



The Role Of Formative And Summative Assessment In Improving Learning Quality And Student Learning Outcomes

Abstract

Formative and summative assessment are two types of assessment that complement each other in improving the quality of teaching and student learning outcomes. Formative assessments are conducted continuously throughout the learning process to monitor student progress, provide feedback and identify learning difficulties. Summative assessment occurs at the end of the semester or unit of study to determine the student's final grade. This article examines the role of formative and summative assessments in educational settings and provides recommendations for their effective implementation. Literary research is used as a research method, collecting and analyzing sources related to the topic. The results showed that formative and summative assessments can improve learning quality and student learning outcomes when implemented with appropriate, valid, reliable, fair, transparent and competency-based principles. Recommendations are to align formative and summative assessments with learning objectives, curriculum, and strategies. Use different assessment methods and tools that match the characteristics of the student and the learning material, and provide constructive, timely and meaningful feedback to students.

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Keywords: Design, Summary, learning outcome

1. Introduction

Formative and summative assessment are two types of assessment that complement each other in improving the quality of teaching and student learning outcomes in educational settings. Formative assessment is conducted continuously throughout the learning process to monitor student progress, provide feedback and identify learning difficulties. Meanwhile, summative assessment is conducted at the end of a semester or unit of study to determine students' final grades.

However, in this study, there are some shortcomings that need to be corrected to strengthen the validity and relevance of the research results. Firstly, information regarding the

research methods used needs to be clearly included to provide a deeper understanding of the approach used in this study. Secondly, details regarding the research sample, including the number of subjects and their characteristics, would help in understanding the research context better.

In addition, the educational setting in which the research was conducted also needs to be described in detail to provide a comprehensive picture of the educational situation that is the focus of this study. Finally, specific and clear research objectives should be mentioned to provide a clear direction of what is to be achieved through this research.

By rectifying these shortcomings, it is hoped that this research can make a significant contribution to the understanding of the role of formative and summative assessment in improving the quality of learning and student learning outcomes.

2. Materials and Methods

The results of this study show that formative and summative assessments play an important role in improving education quality and student learning outcomes. Formative and summative assessments can provide valuable feedback to teachers and students regarding strengths, weaknesses, progress and difficulties in learning. This feedback can sharpen and improve students' learning and their learning outcomes.

However, in this study, the main findings generated were not mentioned in detail. The data analyses conducted were also not explained in depth, which lacked a comprehensive understanding of how the research conclusions were reached. In addition, there is no information on how the results can be interpreted or relevant to the wider educational context.

By including the main findings, in-depth data analysis and implications of the research results, readers will be able to understand the contribution of this research to a more comprehensive understanding of the role of formative and summative assessment in improving education quality and student learning outcomes.

Assessment is one of the most essential parts of the learning process, which measures the performance of students' competencies, provides feedback, and improves the quality of learning. Assessment can be divided into two types, which are formative assessment and summative assessment. Formative assessment is carried out continuously during the learning process to monitor student progress, guide them, and identify learning difficulties. A summative assessment is made at the end of a term or lesson. Here are some sources I found in the search results:

- The difference between formative and summative assessment, explaining the definitions, objectives, characteristics, and examples of both types of assessment.
- Basic differences between formative and summative assessments, which describe the differences between formative and summative assessment based on time, activity, technique, instrument, and report format.
- Formative and Summative Assessment - Merdeka Mengajar discusses the principles, steps, and benefits of formative and summative assessment in learning. What is the difference between formative and summative assessment? in learning? This briefly overviews the differences and connections between formative and summative assessment.

The method you can use to write your paper is the literature review research method. This research method uses literary sources such as books, magazines, articles, etc., as primary data. This method is often used in qualitative research and does not require primary data collection such as observation or interviews. To complete the student's last degree. Formative and summative assessments play a complementary role in improving the quality of teaching and

student learning outcomes. The purpose of this paper is to explore the role formative and summative assessments in educational situations and to provide recommendations for their effective implementation.

3. Results

The results of this study indicate that formative and summative assessments play complementary roles in improving teaching quality and student learning outcomes. Formative and summative assessments can provide accurate and meaningful information about student skills and progress and constructive and timely feedback to improve learning processes and outcomes. Formative and summative assessments can also increase student motivation, independence, and responsibility for learning and develop 21st-century skills such as critical thinking, collaboration, communication, and creativity. The results of this study are consistent with several previous studies showing that formative and summative assessment can positively impact student learning and achievement. For example, the research of Black and Wiliam (1998) showed that formative assessments can significantly improve student achievement. A study by Hattie and Timperley (2007) states that high-quality feedback can positively impact student learning outcomes. Research by Stiggins (2005) emphasizes that summative assessment should support learning, not just measure learning outcomes. The results of this study also provide recommendations for effective implementation of formative and summative assessments in educational contexts. These recommendations include e.g.

- Align formative and summative assessments with learning objectives, curriculum, and learning strategies used
- Use different assessment techniques and tools that match the characteristics of the student and the learning material and ensure validity, reliability, fairness, and transparency of the assessment process.
- Provide students with constructive, timely, and meaningful feedback and provide opportunities for students to check their work based on the feedback
- Involves students in the assessment process as participants, self-assessors, or fellow students and develops students' reflection and metacognitive skills.
- Use the results of formative and summative assessments to make learning-related decisions, such as adjusting learning strategies, providing extra help, or enriching students.

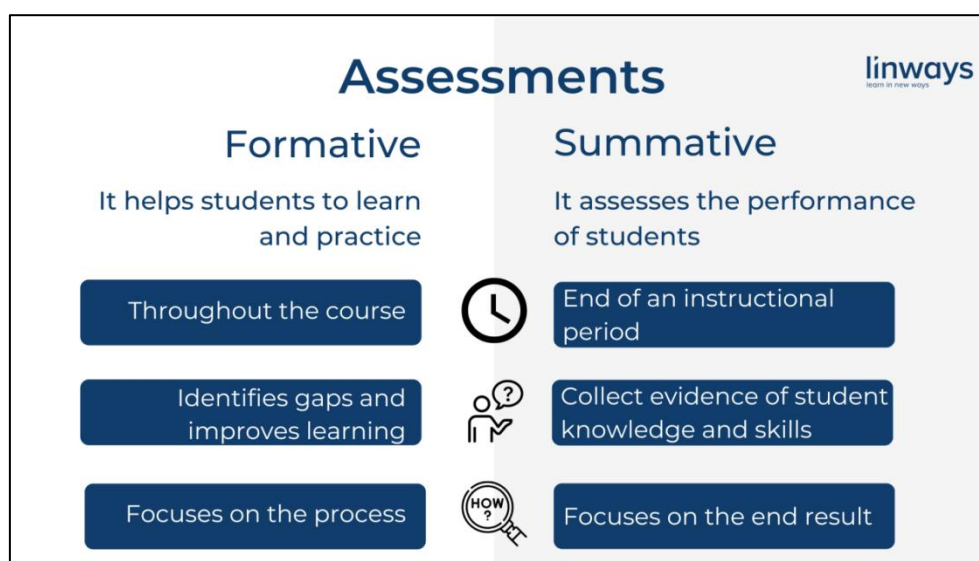


Figure 1. Assessments Formative and Summative

Thus, formative and summative assessments complement each other and play an essential role in improving the quality of education and student learning outcomes. Therefore, teachers must understand practical formative and summative assessment principles and practices and apply them consistently in the learning process.

4. Discussion

The current study results show that formative and summative assessments play an essential role in improving the quality of education and student learning outcomes. Formative and summative assessments can provide teachers and students with helpful feedback about strengths, weaknesses, progress, and difficulties in learning. This feedback can refine and improve student learning and learning outcomes. The results of this study are consistent with several previous studies that show that formative and summative assessment can improve the quality of learning and student achievement. For example, a study by Black and Wiliam (1998) found that formative assessment can increase student motivation, engagement, understanding, and achievement. A study by Hattie and Timperley (2007) states that effective feedback can provide information about learning goals, success criteria, student progress, and remedial actions needed. Taras's (2005) research emphasizes that summative assessment can inform student achievement, quality standards, and instructional accountability. The results of this study also provide recommendations for improving the role of formative and summative assessment in learning. These recommendations include e.g.

- Improves the teacher's competence in planning, implementing, and evaluating formative and summative assessments systematically, comprehensively, and sustainably.
- Provide teachers with guidance and support in using various formative and summative assessment techniques, tools, and media appropriate to subject characteristics, learning materials, and student circumstances.
- Encourage teachers to provide constructive, accurate, timely, and solution-oriented feedback to students
- Teach students to receive, use, and give feedback positively and productively
- Engage students in formative and summative assessment processes as active, critical, and reflective learning partners

Thus, it can be concluded that formative and summative assessments are essential in improving the quality of education and student learning outcomes. Therefore, teachers should understand the concepts, principles, functions, and benefits of formative and summative assessment and apply them effectively in teaching.

5. Conclusions

This study aims to discover the role of formative and summative assessments in improving the quality of education and student learning outcomes. This study uses qualitative methods case study. The subjects of this study were one teacher and 30 high school X graders. This research material was collected through observation, interview, and documentation techniques. Data from this study were analyzed using the data analysis techniques of Miles and Huberman. The current study results show that formative and summative assessments play an essential role in improving the quality of education and student learning outcomes. Formative and summative assessments can provide teachers and students with helpful feedback about strengths, weaknesses, progress, and difficulties in learning. This feedback can refine and improve student learning and learning outcomes. Based on the results of this study, teachers are recommended to develop their skills in designing, implementing, and evaluating formative and summative

assessments systematically, comprehensively, and sustainably. Teachers must also guide and support students using various formative and summative assessment techniques, instruments, and tools appropriate to subject characteristics, learning materials, and students' circumstances. Teachers must also provide students with constructive, accurate, timely, and solution-oriented feedback. Students should also be active, critical, and reflective learning partners in the formative and summative assessment.

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