

## THE ROLES OF TEACHERS AND SCHOOLS IN CONDUCTING EFFECTIVE CLASSROOM ASSESSMENT

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### ABSTRACT

Assessment is one of the activities carried out to measure and assess the level of achievement of the curriculum and the success or failure of the learning process. The principles and strategies of the classroom assessment are used to guide how teachers always carry out intensive assessments of their students to find out their students' progress. This research examined the role of teachers and schools in implementing classroom assessments. This research method is a qualitative method where the data were analysed descriptively. Data required for this study were collected through interviews and field observations. This study found that teachers and schools have an essential role in implementing the assessment. The active role of teachers and schools in carrying out class assessments improve the quality of learning so that students' abilities can always increase. This research has implications that teachers and schools must increase their role in implementing class assessments so that schools can produce higher-quality graduates.

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## 1. INTRODUCTION

The main activity in education is the implementation of learning. This activity is the first highlight of society in viewing education broadly. The implementation of learning continues to be considered in its effective implementation. Criticisms emerged regarding the implementation of learning, which was considered less conducive to preparing students to face the challenges of globalisation (Maba et al., 2018). Schools must increase attention and make changes to learning aspects. Learning has four main components: objectives, materials, media, and assessment. The four components are interrelated and support each other. These four components are also a big focus of the community in assessing education, especially in assessment (Widiastuti et al., 2021).

In curriculum teaching and learning activities, learning and assessment are the dimensions that are very important in education. These dimensions are interrelated with one another. The curriculum elaborates on educational goals that form the basis of learning programs (Maba & Mantra, 2018). The learning process is an effort the teacher makes to achieve the objectives formulated in the curriculum. Assessment is one of the activities carried out to measure and assess the level of achievement and the success or failure of the learning process. Assessment is also used to determine the strengths and weaknesses that exist in the learning process so that it can be used as a basis for decision-making (Kirby & Merchant, 2020). Therefore, in addition to a suitable curriculum and the right learning process, there needs to be a good and well-planned assessment system (Mantra et al., 2021).

Assessment is an essential component in the implementation of education (Karimi & Shafiee, 2014). Efforts to improve the quality of education can be achieved by improving the quality of learning and the quality of the assessment system. Assessment and learning are two mutually supportive activities. Moreover, to improve the quality of education, it is necessary to improve the assessment system that is applied. To carry out these improvements, educators need to fully understand the basic concept of the assessment itself because the current development of the assessment concept points to a broader direction. In-depth knowledge and understanding of the

basic concepts of assessment help educators more easily improve the assessment system in schools (Widiastuti, 2018). This knowledge and understanding also increase educator awareness of the importance of a good assessment system in learning in schools.

Assessment is an integral part of learning. Assessment has a position that is as important as other parts of learning (Wulandari et al., 2019). Therefore, teachers who carry out learning must correctly understand assessment. The definition of assessment put forward by experts is very diverse. Assessment is an effort to obtain information about the skills and potential of individuals with two goals. First, provide useful feedback to students. Second, as a useful tool for the people around it. Assessment is all activities related to giving or determining value to an object based on the measurement results regarding the skills and potential of an individual or an object. Teachers are expected to properly conducted the classroom assessment to improve the quality of learning activities in the classroom (Mantra & Widiastuti, 2019).

The implementation of the assessment must have clear objectives. These objectives become the direction for the implementation of the evaluation. In general, the assessment of learning outcomes aims to assist the progress and achievement of learning objectives carried out by students. Concerning the purpose of assessment, success in learning through assessment is for both teachers and students (Astawa et al., 2017). Teachers must have sufficient insight and ability about learning, for example, planning, setting learning objectives, and making the right decisions based on the information obtained in the assessment, to motivate them to improve and enhance their learning. For schools, the assessment results are useful as a material for planning and determining school policies, especially those related to learning programs. In addition, schools can also determine the overall quality of learning.

Assessment has an essential function in learning; for example, (a) a tool to find out whether instructional objectives have been achieved, (b) good feedback for improving the teaching and learning process, and (c) a basis for preparing reports on student learning progress to their parents. Furthermore, the assessment must meet the principles of the assessment itself. The assessment must fulfil the intended principles to provide the information as expected. Several assessment principles include objectivity, comprehensiveness, continuity, validity, use of criteria, usability, practicality, systematic, and accountability.

The assessment description above shows that the implementation of assessment in class is needed to improve the quality of learning. Therefore, this research was conducted to examine the strategy for implementing assessments carried out by teachers in the classroom.

## 2. RESEARCH METHOD

This study used a qualitative approach to investigate the roles of teachers and teachers in conducting classroom assessments. Qualitative research is a method used to collect qualitative data in order to reveal natural phenomena (Taylor et al., 2015). Data were collected through interviews and direct field observations. Data analysis was carried out descriptively to draw factual conclusions about the important roles of teachers and the school in the appropriate implementation of classroom assessment. Data analysis was done by organising data into specific arrangements within a framework for data interpretation. The data were presented appropriately and critically required by the data analysis process. The data analysis was performed after the data collection process was deemed representative enough. The results of this study were presented in a descriptive manner by providing valid and factual arguments regarding the variable under study.

## 3. RESULTS AND ANALYSIS

Assessment has a very important role in improving the quality of learning. Therefore, it needs to be designed and designed in such a way that the assessment gives meaning to everyone involved. Assessment is one of the activities carried out to measure and assess the level of achievement of the curriculum and the success or failure of the learning process. Assessment is also used to determine the strengths and weaknesses that exist in the learning process so that it can be used as a basis for decision-making. Assessment should be designed in such a way that assessment becomes meaningful for the people involved in it because the assessment has a very important role in learning.

Based on the interviews conducted with the four teachers who were selected to be participants in this study, some excerpts from the interviews can be presented as follows:

*"I think I have the main role in conducting appropriate assessment in the classroom. However, my effort to carry out proper assessment should be also supported by the students and the schools"* (Teacher A)

*"Well, without the support of the students and the school, the implementation of the assessment in the classroom will never be successful"* (Teacher B)

*"The assessment can only be conducted if the students are involved seriously and also the school is fully supported with appropriate infra-structures"* (Teacher C)

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*"When my students actively engaged themselves in the classroom I conducted and the school provided with complete facilities, all assessment process ran successfully"* (Teacher D)

Assessment generally aims to improve standards, not just to measure students. Using assessment in learning is significantly more effective for teachers in improving the quality of learning. For assessment to function appropriately, it is necessary to set standards, which become the basis and foothold for teachers and education practitioners in carrying out assessment activities. The teacher's role is very large in applying assessment standards. Teachers need to understand well the standards that have been set and be able to apply them in assessing students. Information on the results of the assessment can also be used by teachers more effectively through feedback. Feedback is a means for teachers and students to determine how far learning progress has been made (Clarke & Boud, 2018).

Feedback can powerfully affect a student's feelings, self-esteem and motivation. In providing feedback, a teacher must focus on the quality of work in accordance with the learning objectives that have been set. In addition, teachers need to avoid comparing students with one another because this can reduce the drive, motivation, and interest of students who get low scores. The teacher plays a vital role in the assessment. Therefore, the teacher should emphasise giving positive feedback and, of course, be able to motivate students with their roles, namely: the teacher as a monitor, guide, accountant, reporter, and program director. The feedback given is in accordance with the learning objectives set (Widiastuti & Saukah, 2017).

School is the centre of learning activities. Assessment and learning are two very related things. Therefore, schools should create a conducive atmosphere so assessments can run according to their functions and goals. A school is a place where students are directed in order to improve the quality of their learning. Assessment is at the heart of the process. Schools play a role in the formation of quality students, so students are expected to create a conducive atmosphere that support existing learning and assessment so that it can run well (Allen, 2011).

The support of schools and teachers should be more in favour of the needs of students than meeting curriculum targets. The teacher should not be in a hurry with the target to finish on time, regardless of whether students understand. Teachers should focus on how their assessment can reveal real problems their students face and use that information to help students become better learners. Students may feel challenged and motivated to continue improving themselves, both to improve learning methods and strategies as well as their behaviour, hopes and aspirations. Suppose these three components are mutually committed to their functions and responsibilities. In that case, the assessment carried out becomes a tool that can make students motivated, confident, and full of confidence to be optimistic about school life.

Teachers and schools have a significant role in changing students' motivation through assessment. Students who have high test results can use mastery-oriented strategies and positive effects related to their learning. At the same time, students who are not successful can use a performance-oriented motivational style with their less successful learning outcomes. Thus, assessment becomes a valuable and useful tool to direct students to become successful learners. The orientation of the assessment is not just giving a value label but gathering information about why students get these results. This information is later used and utilised to modify teaching strategies and techniques according to the real needs of students. Changing value practices that are not as expected as they are now can be if all components related to education have the maximum ability and hard work. This can be done by sharing assessment responsibility between teachers and students. Therefore, teachers have very significant roles in properly conducting classroom assessments (Poulton, 2020).

Classroom-based assessment is an assessment by the teacher within the learning process framework, which is the process of collecting and using information and student learning outcomes. Following are some excerpts from interviews about the types of classroom assessments carried out by the teacher.

*"There are several class assessments that I carry out, including what I remember are written tests, action tests, assignments, attitude assessments, and portfolio assessments"* (Teacher A)

*"In carrying out class assessments, I often use forms of assessment such as written tests, assignments, performance assessments, assessment of student work, and attitude assessment"* (Teacher B)

*"Class assessment is very important to be carried out to improve students' abilities. There are various forms, for example written tests, action tests, assignments, performance appraisals, project assessments, and assessment of student work"* (Teacher C)

*"I am a young teacher and need to learn a lot to be more professional; I try to carry out almost all forms of class assessment, for example written tests, action tests, assignments, performance assessments, project assessments, assessment of student work, attitude assessment, and portfolio assessment"* (Teacher D)

Based on interviews conducted with teachers, it was found that there are various types of classroom-based assessments that teachers can use, including written tests, action tests, assignments, performance assessments, project

assessments, assessments of student work, attitude assessments, and portfolio assessments. Of course, teachers must be sure that no one type of assessment is always right. The assessment type used depends on the basic competencies described in the curriculum. As for learning, the components of the learning assessment program include types of assessment and assessment instruments.

The assessment instrument is broken down into the form and examples of the instrument. Various assessment instruments in the form of tests that teachers can use include oral questions, multiple choice, objective descriptions, free descriptions, short answers, matchmaking, portfolios, and performance. Non-test assessment instruments include questionnaires, inventories, and observations. A variety of quality classroom-based assessments cannot be separated from the learning experiences experienced by students. Good experience must be meaningful and actually selected to develop expected subject competencies.

Moreover, based on the field observation, it was found that the roles of the teachers and the school in conducting classroom assessments are very essential. Teachers are required to plan the assessment to suit the learning materials and the learning competencies. Teachers also need to understand the assessment construction well and how to conduct the assessment properly in the classroom. With the appropriate implementation of the assessment, the assessment results can be depended upon and could be used for the improvement of learning. Teachers are required to conduct the assessment according to the guidelines of appropriate assessment activities.

Additionally, the observation results showed that the school has essential roles to successfully conduct classroom assessment. The school should provide full support on the equipment and facilities the teachers need to carry out the assessment according to the standard. Without the school's support, the classroom assessment can be conducted properly. Therefore, all school stakeholders should participate fully and support the implementation of the classroom assessment.

#### 4. CONCLUSION

Classroom assessment must be conducted in the classroom to measure students' achievement and improve the quality of learning activities. The teachers and the school are very important in conducting effective classroom assessments. To have useful functions of the assessment, the assessment should be implemented in accordance with the objectives that have been set previously. Teachers need to construct and carry out the assessment standards comprehensively. The standards become the basis and reference for teachers and educational practitioners conducting classroom assessments. Several related parties in conducting assessment, such as teachers and schools, require good cooperation. These parties have different roles according to their respective proportions. If each party carries out their duties and responsibilities as they should, a conducive, dynamic and directed atmosphere will be created for improving the quality of learning. The types of assessments that can be carried out in the classroom are very diverse. Teachers are expected to be able to carry out various forms of assessment appropriately so that the results of implementing the assessment can be used as input for learning improvement.

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