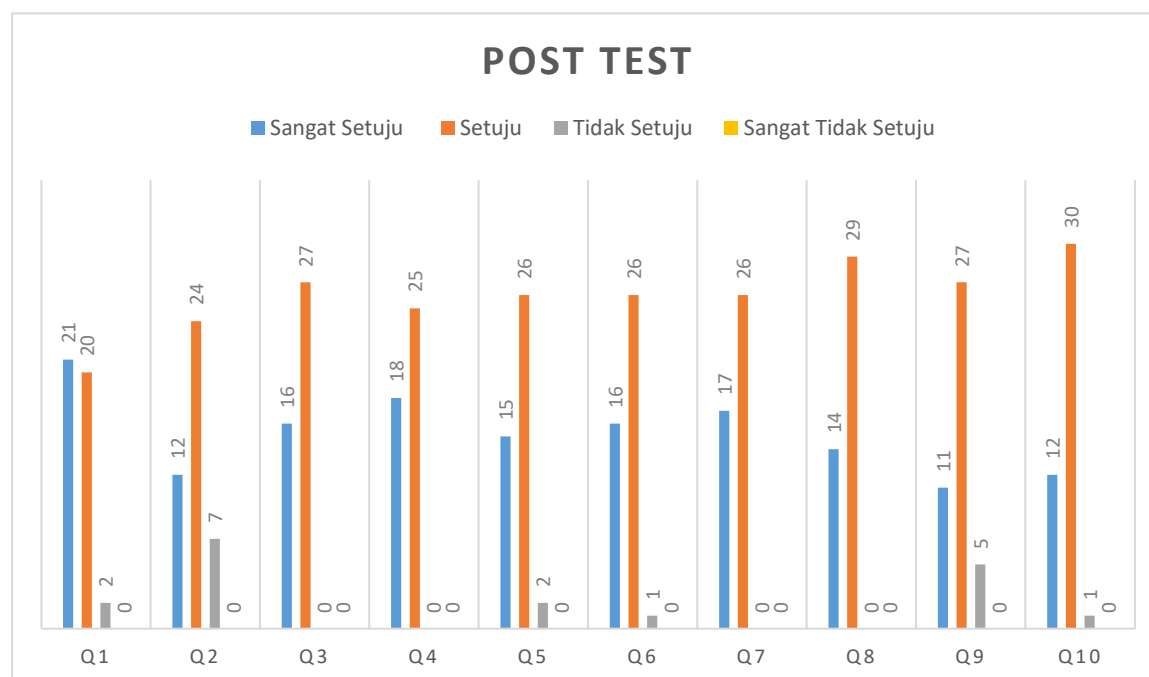


Figure 2. Post Test Graph

In the post-test diagram, it was found that a significant increase was seen in the number of respondents who chose "Strongly Agree" in most questions, especially in Q3 (Formative assessment provides valuable feedback): There was an apparent increase in this category, indicating that after the training, the respondents better understand and agree that formative assessments provide significant and valuable feedback for the learning process.

Q8 (Formative assessment results provide information about strengths and areas for improvement): Respondents selecting "Strongly Agree" increased sharply, indicating an increased understanding of the importance of formative assessment in providing specific guidance to correct deficiencies in learning.

Q9 (Summative assessment provides a picture of the overall achievement of learning outcomes): This category also saw a spike in "Strongly Agree" choices, indicating that more teachers see summative assessment as an important tool for summarizing learning outcomes at the end of the semester or learning period.

Q1 to Q10: The graph shows that in almost all questions, the number of respondents selecting "Strongly Agree" increased compared to the pre-test, indicating a positive effect of the training provided on teachers' understanding and beliefs about assessment.

The number of respondents who chose "Agree" was still high but saw a slight decrease in several questions, such as Q1, Q3, and Q8. This decrease does not represent a negative perception but rather a more positive shift toward "Strongly Agree."

Q3 and Q8: On these questions, most respondents who previously "Agree" shifted to "Strongly Agree" after better understanding the concept and importance of formative assessment. Q10 (The assessment instruments used during the learning process are easy to understand and provide quick feedback): The number of respondents who "Agree" also decreased slightly, but this was due to an increase in the "Strongly Agree" category.

The "Disagree" and "Strongly Disagree" categories disappeared almost entirely after training. This strongly indicates that negative perceptions of the assessment were significantly reduced. Q9: On this question, only a few selected "Disagree," and none selected "Strongly Disagree." This shows that almost all respondents agree that summative assessments accurately depict learning outcomes.

Q6 and Q7: In this question, a few respondents still chose "Disagree," but the number is very small, which shows that most participants accept and understand the importance of assessment in the learning process.

Discussion

Overall, positive perceptions increased after training, as demonstrated by a clear shift from "Agree" to "Strongly Agree" and the disappearance of the "Disagree" and "Strongly Disagree" categories. This increase shows that the training strengthened the respondents' understanding and beliefs regarding the important role of formative and summative assessments in learning, especially in providing helpful feedback and ensuring the achievement of learning objectives.

Teachers can be more confident using assessment as an integral tool in teaching, monitoring student progress, and providing more targeted feedback.

Tabel 4. Total Score Pre-Test and Post-Test

Test Type	Total Score
Pre Test	1440
Post Test	1424

There was no significant increase in the total score; it decreased slightly from 1440 to 1424. However, the decrease in "Strongly Agree" and the increase in "Agree" indicate a shift from high affirmation to moderate affirmation, possibly because respondents were more reflective or realistic after understanding the material.

The following are several discussion points that can be explained based on the results of the pre-test and post-test, and supported by theory and previous research:

1. Increased understanding of formative assessment

There was an apparent increase in the number of respondents selecting "Strongly Agree" in the post-test for questions related to formative assessment, especially in Q3 (Formative assessment provides valuable feedback) and Q8 (Results of formative assessment provide information about strengths and areas that need improvement).

Recent studies indicate that formative assessment can raise student progress when appropriately utilized to offer particular and pertinent feedback. This feedback helps students identify their strengths and weaknesses and guides them to suitable development plans (Yan et al., 2023).

The hypothesis that instructors who get training related to formative assessment are better equipped to implement it in the learning process to enhance student learning outcomes is supported by the rise in favorable opinions of formative assessment in the following years. This is also consistent with the results of Shen et al., which indicated that timely formative feedback supplemented by teacher emotional support may significantly increase student motivation and academic achievement (Wu & Yu, 2025).

2. Strengthening the Role of Summative Assessment in the Overall Picture of Learning Achievement

In Q9 (summative assessment provides an overview of the overall achievement of learning outcomes), there was a significant increase in the number of respondents who strongly agreed after training. This indicates that participants better understand the role of summative assessment in evaluating learning.

Recent studies indicate that although summative evaluation is sometimes attacked for emphasizing just outcomes, it offers a more complete picture of student learning development when paired with formative assessment (Svensäter & Rohlin, 2023). The concept that summative exams are crucial final evaluation tools that enhance formative assessments is supported by growing positive opinions of them following testing. Exemplary implementation of summative assessment helps instructors and students understand the degree to which learning goals have been attained, increasing instructional decisions and learning effectiveness (Adinda et al., 2021).

3. Teacher Readiness in Utilizing Initial Assessment (Diagnostic)

In Q6 (Assessment at the beginning of learning helps determine students' readiness to learn teaching material), although there was an increase in understanding, respondents still chose "Disagree" after the training. This indicates that not all teachers fully understand or accept the importance of diagnostic assessment.

Diagnostic tests help determine pupils' past knowledge, allowing teachers to modify their instruction more precisely. When matched with learning paths, Confrey and Shah (2021) underline that diagnostic exams offer rich data that enable teachers to grasp students' present conceptual comprehension and misunderstandings, hence supporting differentiated teaching and individualized learning. Recent studies also emphasize how important diagnostic evaluation is in enhancing learning results as it gives a thorough knowledge of students' strengths and shortcomings (Fan et al., 2021). Although post-tests show more favorable impressions, some respondents still lack confidence about the efficacy of diagnostic tests, presumably due to limited knowledge or insufficient equipment, suggesting a demand for further training and financial assistance.

4. Changes in Understanding of the Role of Assessment for Modifying Learning

In Q7 (Formative assessment can be used to modify learning plans according to student's needs), a significant improvement was seen in the post-test. This shows that teachers are starting to realize the role of formative assessment as a tool that can be used to adjust learning plans.

Through up to 42% improvement in conceptual comprehension and a 35% increase in learning motivation, effective feedback in formative assessment can help students. After the assessment, optimal feedback transmission occurs within 24–48 hours; technology-based evaluation solutions significantly improve efficiency. The success of formative feedback systems depends much on the teachers' pedagogical, communicative, analytical, digital literacy, and socio-

emotional sensitivity competency. Future advancements in artificial intelligence integration, real-time feedback systems, and personalized learning analytics help provide more flexible and efficient evaluation methods (Misnawati et al., 2025).

After training, teachers better understand the importance of using assessment results to make more effective learning adjustments. These findings support previous research that formative assessment should be used dynamically to change teaching approaches based on student responses and needs.

5. Effectiveness of Training in Increasing Understanding of Assessment

Many items changed from "Agree" to "Strongly Agree" following the instruction, indicating a considerable increase in respondents' knowledge. After training, a few respondents chose "Disagree" or "Strongly Disagree."

Good teacher preparation should result in observable improvements in classroom teaching strategies and instructors' attitudes (Darling-Hammond et al., 2017). The noted rise in teachers' evaluation knowledge following training suggests that their professional growth effectively reached its objectives (Kraft & Christian, 2022).

This increase is consistent with research showing that training focused on good teaching practices, such as formative and summative assessments, can increase teacher effectiveness in the classroom. This training has increased teachers' confidence in using assessment to support learning.

6. Easy to Understand Assessments and Provide Quick Feedback

In Q10 (The assessment instrument used is easy to understand and provides fast feedback), there was an increase in the number of people who strongly agreed. This shows that participants felt that the assessments used during the training were precise and valuable.

Research by Sadler, (1989) shows that precise assessment instruments and providing rapid feedback enable students to correct their deficiencies and achieve better learning outcomes quickly. A good instrument must be easy for students and teachers to understand and provide relevant feedback. Recent research underlines how timely and relevant feedback and well-designed assessment tools help students recognize and fix their learning gaps, thus improving the learning results (Koka et al., 2017).

The increased perception of assessment instruments that are easy to understand and quick to provide feedback shows that the training successfully introduced better use of the instruments. Teachers can use similar classroom instruments to improve student responses to learning outcomes.

Conclusion

The findings of this research indicate that training with the ABCD method successfully changed teachers' conceptual understanding of Batu City Elementary School regarding pedagogical assessment (both formative and summative). Additionally, the findings strengthen the evidence that top-down training effectively changes educators' perspectives on evaluation. As a result, the most important policy proposal offered is incorporating the ABCD technique into the mandated teacher training curriculum, particularly in the evaluation module. This is a strategic move that will ensure the systematic repetition of this achievement. Adopting this evidence-based strategy will not only increase the effect of the training but will also guarantee that pedagogical assessment abilities will become national standards in teacher

professional development. This will be to the requirements of the Merdeka Curriculum.

Acknowledgments

Gratitude is expressed to (LP2M) Research and Community Service Institute UIN Maulana Malik Ibrahim Malang for providing permission and funding for community service with the theme "Qaryah Thayyibah 2024". LP Ma'arif Nahdatul Ulama Batu who actively participated in community service activities.

References

- [1] Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N., & Suryanda, A. (2021). Summative Assessment and Formative Assessment of Online Learning. *Report of Biological Education*, 2(1), 1–10. <https://doi.org/10.37150/rebion.v2i1.1024>
- [2] Alfarisy Totalia, S., Imam Sujadi, Aniek Hindrayani, Susantiningrum, & Sigit Wahyudi. (2024). Persepsi Dan Pemaknaan Guru Tentang Standar Proses Dan Standar Penilaian Pendidikan. *Jurnal Penelitian Kebijakan Pendidikan*, 16(2). <https://doi.org/10.24832/jpkp.v16i2.726>
- [3] Chen, H., Xu, Y., Agba Tackie, E., & Ahakwa, I. (2024). Assessing the Impact of Asset-Based Community Development Approach on Rural Poverty Alleviation in Ghana: The Moderating Role of Government Policies. *Sage Open*, 14(1). <https://doi.org/10.1177/21582440231226020>
- [4] Confrey, J., & Shah, M. (2021). Examining instructional change at scale using data from diagnostic assessments built on learning trajectories. *ZDM – Mathematics Education*, 53(6), 1265–1283. <https://doi.org/10.1007/s11858-021-01259-w>
- [5] Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective Teacher Professional Development*. <https://doi.org/10.54300/122.311>
- [6] Fan, T., Song, J., & Guan, Z. (2021). Integrating diagnostic assessment into curriculum: a theoretical framework and teaching practices. *Language Testing in Asia*, 11(1), 2. <https://doi.org/10.1186/s40468-020-00117-y>
- [7] Hariani, P. P., & Wastuti, S. N. Y. (2020). Pemanfaatan E-Learning Pada Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *Biblio Couns: Jurnal Kajian Konseling Dan Pendidikan*, 3(1), 41–49. <https://doi.org/10.30596/bibliocouns.v3i2.4656>
- [8] Kennedy, A. (2022). Climate justice and teacher professional learning ... we owe it to our young people. *Professional Development in Education*, 48(1), 1–4. <https://doi.org/10.1080/19415257.2021.2008126>
- [9] Koka, R., Jurāne-Brēmane, A., & Koķe, T. (2017). Formative Assessment in Higher Education: From Theory to Practice. *European Journal of Social Sciences Education and Research*, 9(1), 28. <https://doi.org/10.26417/ejser.v9i1.p28-34>
- [10] Kraft, M. A., & Christian, A. (2022). Can Teacher Evaluation Systems Produce High-Quality Feedback? An Administrator Training Field Experiment. *American Educational Research Journal*, 59(3), 500–537. <https://doi.org/10.3102/00028312211024603>
- [11] Kusumah, S. N., Yusritawati, S., Nabilah, I., Rahayu, A. S., & Sulastri, I. S. (2024). Persepsi Guru Matematika terhadap Implementasi Kurikulum 2013 dalam Pembelajaran Matematika di SMP. *Indo-MathEdu Intellectuals Journal*, 5(1), 139–148. <https://doi.org/http://doi.org/10.54373/imeij.v5i1.548>
- [12] Lewu, E. G. Y. (2024). Tahapan pembelajaran ilmu pengetahuan sosial berdiferensiasi berbasis Asset Based Community Development (ABCD). *FOUNDASIA*, 15(1), 10–17. <https://doi.org/10.21831/foundasia.v15i1.70964>
- [13] Maclure, L. (2023). Augmentations to the asset-based community development

- model to target power systems. *Community Development*, 54(1), 4–17. <https://doi.org/10.1080/15575330.2021.2021964>
- [14] McKnight, J., & Block, P. (2010). The abundant community: Awakening the power of families and neighborhoods. In *The abundant community: Awakening the power of families and neighborhoods*. (pp. xiv, 173–xiv, 173). Berrett-Koehler Publishers.
- [15] Misnawati, M., Junari, J., Teibang, D., Ilham, I., & Luthfiah, L. (2025). Evaluasi Hasil Asesmen Melalui Pemberian Umpan Balik dalam Tes Formatif sebagai Tolak Ukur Hasil Belajar Siswa. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 2236–2242. <https://doi.org/10.54371/jiip.v8i2.6836>
- [16] Oktaviana, D., Barizi, A., & Yaqin, M. Z. N. (2022). The Challenges of The Society 5.0 Era: The Evaluation of Learning in Primary Education. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 12(1), 10. <https://doi.org/10.18592/aladzkapgmi.v12i1.5831>
- [17] Omodan, T. C. (2023). Analysis of Asset-Based Community Development to Transform Rural Schools in South Africa. *Interdisciplinary Journal of Rural and Community Studies*, 5, 13–21. <https://doi.org/10.38140/ijrcs-2023.vol5.02>
- [18] Opfer, V. D., & Pedder, D. (2011). Conceptualizing Teacher Professional Learning. *Review of Educational Research*, 81(3), 376–407. <https://doi.org/10.3102/0034654311413609>
- [19] Rivan Marup, Caswita Caswita, & Husni Mubarak. (2023). Pengaruh Kompetensi Guru Terhadap Prestasi Belajar Siswa Di MTs. Negeri 3 Kota Tasikmalaya. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 1(5), 57–65. <https://doi.org/10.61132/nakula.v1i5.184>
- [20] Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144. <https://doi.org/10.1007/BF00117714>
- [21] Sutrisno, S., Yulia, N. M., & Fithriyah, D. N. (2022). Mengembangkan Kompetensi Guru Dalam Melaksanakan Evaluasi Pembelajaran Di Era Merdeka Belajar. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 52–60. <https://doi.org/10.37812/zahra.v3i1.409>
- [22] Svensäter, G., & Rohlin, M. (2023). Assessment model blending formative and summative assessments using the SOLO taxonomy. *European Journal of Dental Education*, 27(1), 149–157. <https://doi.org/10.1111/eje.12787>
- [23] Wu, J., & Yu, X. (2025). The influence of formative assessment on academic performance: exploring the role of teachers' emotional support. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1567615>
- [24] Yan, Z., Wang, X., Boud, D., & Lao, H. (2023). The effect of self-assessment on academic performance and the role of explicitness: a meta-analysis. *Assessment & Evaluation in Higher Education*, 48(1), 1–15. <https://doi.org/10.1080/02602938.2021.2012644>
- [25] Yustitia, V., Rachmadtullah, R., Azmy, B., & Susiloningsih, W. (2021). Peningkatan Kompetensi Guru Sdn Margorejo I Melalui Workshop Evaluasi Pembelajaran Berbasis Hots. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 351–357. <https://doi.org/10.31949/jb.v2i1.725>