

**TEACHER'S ASSESSMENT PRACTICES: A CASE STUDY OF  
SECONDARY SCHOOL IN TEGAL**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Gaining the Degree of Education Bachelor in  
English Language Education



**By**

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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not charge a soul except (with that within) its capacity

(2:286 Quran)

أَحْرِصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنْ بِاللَّهِ وَلَا تَعْجِزْ

Strive to do that which will benefit you and seek the help of Allah. Donot  
feel helpless

(Sahih Muslim, 2664)

من طلب العلم للمعاد  
فاز بفضل من الرشا

Whoever seeks knowledge because of the affairs of the hereafter, then he  
will be lucky to get the priority of the right thing

(Ta'lim Muta'allim)

## **DEDICATION**

This thesis is dedicated to:

1. The Dean of Education and Teacher Training Faculty of Walisongo Islamic State University, Dr. Ahmad Ismail, M.Ag, M.hum.
2. The Head of English Department, Dra. Nuna Mustikawati Dewi, M.Pd.
3. The secretary of English Department, Lulut Widyaningrum, M.Pd.
4. My advisor Sayyidatul Fadlilah, M.Pd. who always guidance and teach me in every way I did this final project, thank you so much.

## ABSTRACT

Title : Teacher's assessment practices: A case study of secondary school in Tegal

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This study explain the assessment practices, how English teachers apply aspects of assessment according to the Ministry of Education and Culture while using the independent curriculum, and the teacher's understanding of assessment in independent curriculum. The method used is a qualitative case study. The participants consisted of one English teacher and one class VII student of SMP Takhassus Al-Qur'an Tarub Tegal. Data collection techniques are observation, interviews, and discussions. Data analysis techniques researchers use three steps, namely: 1) data reduction; 2) data presentation, and 3) drawing conclusions and verification. The results showed that the assessment process carried out by English teachers at SMP Takhassus Al-Qur'an Tarub Tegal while using the independent curriculum had gone well using formative and summative assessments. The assessment of these two aspects is used when learning takes place, especially in projects to strengthen the Pancasila profile and at the end of the semester. Teachers are required to be creative and always explore for the progress of the Pancasila strengthening profile project with various variations, so that formative and summative assessments can be carried out objectively.

Keywords: *Assessment, Formative, Independent Curriculum, Pancasila Strengthening Profile Project, Summative*

## ACKNOWLEDGEMENT

*In the Name of Allah, the Most Gracious, the Most Merciful.*

In the Name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, Lord of the Universe. Praise that is proportional to His blessings and guarantees their addition. O our Lord, to You is all, praise, and to You is all thanks, as is worthy of the majesty of Your substance and the greatness of your power. Praise be to you, Allah, we cannot muster the praises you deserve, You are as your praises to yourself. So only to you, Allah, is all praise until you are ridha with us, and praise be to you after you are ridha.

O Allah, have mercy on our lord Prophet Muhammad, with that shalawat, you will save us from all fearful situations and from all trials, with that shalawat, you will grant our wish, with that shalawat, you will purify us from all evil, with that shalawat, you will elevate us to the highest degree, with that salawat, you will convey us to the most perfect destination in all goodness, in life and after death. The mercy and blessing until this thesis can be completed. This thesis entitled –Multi-level model of contextual factors and teachers’ assessment practices: an integrative review of research<sup>1</sup> conducted at SMP Takhasus Al-Qur’an Tarub Tegal in the academic year 2022/2023.

The author realizes that this thesis is not possible without the support, cooperation, help, and love from many hands. Thus, he wanted to represent his innermost self pass to:



1. My greatest parents, Abah KH. MH. Choirul Amin Fadhil, M.Si and Umi Hj. Nurlaeli Fajriyah, s.Ag who always prays for thousands of good things for me and provides endless motivation to always work on this thesis with enthusiasm. I love you so much.
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Finally, the researcher realizes that this thesis is

less perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes this thesis would be beneficial to everyone. Amin.

Semarang, 24 March 2023

The Writer

A handwritten signature in black ink, appearing to read 'Kafania Nujhati', with a stylized flourish at the end.

Kafania Nujhati

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# CHAPTER I

## INTRODUCTION

The researcher serves the background of this study, the argument why choosing this theme, the research inquiry, the objective of the research, the significance of the research, and the limitations of the research in this chapter.

### **A. Background of the Study**

Assessment is an integral part of the teaching and learning process, as it provides feedback to students, teachers and the entire education system. The feedback that learners receive gives them an opportunity to restructure their thinking and deepen and refine their understanding. Leighton et al. (2013) emphasized that feedback messages can be used to modify students' thinking and learning. Feedback helps teachers adapt their teaching practices to align them with student needs. For Nicol and Macfarlane-Dick (2006), good feedback provides teachers with information that can be used to shape teaching. Therefore, it is not surprising that Lesotho embarked on policy reforms in the appraisal arena.

The Lesotho Assessment Curriculum and Policy introduced in 2009 is intended to transform teaching and learning, as well as assessment procedures, to align with the emerging needs of individuals and the Basotho nation at large (Ministry of Education and Training (Kemendikbud) Lesotho, 2009). It stipulates that



assessment should be expanded to include both formative and assessment modes of learning, moving away from traditional ways of testing. The policy clarifies that assessment for learning shows what students have learned and can do and indicates areas where remedial work is needed. This assessment mode has produced several strategies that guide teachers in conducting learning assessments. Wiliam (2011) argues that this strategy includes sharing learning outcomes and success criteria at the beginning of learning; provision of timely and descriptive feedback that helps learners to progress; and student engagement in peer and self-assessments.

The intention to learn explains the skills, knowledge, attitudes and values that the teacher wants students to learn (Hattie, 2009). Criteria for success require students or by students to write down the process they have to go through to successfully achieve learning objectives' (Lee, 2006, p. 46). In addition, success criteria should be shared and discussed with students so that they fully understand them. Thus, the success criteria outline the process that students go through to successfully achieve learning objectives. Clarke (2008) asserts that learning intentions and success criteria are tools that enable learners to exercise power over their learning. Once students know and understand the standards they are aiming for and the guidelines that help them achieve those standards, they are in a better position to judge their work against those standards. Self-

assessment is an important assessment strategy for learning because it actively engages learners in their own assessment.

The Integrated Primary Curriculum, which enforces the Curriculum and Assessment Policy in Lesotho, also stipulates the use of assessment for learning strategies because it illustrates that teachers must share learning outcomes and success criteria with learners at the beginning of lessons (MoET, 2013). The curriculum suggests that teachers provide feedback orally or in writing to help students become better. In addition, the curriculum stipulates that students must learn self-assessment and peer-assessment techniques to find areas for improvement. Therefore, the enactment of this policy has brought about a major change in the way students are assessed.

Raselimo and Mahao (2015) suggest in their policy analysis, that there may be implementation of policies at the classroom level due to differences in practice conventions and pedagogical judgments adopted in schools. For Heitink et al. (2016), if assessment for practical learning is to be effective, it must be integrated into classroom teaching and should not be seen as an 'additional activity'. The policy has placed enormous pressure on teachers as they must now abandon their old assessment practices and adapt to the new assessment practices suggested. In addition, Heitink et al. (2016) reported that, for the successful implementation of learning assessment, teachers need support and training in using

the strategy. However, if implemented well, learning assessment can generate many benefits in the classroom.

Shepard (2000) argues that assessment should be an integral part of ongoing instruction aimed at the development of critical thinking, problem solving, application, and metacognition. Classroom assessment should be considered a tool for student learning, not just performance evaluation, and distinct from state standardized tests used for accountability purposes. However, the extent and nature of changes in classroom assessment practices have not been studied extensively, particularly in relation to school restructuring models.

Shepard acknowledges that calls to change the way teachers assess students are not new (Shepard, 2000). The current school reform model also calls for fundamental changes in the way we assess student learning and achievement. The developers of this model directly advocate the use of alternative assessments aligned with thematic, project-based, and interactive learning with an emphasis on higher-order thinking and the application of skills or content to "real-world" problems. The types of assessment promoted in most education reform models include performance-based assessment, portfolios, student observations, and student self-assessments. This alternative, more authentic type of assessment stands in stark contrast to more traditional types of assessment such as multiple-choice exams that ask students to identify facts and details.

Although many educators promote a move from traditional to alternative types of classroom assessment, there is an inherent conflict between the assessment advocated by this model and the assessment used for state accountability (Shepard, 2000). Teachers may be reluctant to implement alternative assessments in their classes because they are not aligned with traditional standardized tests that rely on multiple choice items (Kohn, 2000). For example, teachers who use performance-based assessments or portfolios as learning and evaluation tools may believe their students will not perform as well as state or local tests that rely on traditional objective items. In a recent study, teachers identified a perceived mismatch between alternative assessments associated with their school reform model and state exams as a major concern (Bol, Nunnery, Stephenson, & Mogge, 2000).

Shepard (2000) argues that, to encourage teachers to use innovative learning and assessment strategies, we need to protect —classroom assessments from the negative effects of high-stakes accountability testing (p. 8). Kohn (2000) concurs, noting that there have been organized boycotts of this test throughout the United States and in other countries. Protests and protection against high-stakes tests will occur in the political policy arena (Kohn, 2000; Shepard, 2000). No one argues that this is easy to achieve, but it may be important for education reform to move forward.

While increasing attention has been paid to educational assessment of teachers' assessment practices, an integral part of this

is insight and knowledge of their beliefs and efficacy in carrying out their own assessment initiatives. For example, there are some researchers whose focus is on assist teachers to utilize classroom assessments that emphasize accountability-based learning<sup>1</sup>, while others focus on assist teachers to understand and use accountability-based assessment data to advise their teaching<sup>2</sup>. This focus is necessary, as previous labor has shown that teachers depend on their knowledge and judgmental views to establish, take and adjust assignments for their own students, or to construe assessment outcomes to design further instruction<sup>3</sup>.

Kozma (2003) proposes a theoretical framework drawing on three levels of influence on teachers' understanding and appointment of new classroom guidance practices. Kozma's skeleton is inspired by work around educational technology and findings from research on individual and contextual factors that influence teacher appointment of technology and connected teaching strategies. From this work, Kozma recognized three diverse but associating levels of contextual factors: micro, meso, and macro. The three levels favor

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<sup>1</sup> Shepard, L. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29, 4-14. <http://dx.doi.org/10.3102/0013189X029007004>

<sup>2</sup> J. Wayman; Published 1 July 2005; *Education; Journal of Education for Students Placed at Risk (JESPAR)* Accountability mandates such as No Child Left Behind (NCLB)

<sup>3</sup> (James & Pedder, 2006; Marshall & Drummond, 2006), United States (Wylie & Lyon, 2015)

the synonym levels suggested by Bronfenbrenner (1977)<sup>4</sup>, but where Bronfenbrenner takes into consideration influences on individual child development, Kozma's work focuses explicitly on teacher classroom practice.

The micro level incorporates class fast context. This can include a variety of grade-level influences. For example, it may incorporate individual teacher and student elements, such as teacher assessment literacy, student measures, and student prior performance in a topic area. It can also include social factors related to teacher-student associations in the environment, such as how students respond to developmental assessment assignments. Finally, class levels can include access to technology and tools within the class itself that can support assessment, such as clickers, whiteboards, or other materials.

## **B. The Reason for Choosing the Topic**

The following are the reasons why researchers took this research, which are as follows:

1. Investigating the application of formative and summative assessment in secondary schools.
2. Explaining what English teachers face in secondary schools in the application of formative and summative assessments.

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<sup>4</sup> Bronfenbrenner, U. (1977). Toward an Experimental Ecology of Human Development. American Psychologist, 32, 513-531

3. Investigating what are the obstacles faced by English teachers in secondary schools in applying formative and summative assessments.

### **C. The Research Question**

Researchers formulate several important questions in conducting this academic research:

1. What is the process used by high school English teachers in conducting assessments on the independent curriculum?
2. How is teacher's implementation practice of summative and formative assessment using the independent curriculum?
3. What are the challenges experienced by teachers during the implementation of formative and summative learning assessments?

### **D. The Objective of the Research**

The objectives in this study are listed below:

1. Explain the process conducting assessments on the independent curriculum.
2. Explain the teacher's implementation practice of summative and formative assessment using the independent curriculum.
3. Explain an understanding of the theory and practice of classroom assessment, and explain the success of the summative and formative assessment processes in English classes in secondary schools.

## **E. The Significance of the Study**

### **1. Theoretical Benefit**

The researcher hopes that the results of this study can generate and provide additional information for the readers. That knowledge and implementation of the assessment practices for teachers is needed.

### **2. Practical Benefit**

The researcher's practical hope in this academic report is the realization of teachers' knowledge about the assessment practices and its implementation in schools. The implications are as follows:

#### **A. The teachers**

Teachers are expected to use assessments based on existing levels, which can later help teachers improve their understanding of assessment and make it easier for them in the future.

#### **B. The Researcher himself**

As knowledge material that researchers can later use when they become qualified teaching staff.

#### **C. Other Researchers**

Hopefully the results of this research can be useful for teachers, secondary schools in making learning decisions such as teacher assessment.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Previous Studies**

In learning English, a teacher must understand the differences in assessment between writing, speaking, listening, and reading skills. It should be noted that in assessing student learning outcomes, methods or techniques and instruments need to be considered and prepared so that later learning objectives can be achieved so that they have the right standards. The techniques and instruments used will provide information to teachers about the conditions and achievements of students as well as the ability of different skills in learning English.

Teachers should develop students' potential, by determining learning strategies, learning methods, approaches, and assessment models used. Carrying out assessment of learning processes and outcomes is part of the pedagogic competencies that must be mastered by every teacher. To carry out this task properly, a teacher must study laws and regulations regarding educational assessment, one of which is the Minister of Education and Culture Regulation Number 66 of 2013 concerning Educational Assessment Standards. In the current situation, some teachers consider assessment to be equivalent to tests or exams. Its implementation is carried out after the learning process is complete

and aims to provide an 'assessment'. Referring to the description of the meaning of the assessment above, of course this is not quite right and needs to be straightened out. There are several reasons why teachers need to assess their students. Popham (1995) provides several reasons, namely: (1) to diagnose student successes and weaknesses: (2) to monitor student progress in learning competencies.

Assessment standards state that educational assessment standards are criteria regarding the mechanisms, procedures, and instruments for assessing student learning outcomes.<sup>5</sup> According to Pran Agustian (2013: 4-5), implementing a good learning outcomes assessment system is not easy, it requires maximum preparation and planning. To carry out a good assessment of learning outcomes, teachers must have knowledge and skills in conducting assessments. Some of the activities that must be carried out in planning the assessment include determining what will be assessed, determining the method and instrument of assessment, determining the method of assessment to determine the final score. If the assessment planning has been carried out by the teacher before the implementation of the assessment, it is expected that the final grade can be accounted for objectively and provide follow-up on the implementation of the assessment.

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<sup>5</sup> Republik Indonesia (2013) Permendikbud No. 66 of 2013

There are several Assessment Principles following the provisions of Permendikbud Number 66 of 2013. Assessment of student learning outcomes at the primary and secondary education levels is based on the following principles.

1. Objective means an assessment that is based on standards and is not affected by the subjectivity of the appraiser.
2. Integrated, meaning that the assessment by educators is carried out in a planned, integrated with learning activities, and is sustainable.
3. Assessment of efficient and effective planning, implementation and reporting facilities.
4. Transparent, meaning that the assessment procedure, assessment criteria and basis for decision making are accessible to all parties.
5. Accountable, meaning that the assessment can be accounted for by internal and external parties from the school both from the technical aspect, procedures and results.
6. Educative, meaning that the assessment educates and motivates students and teachers.

The national education system uses Benjamin S. Bloom's classification of learning outcomes known as Bloom's Taxonomy which broadly divides it into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain. The cognitive domain has six levels, namely knowledge, understanding,

application, analysis, synthesis, and evaluation. The affective domain has five aspects, namely: Receiving, Responding, Valuing, Organization, Characteristics of forming values or lifestyle. Meanwhile, the psychomotor domain relates to the skills or ability to act after a person receives a certain learning experience.

The assessment methods used by teachers and educators describe students and learning in different ways according to the theoretical models that influence the assessment strategies incorporated (Hargreaves 2005). Bourke and Mentis present various models used in assessment in special education and consider how:

*Learners and learning are framed in different ways depending on the lens of assessment through which learning is viewed. It is not only 'what' we look for when assessing learning, but also 'how' we look for it; that is, it is the particular aspects of learning that we assess, and the tools and practices we use to assess them, that determine the picture we obtain from that learning. (2007, 309)*

Assessment for learning has varied benefits for both teachers and students. Teachers can determine what standards students have reached and to what extent, so they can decide what changes they can make in teaching so that all students are successful (Ainsworth & Viegut, 2006). This can be achieved

using the evidence gathered. Assessment for learning can be used to increase student participation in a lesson and motivate and help them become better (Nieuwoudt & Reyneke, 2016). The feedback students receive from either teachers or peers can be used to improve the quality of their own work and help them see their strengths and weaknesses. This improves student performance and gives them guidance on how to do better next time. Assessment for learning allows students to feel their progress and the kind of support they need to understand theoretical concepts (Joyce et al., 2015). This kind of understanding is 'relational' because learners know what to do and the reasons why they do it.

Sharing learning intentions and success criteria with learners has a positive impact on learning and understanding of mathematics. Michael-Crysanthou et al. (2014) asserts that students' knowledge of learning intentions and success criteria allows them to have a clear idea of the mathematical content they are learning and the mathematical processes they are carrying out, the strategies they need to develop and the expected ways. must be involved in the teaching and learning process. According to Clarke (2005), in Small (2019), success criteria can be focused on details (processes) or solutions (products). The criterion of process success is more desirable because it guides students by giving them mathematical procedures.

Another strategy for learning assessment that appears to be effective in improving students' English comprehension is self-

assessment. When learners are encouraged to assess their own learning, they become more aware of what they know, how they learn and what resources they use when they work on English. However, it should be noted that peer and self-assessment success depends heavily on the provision of clear learning intentions and success criteria. Newby and Winterbottom (2011) have found that providing critical success criteria is important in helping students to judge themselves and their peers. However, there are a number of challenges associated with applying assessment to learning.

There are many factors that influence the implementation of appropriate assessments for classroom learning. One of the key factors that can influence the successful implementation of policies in schools is 'clarity' (Fullan, 2001). Clarity is a clear understanding of goals, whether changes are needed and what needs to be changed (Fullan, 2001). Fullan further warns that, if policies are not clear, those implementing them can sometimes exhibit what is referred to as 'false clarity', which occurs when innovations are interpreted in an oversimplified way—where proposed changes have more than perceived or people realize' (Fullan, 2001, p.89).

Wylie and Lyon (2012) point out that, to implement assessment policies successfully, teachers must be provided with training that will help them develop an understanding of how to collect, analyze, and interpret evidence of student learning and how to provide feedback that supports teaching and learning.

Training can increase teacher self-efficacy and confidence in implementing these policies. However, Nyambe (2015) reports that a lack of training is one of the main challenges teachers face in implementing learning assessments. In addition, practical constraints such as class size, time and resources are also a major challenge for teachers when implementing learning assessments (DeLuca et al., 2012; Nyambe, 2015). Kapambwe (2010) agrees by stating that the number of students in a class influences the way teachers assess their students. Large class sizes are a threat to the quality of teacher assessment, because teachers tend to provide ineffective feedback to students due to lack of time (Raman & Yamat, 2014).

Furthermore, DeLuca et al. (2012) illustrated that limited time influenced teachers to continue using traditional forms of assessment because they believed that this form of assessment was more time-efficient. This barrier can be a serious setback in implementing proper learning assessment in primary schools in Lesotho.

## **B. Literature Review**

In today's era of high-stakes testing, teacher accountability, the Common Core Standards (2014), and the recently replaced No Child Left Behind Act (2002), teachers are constantly under immense pressure to make their students excel. Two tools that teachers commonly use to assess student learning of new material

and knowledge of state standards are formative and summative assessments. Formative assessment involves collecting data to enhance student learning, whereas summative assessment uses data to assess how much students know or have at the end of a learning series (American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education [AERA, APA & NCME], 2014).

Scores on all types of assessments must meet minimum reliability and validity standards (AERA, APA, & NCME, 2014), with —high stakes decisions requiring a stronger assessment score. However, these psychometric properties have not generally been evaluated in formative assessments, particularly those developed by classroom teachers, as these assessments are considered informal and —low stakes. The Response to Intervention (RtI) movement in schools has encouraged continuous monitoring of all students with —appropriate actions [that] have a documented relationship with positive child outcomes (Gresham, 2007, p. 17). The use of school formative assessment as a precursor to formal assessment has encouraged teachers to increase their reliance on general assessment.

This increased use of formative assessments has resulted in test issuers developing and validating formative assessments that are based on national samples and produce scores that are more psychometrically robust than those typically developed and used by teachers. In addition, some summative assessment systems also have interim assessments, which are intended to provide teachers with data they can use when teaching students in preparation for



summative assessment (e.g., Smarter Balanced Assessment Consortium, n.d.).

In this study, we review traditional definitions of formative and summative assessment and highlight their characteristics and use in the classroom. Importantly, the difference between formative and summative assessment mainly relates to the way the results of the assessment are used, since many assessments developed for formative purposes can be used for summative purposes and vice versa. In addition, increased focus on student and teacher testing and accountability has resulted in a blurring of the low stakes/high stakes distinction between formative and summative assessment.

#### **a. Formative Assessment**

Formative assessment has been defined as —activities undertaken by teachers—and by their students in assessing themselves—that provide information to be used as feedback to modify teaching and learning activities (Black & Wiliam, 2010, p. 82). Thus, formative assessment includes a whole range of tools that provide feedback to teachers or students to help students learn more effectively. In addition to providing teachers with an ongoing source of information about students' current understanding so teachers can adapt instruction to maximize student learning (Faculty Development and Instructional Design Center, n.d.), formative assessment is also

used to develop interventions to enhance student learning (Shepard, 2006).

Formative assessment also informs students and those who support teachers and students (eg tutors, parents) about what the learning objectives are, where the student relationship is. For that purpose of learning, and what can be done to improve performance next (Black & Wiliam, 2010; Sadler, 1989). While formative assessments may be assessed (eg quizzes), the evaluation of these assessments usually does not count towards the final grade (ie summative assessments) because the focus is on assessing student understanding and teaching effectiveness (Faculty Development and Instructional Design Center, n.d.).

#### Aspect of Formative Assessment

	Where the learner isgoing	Where the learneris	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understand and learning intentions	Activating students as learning resources for one another	
Learner	Understand learning intentions	Activating students as owners of their own learning	

Table 1.1 Aspect of Formative Assessment

Formative assessment occurs in two main forms: spontaneous and planned (Cook, 2009). Spontaneous formative assessments are impromptu, such as:

- a. When a teacher reads misconceptions in students' body language during a class session and asks students about their understanding,
- b. When a teacher calls on a student to give examples of concepts only. discussed, or
- c. During the questions and answer session conducted during the lesson.

This activity provides information about student learning in "real time". Planned formative assessment includes activities such as quizzes and homework exercises assigned to assess student progress. Regardless of the actual type of formative assessment administered (see Table 1), all of these strategies are intended to enhance student learning (Dwyer & William, n.d.) and help answer the fundamental questions of formative assessment: —What worked, —What needs improvement, and —How to fix it (William & Thompson, 2007, p. 64).

The researcher briefly describes some of the formative assessments that teachers can use in their classrooms. The first is phonemic awareness, which means understanding that the letters of the alphabet used in written words represent

phonemes or sounds in spoken words. Without understanding phonemic awareness—commonly referred to as phonics—students will not learn to read. A first grade teacher could assess some aspects of phonemic awareness by using a piece of paper with the letters of the alphabet in random order and appearing more than once, and asking students to (a) name each letter (letter identification) and (b) to say the sound that make it sound generated for each letter (sound/symbol correspondence).

More advanced students could be asked to indicate which words in a series of words the teacher reads aloud begin with the same sound (e.g., bird, gum, corn, bus), and which words in thesequence begin with a different sound (e.g. , head, hand, tree, hut). Even more advanced students can be asked if they know what sound the word makes, /m/ /o/ /p/ make (mix) or to indicate what sound is in the word, "bat" (the correct answer is /b/ /a //n/ Importantly, this type of assessment can be carried out using one-minute investigations, and student errors provide assessment data that can form the basis for additional instruction. For example, do students know the names and sounds of objects the same?

Exit tickets are another formative assessment methodology (Cornelius, 2013). This consisted of asking the teacher, which varied in difficulty, to the students at the end of the day based on the day's lesson. Students must write down responses to questions and submit them to the teacher when

they leave class; written responses are their ticket out (Wylie, Lyon, & Goe, 2009). The teacher then reviews students' understanding of the responses and holds a small group discussion the next day based on the students' answers, placing students with stronger conceptual understanding in groups with students with less strong conceptual understanding. After the students are in groups, the teacher reviews the concepts students have evaluated the previous day, highlighting areas that students have not understood before inviting students to discuss the topic. Teachers also identify students with a strong understanding of concepts as topic leaders for each group based on student responses, and monitor student discussions to ensure students understand the concepts being taught.

Exit tickets provide teachers with knowledge about students' current level of understanding of a particular topic – in essence, how effective the lesson is on that topic – and positions students to self-reflect on their own level of understanding of a given topic (Wylie et al., 2009). In addition, teacher briefings and small group discussions provide additional opportunities for students who need improvement to learn the concepts being assessed; Students who already understand the concept also have the opportunity to develop a deeper understanding of the concept being assessed by explaining it to their peers.

Formative assessment is intended to monitor student learning progress during the teaching and learning process and to identify weaknesses that require improvement so that

teaching and learning outcomes become better. From the results of the assessment will be obtained an overview of who is successful and who is not successful. Then take appropriate action. The follow-up of this assessment is for students who have not succeeded the teacher can provide remedial, namely special assistance given to students who have difficulty understanding a particular subject. While students who are successful will continue to the next topic. For those who have more abilities will be given enrichment, namely additional material that broadens and deepens the topics that have been given.

This formative assessment is usually carried out at the end of each lesson, which is carried out whenever a lesson unit or discussion subtopic ends or can be completed. In schools this formative test is commonly referred to as the "Daily Deuteronomy".



Table 1.2 Daily Deuteronomy

The main function of formative assessment is to determine the success or failure of the teaching and learning process. Thus, it can be used to refine and refine it. The function of this formative assessment is also to find out the problems and obstacles in teaching and learning activities including the teaching and learning methods used by the teacher, their weaknesses and strengths.

The formative assessment function is an assessment carried out by the teacher to improve the learning process and learning strategies that have been implemented. The implementation of this assessment can be carried out continuously or periodically in one teaching and learning process. What is meant by periodic here is included at the beginning, middle, or end of the learning process. The focus of the assessment revolves around the achievement of teaching and learning outcomes in each unit or block of material that has been planned to be assessed. The information obtained from this formative assessment is immediately analyzed to provide an overview to the teacher or manager about whether or not a remedial program is needed for students who need it.

The purpose of formative assessment is to obtain the information needed by the evaluator about students in order to determine the level of student development in the teaching and learning process unit. The main purpose of this formative assessment is to improve the learning process, not to determine

the child's level of ability. This formative assessment also aims to find out how far the designed program can take place, as well as identify obstacles. By knowing the obstacles and things that cause the program not to run smoothly. Early decision making can make improvements that support the smooth achievement of program objectives. And also to ensure that the expected goals can be achieved and make improvements to a product or program.

Formative assessment has several benefits, including:

1) Benefits for students

1. Used to find out whether students have evaluated the program material as a whole.
2. Is reinforcement for students. The goal is to find out that what has been done has produced a high score in accordance with what is expected of the student from the teacher. And is a sign that what is already owned is the correct knowledge. Thus, the knowledge will be more memorable. Besides that, a sign of the success of a lesson will increase student motivation to study harder, and be able to maintain good grades or get even better ones.
3. Repair efforts, with the feedback obtained after conducting tests. Students know their weaknesses. In fact, students carefully know the



chapter or how of which material they have not mastered.

4. As a diagnosis, the subject matter that is being studied by students is the result of a formative test, students can clearly know how the lesson material is still difficult.

## 2) Benefits for teachers

1. Knowing to what extent the ingredients are taught is acceptable to students. This will determine the pattern of whether the teacher has to change the method explained (teaching strategy) or still get using the old method.
2. Knowing which parts of the lesson material are not yet owned by the student. If the part that has not been mastered happens to be a prerequisite for another part of the lesson. Then this section must be explained again, possibly requiring other methods or media to clarify. If this material is not repeated, it will interfere with the smooth delivery of further learning materials, and students will increasingly be unable to master it.
3. Can predict the success or failure of all programs that will be given.

## **b. Summative Assessment**

Summative assessments are cumulative assessments that aim to capture what students have learned, or the quality of learning, and assess performance against some standard (National Research Council, p. 25). Unlike formative assessment, which is generally used to provide feedback to students and teachers, summative assessment is generally a —high stakes assessment and is used to derive a final assessment of how much learning has occurred—that is, how much students know (Gardner, 2010).

Summative assessments are almost always graded, usually less frequently, and occur at the end of a teaching segment. Examples of summative assessments are final exams, state exams, college entrance exams (e.g. GRE, SAT, & LSAT), final performance, and term papers. Usually, if the student is performing satisfactorily, there is no further formal learning in the subject being assessed after the summative assessment, except in the case of a cumulative final exam.

In addition to their role in determining a student's level of success or proficiency at any given time, summative assessments are also used to determine the eligibility of certain programs (for example, gifted and gifted education), to assess whether a student should proceed to the next grade. degrees, to provide career guidance, or to assess qualifications for awards

(Harlen & Gardner, 2010). In the classroom, summative assessment should not only provide opportunities for students to demonstrate their conceptual understanding, but also provide opportunities for students to think critically as they apply their understanding in new conditions to solve new problems or to explain new phenomena (National Research Council, 2001).

Below are characteristics of summative assessments in the school environment

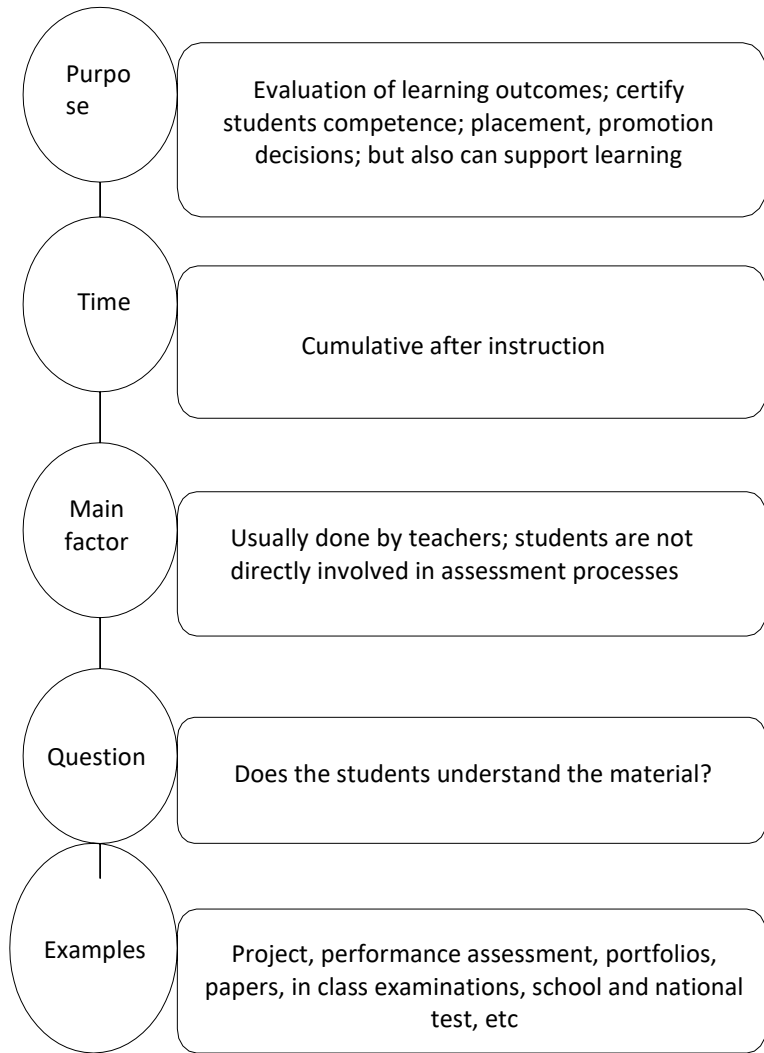


Table 1.3 Characteristics of summative assessments in the school environment

Perhaps one of the most commonly used summative assessments in schools is the state-mandated test. The test has gone through periodic revisions, with one of the most recent iterations being Smarter Balanced Assessments (n.d.), which are based on the Common Core Standards (2014) that have been adopted by more than half of the US states. This test is designed to be administered during the last three months of the school year in Grades 3–8 and 11, with the following summative objectives:

- 1) To accurately describe student achievement and student learning growth as part of program evaluation and school, district, and country accountability systems.
- 2) To provide a valid, reliable, and equitable measure of student progress toward, and acquisition of knowledge and skills necessary for college readiness and career readiness.
- 3) To harness the power of computer adaptive testing—the efficient and precise measurement of all results. (Smarter Balanced Assessment (n.d.)

This summative assessment includes not only multiple choice questions, but also extended response items, technology enhanced items, as well as performance tasks (described below), so that students can demonstrate problem solving and critical thinking in addition to retained knowledge, with the

ultimate goal of preparing students –to succeed in entry-level careers, introductory academic college courses, and workforce training programs (Common Core Standards, 2014).

Another common type of summative assessment is performance-based assessment. Performance-based assessment includes any activity that provides opportunities for students to demonstrate their learning or knowledge (National Research Council, 2001), such as:

- 1) Product assessments that produce concrete indicators of knowledge that are very similar to the final product produced in the real world, such as 3D models in drafting class, short stories in English Literature class, or timelines in history class.
- 2) Performance appraisals that involve the teacher directly observing the application of the skill or information being taught, such as the teacher observing the final speech in a public speaking class.
- 3) Process-focused assessment, where the teacher can evaluate the learning process as well as the results, such as when the teacher asks students to show their work or think hard when answering questions.

Performance-based assessment is considered one of the best forms of assessment because it requires students to demonstrate their knowledge instead of simply "practicing"

memorizing facts (McTighe & Ferrara, 1998). In addition, performance appraisal tests content-specific knowledge, integration of information across subjects, and decision-making skills (McTighe & Ferrara, 1998). However, performance-based assessment is time-consuming for both teachers and students and is often difficult to implement properly.

The main functions of summative assessment are as follows:

- 1) To determine the final value of students in a certain period. For example, final exam scores at the end of a semester, at the end of a year or at the end of a school. This value is usually written in an educational report book or a Certificate of Study Completion (STTB). Thus, the teacher will know the position of a student compared to other students in terms of learning achievement.
- 2) To provide information about the skills or skills of students in a certain period.
- 3) To estimate the success or failure of students in the next, higher lesson.

The purpose of this summative evaluation is to determine the value (numbers) based on the level of student learning outcomes which are then used as report card numbers. The results of summative assessments can also be used to improve the learning process as a whole.

Benefits of summative assessment:

- 1) To determine the value.
- 2) To determine whether a child can follow or not group in receiving the next program. In this interest, the summative test functions as a predictive test.
- 3) To fill in notes on student learning progress which will be useful for parents of students, guidance and counseling at schools and other parties if the student will move to another school, will continue studying or will enter the workforce.

**c. Formative Assessment and Summative Assessment in Practice**

In practice at school this formative assessment is a daily test, while we usually know summative assessment as a general test which is held at the end of the quarter or the end of the semester. In the book series III B of the 1975 Curriculum concerning Assessment Guidelines, it is explained that formative tests must be carried out by the teacher at the end of each subject, while summative tests are carried out at the end of each subject (in a larger language). Program).

Summative assessment is carried out as a general test, so that the assessment carried out at the end of this subject can be seen as a subsummative test or unit test, while the general test is called a summative assessment. Assessment at the end of the



subject can be seen as a summative assessment if each sub-topic has been given a formative assessment. However, the final assessment of this subject is a formative assessment when compared to the final assessment of several subjects (ie at the end of the semester unit). Strictly speaking, a subsummative assessment can be seen as a formative or summative assessment.

**d. Differences between Formative Assessment and Summative Assessment**

Criteria	Formative Assessment	Summative Assessment
Time for Evaluation	Evaluate multiple times during a level or chapter	Evaluates after completing a project to evaluate the overall understanding
Learning level	Evaluate the learning level of a student at different stage	Evaluates the complete learning level of class
Scale	Covers a smaller area	Covers a larger area
Evaluation style	Helpful to monitor the progress of individual students	Helps to evaluate understanding of a student during a specific period

Objective	Design to promote student-centered learning	Targeted to provide complete value. It emphasized
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Table 1.4 Differences between Formative Assessment and Summative Assessment

To get a more in-depth description of formative tests and summative tests, the following will present a comparison between the two. In order to know the differences and similarities. In comparison, several aspects will be reviewed, namely function, time, emphasis, pressure, evaluation tools, how to choose the objectives to be evaluated, the level of difficulty of the test questions, and how to score.

1) Judging from its function

- a. Formative tests are used as feedback for students, teachers and programs to assess the implementation of a program unit.
- b. The summative test is used to give a sign to students that they have followed a program, as well as to determine the position of students' abilities compared to their friends in the group.

- 2) Judging from the time
  - a. Formative tests are carried out during the lesson to know the shortcomings so that lessons can take place as well as possible.
  - b. A summative test is conducted at the end of a quarterly unit, or semester end of the year or the end of education.
  
- 3) Viewed from the point of gravity of the assessment
  - a. Formative tests emphasize cognitive behavior.
  - b. Summative tests both emphasize cognitive behavior, but sometimes at the psychomotor level and also sometimes at the affective level, but even though it emphasizes cognitive behavior, what is measured is a higher level.
  
- 4) In terms of evaluation tools
  - a. The formative test is a learning achievement test that is arranged sequentially well.
  - b. The summative test is the final exam test.
  
- 5) In terms of how to choose the goals that are evaluated
  - a. Formative tests measure all specific instructional objectives.
  - b. Summative tests measure general instructional objectives.

- 6) Judging from the difficulty level of the test
  - a. The formative test cannot be determined.
  - b. The average summative test has a difficulty level between 0.35 0.70 Very easy questions and very difficult questions.
  
- 7) Judging from the scoring
  - a. Formative tests, using absolute standards.
  - b. Summative tests, mostly using relative standards but absolute standards can also be used.

**e. Examples of Differences in Formative Assessment and Summative Assessment**

Formative assessment is an assessment activity that aims to seek or obtain feedback. Furthermore, the results of the assessment can be used to improve the teaching and learning process that is being or has been implemented. In essence, formative assessment is not only carried out at the end of each lesson but can also be carried out during the learning process. For example, when the teacher is teaching, the teacher asks several questions to the students to check or get information whether the students have understood what the teacher has explained. If it turns out that there are still many students who do not understand, then the teacher's next action is to add or

improve the way of teaching so that it can really be absorbed by students.

From these examples it is clear that formative assessment is not only in the form of a written test and only at the end of the lesson, but can also be in the form of oral questions or assignments given during the lesson or after the lesson is over. In this regard, the processes and post tests that can be carried out in the learning system are included in formative assessment.

Summative assessment is an assessment carried out to obtain data or information about the extent to which students have mastered the learning achievements of the subject matter they have studied over a certain period of time. Its function and purpose is to determine whether with the grades obtained, students can be declared passed. What is meant by passing and not passing here can mean: whether or not students can continue to the next module, and whether or not students can take lessons in the following semester, and whether or not students can go up to a higher class. From what has been stated, it is clear that a summative assessment is not just an assessment that is carried out at the end of each semester. But it is also carried out for example in each module, at the end of each school year or in the final stage of learning evaluation.

From the description above it can be concluded that the difference between formative assessment and summative assessment does not lie in when or when the test is carried out, but

mainly in the function and purpose of the test or assessment carried out. If the assessment or test is functioning and aims to obtain feedback and then used to improve the teaching and learning process, then the assessment is called formative assessment. However, if the assessment functions and aims to obtain information to what extent the achievement or mastery and achievement of student learning is then intended to determine whether or not a student passes, then the assessment is called a summative assessment.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This session is an overview chapter of research methods. Practically plays an important role in research because it will have a serious impact on the findings and discussion. Before conducting research, procedurally the researcher must first refer to and apply accurate techniques to find accurate data as well. Here, the study researcher presents a clear description of the planning time, and research setting, study participants, data collection techniques, analytical procedures, and theoretical framework.

#### **A. Research Methodology**

To test this transformation in the classroom, challenging teachers' pedagogical decision making in expanding their own assessment practices and changes in student learning approaches and attitudes, a combination of structured learning observations, structured interviews, informal discussions, and monitoring of student work was used. At the start of the project in November 2022, semi-structured interviews were arranged with the teachers and again in December 2022. Collecting data on English teachers in the research schools.

Discussions between researchers and teachers aim to find out how teachers practice in class with assessments that are

appropriate to the topics raised by researchers, and allow researchers to understand the teacher's point of view. Furthermore, an open viewpoint allows teachers to assist in identifying research questions as well as in data collection. For teachers, researchers conducted structured learning observations using proforma, conducted informal discussions with students about their work during teaching and held post-class discussions with teachers.

## **B. Research Design**

Research with case studies is called qualitative research because the findings describe the problem. In qualitative research, case studies are one of the most frequently used methodologies (Yazan, 2015). However, it still does not occupy a legitimate position as a social science research strategy, because it does not yet have a structured and well-defined protocol (Yin, 2002), so novice researchers who wish to use this methodology are usually confused about what a case study actually is and what it is. different from other types of qualitative research methodologies.

Qualitative research exploring why and how questions is an appropriate combination with case studies. This is due to the nature of case studies that examine in depth to find reality. The researcher establishes the meaning of the phenomenon from the participant's point of view. Qualitative research means exploring and understanding its meaning. According to Creswell, purpose sampling aims to study or understand the central phenomenon by selecting



individuals and international sites. In connection with this research, Mc Roy stated that qualitative research is related to the method of inquiry and analysis of non-statistical social phenomena. The data collected includes field observations and notes and/or recordings of students post-lesson discussion.

### **C. The Participants of Research**

The participants of this study were a teacher who taught English subjects in seventh grade, the school principal, and 32 students in seventh grade at SMP Takhassus Al-Qur'an Tarub Tegal.

The English teacher who teaches in class VII SMP Takhassus Al-Qur'an Tarub Tegal, named Isqi Amaliyah. He is an English teacher who is well-known among his students to become a teacher who is considered quite popular. With a bachelor's degree from UIN Walisongo, majoring in English, he immediately continued his life by teaching at Takhassus Al-Qur'an Middle School.

### **D. Research Setting and Time**

#### **1. Place of the Research**

This research has been conducted at SMP Takhassus Al-Qur'an Tarub Tegal. It is located in Ponpes Al-Amin Jl. Anggrek, Bulakwaru. Tarub District, Tegal Region, Central Java, 52184, Indonesia.

## 2. Time of the Research

The research was done on 14 November-Desember 2022. This research was conducted in the first semester of the academic year of 2022/2023.

### **E. Research Focus**

The focus of qualitative research is to reach people in cultural boundaries. The focus of this research is that the researcher wants to find out how the English teacher, especially grade seven, evaluates the students in the class, and does the teacher apply the assessment in accordance with the assessment standards.

### **F. Source of Data**

In this study, the source of the data is the subject where the data can be obtained. Someone who responds, provides information or answers the research question is the source of the data. Observation and documentation used to collect data. Source of the data in this study are:

1. The participants of research
2. English education international journal
3. Research results

### **G. The Technique of Data Collection**

The instrument in this study was a list of questions that were compiled and prepared by the researcher himself. After preparing the

research instrument, then proceed with data collection techniques. Data collection is a systematic procedure to obtain data about the research problem to be solved. Data collection techniques in this study are:

a. Observation

Observation begins with identifying the place to be observed and then conducting research so that an overview of the research objectives is obtained. In this research, the observation uses structured observation where the researcher has systematically designed what will be observed when and where.

By using observation, researchers will get very personal experiences and knowledge that are sometimes difficult to express in words. At the observation stage, researchers must also identify who will observe, when, and for how long and how the research process takes place. In observation, researchers do not play an active role in class to get brief information related to the research to be carried out.

b. Interview

After completing observations of each teacher in each class, the researcher will begin interviews with each English subject teacher. An interview is an activity that involves the interviewer and the interviewee where the interviewer is

given several questions to be answered by the interviewee. The design of the interview and disclosure of questions will affect the subject's depth and freedom in answering. Some interviews encourage long and detailed reports while others are designed to elicit brief and specific responses. Interviews involve a number of unstructured and generally open questions and are intended to obtain views and opinions from participants (Creswell, 2014: 241).

Based on (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006), there are three general types of interviews including; structured, semi-structured and unstructured interviews. In this case, the researcher will use semi-structured interviews with English teachers at SMP Takhassus Al-Qur'an Tarub Tegal. That is, during the interview the researcher can ask additional questions that arise according to the responses of the subjects under study. Interviews were conducted to obtain accurate responses and information about the seventh grade English teacher's assessment practices. The function of the interviews in this research is to check the data and ensure that the data is really valid.

Data collection is done using interviews because it is the most important data collection technique in qualitative research to find out what is on the minds of informants –

what they think or how they feel about something. Interviews were used to gather information from teachers and students.

c. Discussion

Discussions were held with students in class after the assessment activities were completed. The researcher conducted light discussions with one of the students in the class. After getting the results of the discussion, researchers can find out from both perspectives (teachers and students) about the assessment they carried out together.

## **H. The Technique of Data Analysing**

1. Data Reduction

The results of the first stage of activities obtained the theme or classification of research results. The themes or classifications have been given names by the researchers. The way the researcher rewrote the field notes he made was of course after the interview was over. After the field notes are neatly rewritten, the researcher reads the entire field note or transcription. After that the researcher selects important and unimportant information by marking it. At this stage the field notes or verbatim notes are full of marks and with these marks the researcher can identify which data are important and which data are not important in field notes or verbatim notes.

Researchers pay special attention to important records, according to what they are looking for. Then the researcher interprets what is conveyed in the fragment to find out what was conveyed by the informant or document in the fragment. The researcher gave his interpretation code from the field notes.

## 2. Data Presentation

Presentation of data is an advanced stage of analysis where researchers present research findings in the form of categories or groupings. Miles and Huberman recommend using matrices and diagrams to present research results which are research findings. They do not recommend using the narrative method because they think it is less relevant. Here the researcher will use tables to present the results of interviews with informants.

## 3. Conclusion or Verification

Drawing conclusions or verification is an advanced stage where at this stage the research draws conclusions based on existing data. This is the researcher's interpretation of the findings from interviews or documents. After the conclusion is drawn by the researcher, the researcher then re-checks the validity of the interpretation by re-examining the process of coding and presenting the data to ensure that no errors have been made.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter includes the findings and discussions that the researchers conducted in the field. The results that the researchers got while carrying out the research, the results of the interviews and several small discussions and broad discussions about the research are explained as follows:

#### **A. Research Finding**

In this chapter, the researcher will explain the object and presentation data regarding the results of the research conducted.

##### **1. Description of the Object**

The Brief description of the Object records important information that has been presented from separate information in SMP Takhassus Al-Qur'an Tarub Tegal those are:

##### **a. A brief history of the founding of SMP Takhassus Al-Qur'an Tarub Tegal**

Takhassus Al-Qur'an Tarub Middle School is a special educational institution that does not yet exist in the Tegal Regency area, specializing in the Al-Qur'an as an additional curriculum in the fields of reading, understanding and application in everyday life. His presence can be used as an alternative to realizing the

explanation above, so it is deemed necessary to always be proactive as an actor in handling his education. At least the SMP Takhassus Al-Qur'an is ready to become a player in managing education, by having advantages that are not shared by other educational institutions around it because of its location in the "Al-Amin" Bulakwaru Tarub Tegal Islamic Boarding School environment, under the auspices of the Ma'arif Education Implementing Agency NU (BPPMNU).

The noble ideals of KH. Ahmad Fadil who always wants to build civil society through education. From there, the idea emerged to establish a formal school within the pesantren environment. At first he and the Board of the Ikhsaniyah Bulakwaru Foundation founded the Ibtidaiyah Madrasah (MI) Ikhsaniyah, which is now MI NU 01 Bulakwaru. In 1990 he founded the Al-Amin Al-Qur'an Education Park (TPQ). In 1991, KH. Ahmad Fadil passed away and Drs. KH. MH. Choirul Amin Fadil, M.SI received the noble task of leading the Islamic boarding school. After a few years, the Ikhsaniyah Foundation changed its name to the Bulakwaru Ma'arif NU Education Executing Body (BPPMNU).

In 2010 he and the Bulakwaru BPPMNU board built Roudhotul Athfal (RA) NU 01. A year later the idea



emerged to establish a school that combined the National Education curriculum with religious lessons in Islamic boarding schools (Takhassus Curriculum). So in 2011 a SMP Takhassus Al-Qur'an was established.

**b. Vision and Mission of SMP Takhassus Al-Qur'an Tarub Tegal**

Vision

"The realization of a democratic and Qur'anic education as well as excelling in achievements in various fields of knowledge based on faith and piety.

Vision Indicator :

1. Excellent in providing learning opportunities.
2. Excellent in achieving scores.
3. Excellent in creativity.
4. Excellent in Qur'an-based religious activities.
5. Excellent in an art competition.
6. Excellent in sports competitions.
7. Excellent in discipline.
8. Excellent in social care.
9. Excellent at increased independence.

Mission :

1. Expanding educational opportunities.
2. Carry out learning and guidance effectively, so that each student can develop optimally with their potential.
3. Growing a spirit of excellence intensively for all school members, as well as equipping them with skills or expertise in a particular field.
4. Growing appreciation of the Qur'an as a religious teaching and also the culture of the nation, so that it becomes a source of wisdom in action.
5. Improving the discipline of all citizens by complying with school rules which are spelled out in potential points.
6. Providing a vehicle for fostering non-academic students through the development of potential extracurricular activities.
7. Encouraging and helping each student to recognize their own potential, so that it can be developed more optimally.
8. Creating a harmonious, professional working relationship based on the spirit of brotherhood.
9. Improving the quality of Human Resources (HR) in order to increase self-potential empowerment in

entrepreneurship, skills, independence. Health and discipline of students.

**c. The Principal of SMP Takhassus Al-Qur'an Tarub Tegal**

The principal as a leader must be able to provide instructions and supervision, improve the ability of educational staff, open two-way communication, and delegate tasks. The abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of education staff, vision and mission of the school, decision-making ability and communication skills. The personality of the principal as a leader is reflected in the traits of being honest, confident, responsible, willing to take risks and decisions, big-hearted, emotionally stable, exemplary.

SMP Takhassus Al Qur'an Tarub Tegal is led by a Principal who has high integrity and is also in line with the explanation above. Hj Nurlaeli Fajriyah, S.Ag. She is the wife of the preacher DR (Hc) Drs. KH. MH. Choirul Amin Fadhil, MSI. who are able to apply their skills and abilities in a professional and proportionate manner in the midst of the ummah, also always integrate imtak and science and technology as an appreciation of their tausiyah and amaliah. As a caretaker of the Al Amin

Bulakwaru Tarub Tegal Islamic Boarding School, he can explore existing strengths both in the field of pesantren materials, skill-based activities, utilizing his potential and all efforts to form responsive, resilient and responsive students. As a school principal, he is able to provide instructions and supervision, improve the ability of education staff, open two-way communication, and delegate tasks.

## **B. Interview result**

Researchers conducted interviews in grade 7 of SMP Takhassus Al-Qur'an Tarub Tegal from November 14 2022 to December 2022. Researchers interviewed an English teacher. To find out more in-depth information about the assessment process in the classroom, the researcher also conducted an interview with one of the students. The researcher conducted interviews when the learning was finished in the classroom, so that during the interview the teacher and students only shared experience during learning. To collect data, researchers used observation, where researchers began collecting data on November 14, 2022. In addition, researchers also presented data from interviews that had been conducted as follows:

### **1. English Teachers' Assessment in classroom process**

Assessment of learning outcomes is the process of gathering information about student development and

student achievement. Researchers conducted research at SMP Takhassus Al-Qur'an Tarub Tegal, especially in seventh grade, where in seventh grade they already used the latest curriculum initiated by the education minister recently, namely the independent curriculum. Learning objectives that have been achieved by students can be proven through various techniques. Researchers conducted interviews with school principals about their opinions regarding teaching and learning activities using the independent curriculum, as quoted in the following interview:

*-The independent curriculum is a new idea initiated by the minister of education and culture. From previously we used the 2013 curriculum, now we switch to the independent curriculum. Our school, as a school that wants to continue to grow and get better, follows the direction from the ministry of education and culture to use the new curriculum. The class that uses the independent curriculum is seventh grade. We try as much as possible to apply the independent curriculum to our seventh grade students, even though it is the first time they have stepped foot in junior high school, we will try not to surprise them, by implementing the curriculum rules well for them. And in particular, it still delivers great output. (I1, December 12<sup>th</sup> 2022)*

Next, the researcher asked how the assessment process was carried out at SMP Takhassus Al-Qur'an

Tarub Tegal using the independent curriculum, as explained below:

- a. Planning the implementation of the English language assessment subjects in the independent curriculum at SMP Takhassus Al-Qur'an Tarub Tegal

During the appraisal process, planning is one of the most important stages. The planning process will determine the objectives and success rate of the assessment process. In the independent curriculum, assessment planning on the summative and formative methods used in SMP Takhassus Al-Qur'an Tarub Tegal is left entirely to the teacher, such as the placement of the assessment method to be applied to students, and the weight of the assessment applied to students, but still refers to on an existing concept.

The principal stated that all types of assessments to be used in learning must take into account the circumstances of the students, and teachers must be selective in the assessment process that will be aimed at students, because students' abilities and creativity are different.

And most importantly, the teacher must ensure that learning objectives can be achieved without making students feel that the learning process is difficult.

*-The entire assessment process must be carried out optimally even though it is carried out with a new type of assessment. The teacher must continue to plan assessments that still refer to KI/KD and the learning objectives to be achieved. Assessment planning during the learning of the new curriculum, schools fully leave it to the teacher but still based on existing references.¶ (11, December 12<sup>th</sup> 2022)*

Confirming the statement made by the headmaster of SMP Takhassus Al-Qur'an Tarub Tegal. Class VII English teacher, Isqi Amaliyah stated:

*-It is true that I prepared all the lesson planning and assessment activities myself, while still referring to the existing directions. I only apply, but sometimes I also combine my own according to the learning material at that time.¶ (12, November 16<sup>th</sup> 2022)*

Based on the results of the interviews and observations with the informants above, the researcher concluded that the assessment

planning at SMP Takhassus Al-Qur'an Tarub Tegal had gone well, and the assessment process was left entirely to the teacher without abandoning the existing standards. Schools make every effort so that the learning process can continue to run well, learning objectives can be achieved without making students feel difficult in the learning process.

- b. The independent curriculum assessment process and its differences from the assessment process before using the independent curriculum

Assessment is a planned and continuous process that must be carried out by the teacher from the beginning to the end of the learning process to find out the improvement and progress of students, this must be done by the teacher continuously. Based on observations and interviews conducted by researchers on November-Desember 2022, SMP Takhassus Al-Qur'an also applied assessment of student learning outcomes using formative and summative assessments, this is done to conform with government programs and the independent curriculum learning model.



Based on an interview with Mrs. Isqi Amaliyah, as a class VII English teacher, stated that:

*-After the independent curriculum, I had to thoroughly study the curriculum. English is no exception, the independent curriculum provides an assessment element for students that is slightly different from the previous curriculum. Automatically, I also have to understand that. Formative assessment and Summative assessment become a reference for assessment in the independent curriculum. I have to apply this type of assessment to class VII students who use the independent curriculum. (I3, November 16<sup>th</sup> 2022)*

There are different methods used by English teachers who also teach at SMP Takhassus Al-Qur'an Tegal in conducting 2013 curriculum and summative and formative assessments. Isqi Amaliyah as a class VII English teacher revealed that:

*-In the 2013 curriculum, teachers assess students using each aspect, namely attitudes, knowledge, and skills, whereas in the independent curriculum, teachers do not make such a separation. In the independent curriculum, our focus is on strengthening Pancasila values,*

*especially in projects. In the 2013 curriculum, teachers assess each subject, now in the independent curriculum, we only focus on projects that students are doing, namely projects to strengthen the profile of Pancasila students. So, previously we used to assess students with each aspect, now it's no longer like that.* (I2, November 16<sup>th</sup> 2022)

Based on the results of the interviews above, the researcher concluded that there was a significant difference in the assessment process carried out by English teachers teaching in class VII SMP Takhassus Al-Qur'an Tegal when using the previous curriculum and the latest curriculum. The previous curriculum, namely the 2013 curriculum with the latest curriculum, namely the independent curriculum.

c. The effectiveness of Summative assessment and Formative assessment

Based on the interviews that the researchers have conducted with informants, formative and summative assessments are something that is quite new for the school at SMP Takhassus Al-Qur'an Tarub Tegal, especially for English teachers, informants who

were interviewed by researchers. In previous interviews, it was said that the school and teachers had studied the format and procedures for assessing the independent curriculum. Furthermore, according to the English teacher of class VII SMP Takhasus Al-Qur'an Tarub Tegal, assessment using summative and formative is effective?

The following is according to a class VII English teacher, Isqi Amaliyah said:

*-The effectiveness of an assessment method cannot be measured by just one action. According to my experience using formative and summative assessments for one semester, they are quite effective as assessments applied to my students. For example, in projects that are carried out in the independent curriculum, each subject that carries out the project, students are required to explore more deeply about what is being done in the project. For example, in an English subject, in carrying out a project, one of the activities is, students are asked to find out English vocabulary from objects around their school or home. Automatically, their curiosity and motor skills go hand in hand with the project activities. And their curiosity develops if there are vocabulary words they don't know, they will ask their*

*teacher. I think this method is quite fun, both for students and for myself.*‡ (I2, November 12<sup>th</sup> 2022)

Regarding this matter, the researcher also asked the opinion of one of the class VII students, Diki Januar, about what they felt while participating in the project in English.

*-In my opinion, projects during English lessons are fun, friends are busy discussing and asking answers to the teacher's questions. We are also free to express ourselves by being able to sit anywhere as long as we are in an orderly manner and carry out projects properly. It's not as stiff as just listening to the teacher explain the material.*‡ (I3, November 16<sup>th</sup> 2022)

Based on the results of the interviews above, the researchers concluded that summative and formative assessments were quite effective, especially in projects to strengthen the Pancasila profile. In addition to teachers being able to explore the more potential of their students, students also feel that the assessment is not an assessment that is usually tense, orderly and quiet, but is carried

out in a fun way and students feel happy and not burdened, even though they are actually learning too.

## **2. Types of assessment**

- a. Types of assessment used by English Teachers to assess student work

To obtain data on the types of assessment used by English teachers to assess students' work, the researcher conducted interviews with English teachers in grade VII. Based on the results of observations and interviews, the English teacher for class VII at SMP Takhasus Al-Qur'an chose the type of assessment that was in accordance with the curriculum used, namely the independent curriculum. In the independent curriculum, there are Formative Assessment and Summative Assessment. Teachers in class VII use this reference.

The following is an explanation of the results of the interview.

*-In the independent curriculum, formative assessment is emphasized more than summative assessment. In formative assessment, it is carried out*

*periodically during the project implementation, with the teacher giving a project that must be completed by students, regardless of the type of project, both individually and in groups. While summative assessments are only carried out during the middle of the semester and the end of the semester, namely determining how far the material they have mastered is used as an experiment to carry out the final exam, and assessment at the end of the semester which aims to determine whether or not students will go up to the next grade level. Formative assessment is carried out regularly and is carried out actively by both parties, namely us teachers and also students.¶ (I2, November 16<sup>th</sup> 2022)*

The researcher also asked the students what they knew about the assessment that was carried out when they were carrying out the project, especially in the English subject:

*-While we were doing the project, what I knew was that the teacher rated the results of our discussions with different values, according to the results of our discussions. If our teacher thought the results of our discussions were good, then we would get good grades. There was also a time when our teacher asked a question suddenly, then we were asked to answer by raising our hands, and that*

*was assessed. If we do our assignments quickly and quietly, our teacher will also give us extra points. Moreover, if we present the results of the discussion well, we will also be praised by our teacher.* (I3, November 16<sup>th</sup> 2022)

Based on the results of these interviews, the researcher concluded that in the independent curriculum which was carried out at SMP Takhassus Al-Qur'an Tarub Tegal, formative assessment was emphasized periodically in each project carried out. From the student's point of view, students do not know specifically about the type of assessment they receive. What they know, when they do the job correctly, they will be given a grade according to the results they did.

b. Implementation of Project Celebration Strengthening Pancasila Profile

Project implementation that is documented and uploaded on YouTube, is a project celebration, where a project celebration is a project carried out by all subjects who undergo a project for one semester in seventh grade, then when entering the end of learning in the semester or before the end of semester exams, do the

celebration of this project. English subjects were also included in the project celebration. So, in the project celebrations that are documented, do not use English, because the project material includes all subjects who previously carried out the project.

In accordance with the project celebration that I observed through YouTube, the theme raised in this project celebration was, "Don't bully, be a friend". The theme is on the rise and the issue is rife among school children. According to the source, the theme of bullying was raised because there were many cases of bullying that occurred among students, both in elementary and middle schools.

In order to acquaint students with the dangers and negative effects of bullying, as well as educate students so that they avoid bullying, become perpetrators, and even victims, the theme of this project celebration was raised. So, it is not only an assessment of students in carrying out their projects, but also education and increasing student awareness about bullying. Because the documentation was only project celebrations, which did not only focus on English subjects, researchers could only observe this video project.



However, the researcher continued to observe how the project was going and what the teacher assessed from the project.

In the video, the researcher sees that the project celebration is packaged in the form of a drama. The drama which was carried out in this hall presented several students who played roles with the theme of the drama they raised, which was about bullying. In the video, school life is told with a background in the classroom, a student gets unpleasant treatment from his classmates. Then, after the bullying was seen by their teacher, the teacher immediately advised and gave directions to the bullies, who then the bullies realized their mistake and apologized to the bully victims.

Based on the video and interviews conducted by the researcher with the resource person, namely the 7th grade English teacher, the following are the answers from the resource person regarding how the assessment was carried out and why the project celebration was held:

*"The project celebration was carried out as a celebration and appreciation for us, teachers and students, who have carried*

*out the project for approximately one semester, to collaborate with the subjects carrying out the project. In addition, this project celebration was also assessed by the school itself as a venue for evaluation and appreciation. for later, to further improve the quality of the projects that we will carry out in the following semesters. As for the assessment of project celebrations and projects usually, there are several differences. If the project is carried out per subject, students will be given a grade by the teacher for each subject. However, during the project celebration this time, an assessment was carried out by the school, as well as an assessment given to the teachers of each subject. So, not only students who get grades, but also teachers who teach project subjects will be given marks. they understand the theme of the project raised, their appearance, social awareness during the project, and their ability to explain back the projects they have implemented.¶ (12, December 16<sup>th</sup> 2022)*

Following the project celebration, Diki Januar, a class VII student, also said:

*"The project celebration was carried out after all the projects we did yesterday were finished. Not only in English subjects, we also combined all subjects who had done previous projects. We practiced to do project celebrations for two weeks. In those two weeks, we practice to hold a good project celebration, what our teacher said, the project celebration is also our additional assessment before the end of semester exams are held." (13, December 16<sup>th</sup> 2022)*

Adding, Isqi Amaliyah said that the project celebration was still included in the formative assessment.

*"The project celebration is carried out before the end of semester exams are carried out, so this project celebration is still included in the formative assessment category. Before the teacher actually recaps their daily scores during the project, the project celebration is carried out to close the final results of the student assessment recap, so that it can be an additional value for them The project celebration is also a formative assessment event that supports the level of harmony between students and becomes a reference for getting more*

*progressive every day, because they also practice two weeks to prepare for the project celebration, as well as reinforcement for working in groups where the number of groups is larger than when they were working on previous projects." (I2, December 16<sup>th</sup> 2022)*

Project celebration as an event to close previous projects carried out in each subject. Project celebrations are included in the formative assessment category because they assess students in terms of readiness, implementation, and after implementation, what they reflect on after these processes have been passed.

### **3. Challenges Experienced During the Implementation of Formative and Summative Assessment**

- a. Difficulties experienced by teachers in conducting assessments

There are two types of assessment processes, namely Formative and Summative. Both types of assessment must be carried out by one of the two assessments, and finally requires the teacher to really master the assessment. And also must be right on target in carrying out assessments of students.

Based on the results of observations and interviews conducted by researchers with Isqi Amaliyah as a class VII English teacher on December 2022, regarding the process of assessing the attitude of Isqi Amaliyah revealed that:

*"The obstacle that I experienced during formative and summative assessments was that during formative assessments, I was required to always be learning and creative to think about what I would do in my next project. In short, teachers must think creatively to carry out projects that are fun and don't easily bore students. Almost every day I think about what activities I will do for tomorrow's project. Which of course has to think about whether students will be able to do it or even make it difficult for them, if the level is difficult, how will we guide them during the project. More or less. As for students, because students' abilities and creativity are different, it is my job to balance the easy and difficult levels to do alternately, so that all students can accept them well and go according to plan.¶ (I2, November 16<sup>th</sup> 2022)*

Based on the interviews above, it can be concluded that the challenges faced when the formative assessment and summative assessment

processes were carried out were the varying initial abilities of students so that in applying the assessment it was necessary to analyze the students' conditions. appropriately so that the assessment carried out can measure student learning achievement optimally with learning achievement. Teachers need to know the personality and character of each student so that in carrying out assessments it is not uniform between one student and another. It certainly requires a deeper introduction to students, and that's not for a moment. And for teachers to always learn and be creative to carry out projects in a fun way and still get even grades for students.

- b. Teacher solutions in overcoming difficulties in the process of assessing aspects

During the implementation of the assessment, the teacher encountered several obstacles, of course it was the teacher's job to find a way out of these problems. After knowing the obstacles experienced by teachers and students in conducting the assessment, the researchers conducted interviews with teachers regarding solutions to the problems they faced.

*"In order to improve the ability of teachers in any aspect, if I often attend teacher seminars to improve my abilities and creativity, moreover projects to strengthen the Pancasila profile require teachers to play an active role and always be creative in each project. And always learn every day to get better at carrying out this independent curriculum. What is also quite important, during the project I will get closer to my students in an emotional way, so that I know the personalities of my students so that it makes it easier for me to give assessments and carry out assessment projects so that they are evenly distributed to all students." (I2, November 16<sup>th</sup> 2022)*

## **B. Discussion**

The discussion is an explanation of the data analysis based on studying research problems. The purpose of this study is first, to find out how English teachers at SMP Takhasus Al-Qur'an Tarub Tegal practice their class assessment. Second, it aims to find out how English teachers at SMP Takhasus Al-Qur'an Tarub Tegal apply two types of assessment according to the independent curriculum, namely summative assessment and formative assessment. In this section, the researcher presents the interpretation and discussion after the researcher collects data from interviews, observations, and discussions with seventh grade English teachers at SMP Takhasus Al-Qur'an Tarub Tegal. Based on the research data, it can be

concluded that the SMP Takhassus Al-Qur'an Tarub Tegal has implemented and followed the circular directions of the Ministry of Education and Culture regarding the implementation of learning using the new curriculum and the assessment process conducted by an English teacher for class VII at SMP Takhassus Al-Qur'an Tarub Tegal proved to be well implemented.

Schools make every effort so that the learning process can continue to run well, and learning objectives can be achieved without having to make students feel difficult in the learning process. However, in the implementation of the assessment process at SMP Takhassus Al-Qur'an Tarub Tegal certainly has several obstacles and differences in the assessment model when the assessment was carried out in the previous curriculum. Therefore, in accordance with the results of this study teachers also face these problems, but not all of the results of this study are the same as previous studies, the researcher explains more deeply as follows:

### **1. Planning for the implementation of the assessment of English subjects**

Based on the results of observations and interviews with the principal of SMP Takhassus Al-Qur'an Tarub Tegal, researchers found that during planning lessons the assessment method used at SMP Takhassus Al-Qur'an Tarub Tegal followed the directions from the regulations in the independent curriculum, which were then applied by the teacher who teach



in class. This shows that the assessment planning that has been carried out at SMP Takhassus Al-Qur'an Tarub Tegal is good and in accordance with the provisions in the assessment process. Ayuni et al. (2020) explained that preparation is the most essential component even under any circumstances. Thus, the implementation of the English teacher's assessment practice in this study was supported by the preparation of the assessment which was also carried out by the teacher.

Basically there are three stages in the practice of assessment that must be carried out as well as possible, namely the preparation, implementation and follow-up stages. During the implementation of learning in English subjects in class VII, the researcher found that the teacher had implemented an assessment method that was in accordance with existing references, which was then adjusted to learning needs so that students could understand the material presented in learning.

The preparation of the lesson plan and syllabus is kept under review by the principal who actively controls the teacher in preparing learning tools so that the learning and assessment process can run well, can be carried out properly and smoothly according to conditions that were previously familiar with the 2013 curriculum, to achieve learning objectives. Even although the teacher said that in planning the assessment there was one step that took a long time, namely the English teacher at SMP

Takhasus Al-Qur'an Tarub Tegal conducted a trial of the assessment method first, in this case the researcher concluded that there were positive and negative impacts, but for the sake of sustainability, the assessment went well.

## **2. The assessment process during independent curriculum and 2013 curriculum**

Overall, the 2013 curriculum assessment method with the independent curriculum did not find much difference. The striking difference is, in an independent curriculum there is an assessment that is packaged in the form of a project. This project is self-contained curriculum only, where students over a period of several weeks undertake an assessment project carried out in each subject, including English. SMP Takhasus Al-Qur'an Tarub Tegal implements a project that is carried out in an independent curriculum, carried out for two months in each semester. In the implementation of the project, English learning was packaged in an unusual manner in which English learning was carried out in the classroom.

In the project, students carry out several discussions with their group mates, then the teacher gives several instructions that must be solved by students, both in groups and individually. Then, after the instructions from the teacher have been solved, the students present the results of the discussion in front of the class using presentation techniques. Not only these

techniques, various techniques must be thought of by English teachers by applying them differently in project classes. Students also do not feel bored and their curiosity will be even greater. Formative assessment plays a role here, besides playing an active role in student projects, the teacher also plays an active role in assessing students. Apart from assessing the results of their performance, teachers also assess the processes they carried out during the project. This is very good according to the researchers, because students feel their hard work is appreciated, not only are the results seen, but the process they are going through is also seen.

However, in the 2013 curriculum, both learning and assessment are all carried out in the classroom. Group discussions and presentations in front of the class with the student center, meaning that the teacher does not play too big a role in the student learning process, and only assesses student performance from the results they work on.

### **3. The effectiveness of Summative assessment and Formative assessment**

Teachers have a responsibility to create the most effective assessment process for students. Effectiveness is defined as a condition that shows the extent to which the functions and objectives have been achieved. Something can be said to be effective if it succeeds in approaching the planning

that has been made before. Several things must be considered by the teacher to carry out an effective assessment process. First, the effectiveness of an assessment can be seen from the assessment procedure planned by the teacher. Oemar Hamalik in his book *Curriculum and Learning* explains that there are four procedures for assessment activities, namely: (1) the planning stage where the teacher must clearly define the goals of the assessment, the competencies to be assessed, and the assessment techniques to be used; (2) the implementation phase, which must follow data planning; and (3) the stage of reporting the results of the assessment.

Based on the results of observations and interviews, teachers and schools have prepared good assessment plans, starting from studying the assessment methods, media, and applications used during the learning process using the independent curriculum. However, at the implementation stage, the teacher experienced several obstacles, such as several students who were not conducive during the project, and teachers who were required to provide new ideas every day.

From this statement, the researcher concludes that formative and summative assessments require some guidelines and more training for English teachers, so that later English teachers don't have trouble finding ideas for what to do for their next projects. Schools should provide more facilities and

infrastructure to support activities and evaluation of projects so that they run more optimally and are more conducive.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results that have been carried out by researchers at SMP Takhassus Al-Qur'an Tarub Tegal, the researchers draw the following conclusions. That is:

- 1) The assessment process carried out by English teacher's at SMP Takhassus Al-Qur'an Tarub Tegal using the independent curriculum had gone sufficiently using formative and summative assessment.
- 2) Assessment with these two aspects is used when learning takes place, especially in projects to strengthen the Pancasila Students Profile.
- 3) The evaluation process during the Pancasila profile strengthening project experienced several obstacles for teachers, but the rest was felt to be effective and created a comfortable atmosphere for students.

The researcher concluded that the implementation of the formative and summative assessment processes at SMP Takhassus Al-Qur'an had made good preparations, as evidenced by the implementation of the summative and formative

assessment methods implemented. However, in practice the implementation of formative and summative assessments does not always run smoothly, sometimes students are not conducive because project learning is carried out prioritizing the creations of students rather than learning in the classroom which is driven by all the teacher's orders.

Based on these findings, the English teacher for class VII at SMP Takhassus Al-Qur'an has succeeded in carrying out summative and formative assessments well, even though there are several obstacles in the implementation, the teacher looks for alternatives so that the assessment process can run well. Evidenced by the results of the researcher's discussion with the students, who stated that they enjoyed and enjoyed more even though there were assessments they had to face.

## **B. Suggestion**

After conducting the research, the researcher wants to give advice:

### 1. For School

Currently, technology has developed rapidly, as all teachers must master technology to support the implementation of project assessments. Schools should provide adequate facilities to support teacher innovation.

## 2. For the Teacher

For assessment on projects to be successful, teachers need to be more creative, innovative, and interested in managing assessment for students and have specific assessments for certain skills. Teachers must design appropriate assessments to assess student progress during or after the project.

## 3. For Future Researchers

For future researchers, they can conduct similar research and conduct research on the application of formative and summative assessments through action research. In addition, future researchers also suggest to find out what strategies and techniques can make formative and summative assessments easier to apply in the future.

## 4. For Students

For students, observe when the teacher is giving an assessment to students. Teachers can give the same assessment to students regardless of the abilities of each student. If students find this incident, don't be shy or afraid to ask for validation of the truth that occurs naturally when the teacher gives an assessment, by looking at the abilities of each student.



### **C. Closing**

The researcher realizes that the results of this study are still far from perfect. Thus, researchers will always be waiting for constructive criticism and suggestions from all parties. May we become the holders of the spring of knowledge have been obtained, increase our sense of faith and immunity and conveyed and collected into the mental world where we feel the enjoyment of monotheism, religious wonders, freshness friendship, mental balance, fairness of mind, peace of mind, wisdom in behavior and overall a kind of guideline to go before and after coming home, Amen. Researchers hope though this research is still far from perfect, hopefully it will be useful for each person. Wanakhtatim bil hamdulillahi rabbil alamin.

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## APPENDIX 1

### Interview with school principal at SMP Takhassus Al-Qur'an Tarub Tegal

**Time** : Saturday / December 12nd 2022

**Interviewer** : Nurlaeli Fajriyah as school principal at SMP  
Takhassus Al-Qur'an Tarub Tegal

Researcher : Assalamualaikum.

Interviewer : Waalaikumsalam.

Researcher : Please allow me to do an interview regarding  
research for my final project after yesterday's  
observation.

Interviewer : Yes, please. Did yesterday's observation go  
smoothly?

Researcher : Alhamdulillah ma'am, all parties in this school  
support and welcome well.

Interviewer : I'm grateful.

Researcher : All right ma'am, I'll start with the first question,  
okay?

Interviewer : Yes, sure.

- Researcher : For the first question, What do you think about teaching and learning activities using the independent curriculum?
- Interviewer : The independent curriculum is a new idea initiated by the minister of education and culture. From previously we used the 2013 curriculum, now we switch to the independent curriculum. Our school, as a school that wants to continue to grow and get better, follows the direction from the ministry of education and culture to use the new curriculum.
- Researcher : Okay ma'am. The next question is, how is the preparation for SMP Takhassus Al-Qur'an in implementing the independent curriculum, especially formative and summative assessments?
- Interviewer : The class that uses the independent curriculum is seventh grade. We try as much as possible to apply the independent curriculum to our seventh grade students, even though it is the first time they have stepped foot in junior high school, but we will try not to surprise them, by implementing the curriculum rules well for them. And in particular, it still delivers great output.

- Researcher : Okay ma'am. For teachers who teach English subjects who use this assessment, what preparation does the school provide for these teachers?
- Interviewer : We provide several references that support teacher knowledge in this assessment, and I also invite teachers to explore as much of their scientific potential as possible from any various sources, to develop this summative and formative assessment process. I am giving freedom.
- Researcher : Mother's last question, what assistance does the principal provide to teachers in supervising the implementation of the new assessment?
- Interviewer : The entire assessment process must be carried out optimally even though it is carried out with a new type of assessment. The teacher must continue to plan assessments that still refer to KI/KD and the learning objectives to be achieved. Assessment planning during the learning of the new curriculum, schools fully leave it to the teacher but still based on existing references.



Researcher : Do you think this summative and formative assessment is effective to apply in your class?

Interviewer : Whether or not an assessment method is effective cannot be measured by just one action. According to my experience using formative and summative assessments for one semester, they are quite effective as assessments applied to my students. For example, in projects that are carried out in the independent curriculum, each subject that carries out the project, students are required to explore more deeply about what is being done in the project. For example, in an English subject, in carrying out a project, one of the activities is, students are asked to find out English vocabulary from objects around their school or home. Automatically, their curiosity and motor skills go hand in hand with the project activities. And their curiosity develops if there are vocabulary words they don't know, they will ask their teacher. I think this method is quite fun, both for students and for myself.

Researcher : Thank you for your answer which really helped my final project. Hopefully Mother is always given health.

Interviewer : Amen, I hope the research goes smoothly until it's finished.

Researcher : Amen, then I say goodbye. Assalamualaikum.

Interviewer : Waalaikumsalam.

## APPENDIX 2

### **Interview with 7th grade English teacher at SMP Takhassus Al-Qur'an Tarub Tegal**

**Time** : Tuesday / November 16nd 2022

**Interviewer** : Mrs. Isqi Amaliyah as 7th grade English teacher at SMP Takhassus Al-Qur'an Tarub Tegal

Researcher : Assalamualaikum.

Interviewer : Waalaikumsalam.

Researcher : Good morning. I ask permission to conduct an interview with you, as a class VII English teacher who carries out summative and formative assessments on the independent curriculum, ma'am, after yesterday I made observations in your class.

Interviewer : Yes, please. Did you finish your observation yesterday?

Researcher : Already ma'am. Some of the data I need was found during yesterday's observation.

Interviewer : If you have anything extra, you can ask me, sis.

Researcher : Okay ma'am. Can the interview be carried out?

Interviewer : Yes, please.

Researcher : How did you prepare, as an English teacher who applied assessment to the independent curriculum?

Interviewer : It is true that I prepared all the lesson planning and assessment activities myself, while still referring to the existing directions. I only apply, but sometimes I also combine my own according to the learning material at that time.

Researcher : What attitude do you take after knowing that the independent curriculum has an assessment technique that is slightly different from the previous curriculum?

Interviewer : After the independent curriculum, I had to thoroughly study the curriculum. English is no exception, the independent curriculum provides an element of assessment for students that is slightly different from the previous curriculum. Automatically, I also have to understand that. Formative Assessment and Summative Assessment become a reference for assessment in the independent curriculum. I have to apply

this type of assessment to class VII students who use the independent curriculum.

Researcher : What difference do you feel in the summative and formative assessment techniques compared to the assessment in the previous curriculum?

Interviewer : In the 2013 curriculum, teachers assess students using each aspect, namely attitudes, knowledge, and skills, whereas in the independent curriculum, teachers do not make such a separation. In the independent curriculum, our focus is on strengthening Pancasila values, especially in projects. In the 2013 curriculum, teachers assess each subject, now in the independent curriculum, we only focus on projects that students are doing, namely projects to strengthen the profile of Pancasila students. So, previously we used to assess students with each aspect, now it's no longer like that.

Researcher : OK, next question. In your opinion, what differences can be found in the summative assessment and formative assessment?

Interviewer : In the independent curriculum, formative assessment is emphasized more than summative assessment. In formative assessment, it is carried

out periodically during the project implementation, with the teacher giving a project that must be completed by students, regardless of the type of project, both individually and in groups. Meanwhile, summative assessments are only carried out during the middle of the semester and at the end of the semester, namely determining how far the material they have mastered is used as an experiment to carry out the final exam, and assessment at the end of the semester which aims to determine whether or not students will go up to the next grade level. . Formative assessment is carried out regularly and is carried out actively by both parties, namely us teachers and also students.

Researcher : While carrying out this assessment, it is certain that you will encounter some obstacles. What obstacles did you encounter during the assessment of the project?

Interviewer : The obstacle that I experienced during formative and summative assessments was that during formative assessments, I was required to always be learning and creative to think about what I would do in my next project. In short,

teachers must think creatively to carry out projects that are fun and don't easily bore students. Almost every day I think about what activities I will do for tomorrow's project. Which of course has to think about whether students will be able to do it or even make it difficult for them, if the level is difficult, how will we guide them during the project. More or less. As for students, because students' abilities and creativity are different, it is my job to balance the easy and difficult levels to do alternately, so that all students can receive them well and go according to my expectations and those of my students.

Researcher : To deal with some of these obstacles, what can you do as a teacher who teaches English subjects who apply assessment to projects?

Interviewer : To improve the ability of teachers in any aspect, if I often attend teacher seminars to improve my skills and creativity, moreover projects to strengthen the Pancasila profile require teachers to play an active role and always be creative in each project. And always learn every day to get better at carrying out this independent curriculum. What is also quite

important, during the project I will get closer to my students in an emotional way, so that I know the personalities of my students so that it makes it easier for me to give assessments and carry out assessment projects so that they are evenly distributed to all students.

Researcher : Okay mom. Thank you for the interview answers which really helped my final project. We hope that you will always be given health so that you can teach without problems.

Interviewer : Thank you too, madam. I am always ready if you need my help again.

Researcher : Okay ma'am. I have permission to say goodbye. Assalamualaikum.

Interviewer : Waalaikumsalam.



### APPENDIX 3

#### **Discussion with one of student in 7th grade English lesson at SMP Takhassus Al-Qur'an Tarub Tegal**

**Time** : Wednesday / November 17nd 2022

**Interviewer** : Diki Januar as student 7th grade English lesson at SMP Takhassus Al-Qur'an Tarub Tegal

Researcher : Assalamualaikum, Diki Januar right?

Interviewer : Waalaikumsalam, yes sis.

Researcher : I'm allowed to have a small discussion, because I'm working on my final project, namely my thesis, and I've also entered your class for observation.

Interviewer : Yes, sis, please.

Researcher : Just answer what you know, take it easy, the questions aren't difficult.

Interviewer : Yes, sis.

Researcher : How did you feel during the English learning project?

- Interviewer : In my opinion, projects during English lessons are fun, friends are busy to discuss and ask answers to the teacher's questions. We are also free to express ourselves by being able to sit anywhere as long as we are in an orderly manner and carry out projects properly. It's not as stiff as just listening to the teacher explain the material.
- Researcher : Does that mean that in your opinion, projects are more fun than ordinary learning in the classroom?
- Interviewer : Yes, there are many things we can do.
- Researcher : Anything?
- Interviewer : For projects, for example, we are asked to find the English language for spices, our English teacher really brings real spices. So we can also tell the difference by looking directly at the spices. Apart from finding out what English is, we also get to know various kinds of spices. In class it's not like that.
- Researcher : So you can find out more than you should.
- Interviewer : Yes, sis.
- Researcher : During the project, there must also be an assessment given by your teacher. Do you know

what assessments you get during or after the project?

Interviewer : While we were doing the project, what I know was that the teacher rated the results of our discussions with different values, according to the results of our discussions. If our teacher thought the results of our discussions were good, then we would get good grades. There was also a time when our teacher asked a question suddenly, then we were asked to answer by raising our hands, and that was assessed. If we do our assignments quickly and quietly, our teacher will also give us extra points. Moreover, if we present the results of the discussion well, our teacher will also give us praise.

Researcher : Do you know what types of assessment your teacher does for your assessment?

Interviewer : I don't know the types, but during the project we were given value if, for example, we had good discussions, good discussion results, good presentations, and answered questions correctly. For the final assessment, we have midterm and final semester exams. Maybe that's all I know.

Researcher : Okay, so you don't know specifically what kind of ratings you and your friends are getting.

Interviewer : Yes sis, I do not know such a thing.

Researcher : Ok, then in your opinion, what are the shortcomings that you felt during learning the Pancasila strengthening profile project? Especially when it comes to assessing.

Interviewer : During learning, I like it because we play around even though we are actually learning too, but it doesn't feel like it's fun and exciting. As for the assessment, I like it, because when we are having a group discussion, while we are still having a discussion, the teacher often praises us. So I like.

Researcher : So, overall you like the learning project and the assessment.

Interviewer : Yes, sis.

Researcher : OK, thanks for helping me.

Interviewer : You're welcome. It's finished?

Researcher : Already. You can return to class.

Interviewer : Sure.

# APPENDIX 4

## Student Assessment Sheet

PENILAIAN PADA PROYEK TEMA 2													
Judul Proyek 2		Bangunlah Jiwa dan Raganya		<b>Petunjuk</b> Berikan tanda V pada salah satu kolom yang dicapai peserta didik pada capaian sub elemen per fase. Sesuaikan dengan rubrik penilaian dengan mempertimbangkan jurnal guru, portofolio siswa, dan lain sebagainya. Note : Ketikkan huruf V (kapital) sehingga terbaca pada bagian rapor									
Fase		D											
Kelas		VII A											
Tahun Pelajaran		2022/2023		Topik: "Don't Bully, Be a Friend"									
NO	NAMA	DIMENSI ELEMEN SUB ELEMEN											
		Beriman, bertakwa dan berakhlak mulia			Bergotong Royong				Kreatif				
		Subelemen akhlak kepada manusia			Kolaborasi				Menghasilkan Karya dan Tindakan Orisinal				
		Mengutamakan persamaan dengan orang lain dan menghargai perbedaan	Berepatni kepada orang lain	Komunikasi untuk mencapai tujuan bersama	Saling-ketergantungan positif	Mengakspirasi dan mengapresiasi pikiran dalam bentuk karya atau tindakan	Mengapresiasi dan mengkritisi karya atau tindakan						
MB	SB	B	SB	B	SB	B	SB	B	SB	B	SB	B	
1	Achsan Ramadhani Suglarto		✓									✓	
2	Afdan Nur Zamany		✓									✓	
3	Afil Aifaturohman		✓									✓	
4	Abmad Dimas Kamikhhan		✓									✓	
5	Akhlan Dewa Arkana		✓									✓	
6	Alzama Bhakti Hantani		✓									✓	
7	Arugrah Zovan Dwi Mauluda		✓									✓	
8	Arif Mulyana		✓									✓	
9	Arjun Naja		✓									✓	
10	Fairuz Muhammad Ramadhan		✓									✓	
11	Ghani Dwi Punomo		✓									✓	
12	M. Effan Wijaya		✓									✓	
13	M. Fikri Mubarak		✓									✓	
14	M. Ulwan Maulana Azhar		✓									✓	
15	Mohamad Syahdan Setaji		✓									✓	
16	Mohamad Al Katanani		✓									✓	
17	Mohammad Farhan Syafiq		✓									✓	
18	Muhamad Faqih Musoddam		✓									✓	
19	Muhammad Ariel Prasetyo		✓									✓	
20	Muhammad Fadlan Aliman		✓									✓	
21	Muhammad Farkhan Arifin		✓									✓	
22	Muhammad Hamman Faiz		✓									✓	
23	Muhammad Maulana Zamzami		✓									✓	
24	Muhammad Surya Adduha		✓									✓	
25	Muhammad Yasir Amri		✓									✓	
26	Muhammad Zaqi Pratama		✓									✓	
27	Naufal Ramzy Kurniawan		✓									✓	
28	Rossi Nur Faiz Al Habasy		✓									✓	
29													

Mengetahui  
Kepala SMP Takhassus Al Qur'an

Keterangan:  
MB : Mulai Berkembang  
SB : Sedang Berkembang  
B : Berkembang Sesuai Harapan  
SAE : Sangat Berkembang

Nurtaeli Fajriyah, S.Ag  
NIP. 19680608 199802 2 004

Tarub, ..... 2022  
Guru Pembimbing Proyek  
NIP. ....

Figure 2.1 Students Assessment Sheet

## APPENDIX 5

### Documentation



Figure 2.2 Observation in 7<sup>th</sup> class English Lesson

## APPENDIX 6

### Documentation from youtube, Project Celebration of P5



Figure 2.3 Documentation from Youtube

**APPENDIX 6**  
**LIST OF TEACHERS AT SMP TAKHASSUS AL-QUR'AN TARUB**

No	Name	Education	Position
1	Hj. Nurlaeli Fajriyah, s.Ag	S1/PAI	Principal
2	Muh. Immamudin, M.Pd.I	S2/M.Pd.I/PAI	Deputy Head of Student Affairs
3	KH. Zaenal Arifin	Islamic Boarding School	Teacher
4	Kastoro, S.Pd	S1/PMTK	Deputy Head of Curriculum
5	Hendro Setiawan, S.Pd	S1/PJOK	Teacher
6	Ust. Sam'un Bashor	Islamic Boarding School	Teacher



7	Hj.Siti Mundiroh, S.Pd.I	S1/PAI	Teacher
8	Neli Farkhatin, S.Pd.I	S1/PMTK	Teacher
9	Lutfi Nihlah, S.Pd.I	S1/PAI	Teacher
10	St.Khoiriyatul Aminah, S.Pd.I	S1/PAI	Teacher
11	Machdori, S.Pd.I	S1/PAI	Teacher
12	M.Izam Zamzami	SLTA	Teacher
13	Tuti Herlina, S.Pd	S1/PBI	Teacher
14	Sri Eni Mualifah, S.Pd	S1/PBSID	Teacher
15	Rousy Fajri Sa'adah, S.Kom	S1/TI	Teacher
16	Andri Fitrianto, S.Pd.I	S1/Biology	Teacher
17	M. Asror, S.Pd	S1/PBI	Teacher
18	Kaswali	SLTA	Teacher
19	Nanang Syaiful Amri, S.Pd	S1/PJOK	Teacher
20	Sarifin	Islamic Boarding School	Teacher
21	Dwi Ameylia, S.Pd	S1/Bk	Teacher
22	Ikfina Kamalia Rizqi, S.Pd.I	S1/PAI	Teacher

23	Muh.Azhar Farih, S.Pd.I	S1/PAI	Teacher
24	Sifa Fauziyah,Lc	S1/B.Arab	Teacher
25	Ana Faridatul Khasanah,S.Pd	S1/PBI	Teacher
26	Mahpuri, S.Pd	S1/Bk	Teacher
27	Ubaidilah Fajar, S.Pd	S1/P.Seni Rupa	Teacher
28	Agus Salim, S.Pd	S1/PBSID	Teacher
29	M.Ibnu Anis Fuadi, S.Pd	S1/Fisika	Teacher
30	Ali Sodikin, S.Pd.I	S1/PBA	Teacher
31	Akhmad Saefudin	S1/PAI	Teacher
32	Samlawi, S.kom	S1/S.kom	Teacher
33	Titi Endrawati, S.Pd	S1/PMTK	Teacher
34	Dedi Antoni, S.Pd	S1/MPI	Teacher
35	Etti Anisah DM, S.Pd	S1/Pkn	Teacher

36	Siti Munfarijah, S.Pd	S1/Biologi	Teacher
37	Naluri, S.Ag	S1/PAI	Teacher
38	Inwan Mustafidz	Islamic Boarding School	Teacher
39	Roi Candra p, S.Pd	S1/Bk	Teacher
40	Dian Novi Anggraeni, S.Pd	S1/Biologi	Teacher
41	Faizatun Himmah, S.Ag	S1/Ushuluddin(IAT)	Teacher
42	Ianatul Masfufah	Islamic Boarding School	Teacher
43	Herni, S.Pd	S1/Ekonomi	Teacher
44	Isqi Amaliyah, S.Pd	S1/PBI	Teacher
45	Tachrir, S.H.I	S1/SHI	Teacher
46	Fatkhu Surur, S.Pd	S1/PBSID(B.Indo)	Teacher

Table 1.5 List of Teachers SMP Takhassus Al-Qur'an TarubTegal

**APPENDIX 7**  
**PERMISSION LETTER FOR RESEARCH**

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG</b> <b>FAKULTAS ILMU TARBIYAH DAN KEGURUAN</b> Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185 Website <a href="http://www.fitk.walisongo.ac.id">www.fitk.walisongo.ac.id</a>
<hr/>	
Nomor: 5154/Un.10.3/D1/TA.00.01/11/2022	8 November 2022
Lamp : -	
Hal : Mohon Izin Riset	
a.n. : Kafania Nujhati	
NIM : 1903046026	
Yth. Kepala Sekolah SMP Takhassus Al-Qur'an Tarub Tegal di Tempat	
Assalamu'alaikum Wr.Wb., Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :	
Nama : Kafania Nujhati	
NIM : 1903046026	
Alamat : Tarub-Tegal	
Judul skripsi : Multi-level Model of Contextual Factors and Teachers' Assessment Practices: an Integrative Review of Research	
Pembimbing : Sayyidatul Fadhillah, M.Pd.	
Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan temajudul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 14 November 2022 sampai dengan tanggal 21 November 2022. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih, Wassalamu'alaikum Wr.Wb.	
 s.d. Dekan, Wakil Dekan Bidang Akademik  <b>MAHFUD JUNAEDI</b>	
	
Tembusan : Dekan FITK UIN Walisongo Semarang (sebagai laporan)	

## CURRICULUM VITAE

Name : Kafania Nujhati  
Place & Date of Birth : Tegal, 22 July 2001  
Student Number : 1903046026  
Major : English Education Department  
Address :Ponpes Al-Amin Jl.Angrek No.9 Rt.08  
Rw.01 Ds.Bulakwaru Kec.Tarub  
Kab.Tegal  
Phone : 085875900166  
Email : hatikukafania@gmail.com  
Education Background :

1. MI NU 01 Bulakwaru
2. SMP Takhassus Al-Qur'an Tarub
3. MA Salafiyah Syafi'iyah Proto
4. UIN Walisongo Semarang

Semarang, 24 Maret 2023



Kafania Nujhati

1903046026