



Implementation of assessment standards in improving the quality of public elementary schools in Tempting subdistrict, Indragiri Hilir regency

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Article info	Abstract
Keywords: implementation, assessment standards, school quality	The research focuses on implementing educators' assessment standards per Minister of Education and Culture Regulation Number 23 of 2016 at State Elementary Schools in Tempuling District, Indragiri Hilir Regency. The approach used in this research is a qualitative descriptive approach. Through this descriptive method, researchers hope to see the phenomena in connection with implementing assessment standards in State Elementary Schools in Tempuling District, Indragiri Hilir Regency. The research was carried out at the Tempuling District Public Elementary School, Indragiri Hilir Regency, which consists of three state schools. The research period is from January to August 2023. Data collection techniques used document review, observation, and interview methods. The analysis technique uses three channels, namely: (a) data reduction, (b) data presentation, and (c) conclusion. Based on the research and discussion above, it can be concluded that educators have not fully mastered the concept of learning assessment.

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1. Introduction

In the current era of globalization and international competition, improving the quality of education has become a critical and relevant topic. The quality of primary education, in particular, determines the foundation for student learning in the future. Implementing assessment standards in primary education ensures that the education provided meets specific criteria and can achieve the desired goals. According to the OECD (2019), practical assessment standards can help schools improve educational quality by providing objective data on educational success and areas that need improvement. Quality assessments measure student learning outcomes and the learning process, allowing teachers and school administrators to make the appropriate interventions to enhance educational quality (Brookhart, 2011). Therefore, implementing primary school assessment standards is essential to improving education quality.

Implementing assessment standards impacts the quality of education at the primary school level and helps create a strong foundation for future development within the education system. By applying the proper assessment standards, we can identify strengths and weaknesses in learning, provide constructive feedback to teachers and students, and measure progress in achieving learning outcomes. As part of this research, we will explore various aspects of implementing assessment

standards to improve primary school quality. We will explore methods used in previous studies and analyze the results obtained. Additionally, this research will investigate how the implementation of assessment standards can affect student achievement, teacher motivation, and the role of schools in improving educational quality.

Relevant research that can serve as a reference includes studies on implementing comprehensive assessment standards, which have positively impacted student achievement in primary schools (Smith, 2018). Furthermore, appropriate assessment standards can help teachers identify individual student needs and design more effective learning (Brown, 2019). Research conducted by Johnson et al. (2020) shows that support from school principals and adequate training are essential factors in successfully implementing assessment standards in primary schools. Moreover, research on schools that have consistently implemented assessment standards reports significant improvements in national standardized test results (Garcia, 2021).

As stated by Hasbullah (2015), one factor contributing to educational quality is that educational outcomes have not been assessed through a reliable and institutionalized testing or assessment system, so their quality cannot be monitored regularly and objectively. According to Law Number 14/2005, the role of teachers in schools is to be professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education. Implementing learning must involve at least 24 (twenty-four) hours of face-to-face sessions and no more than 40 hours per week (Ministry of Education and Culture Regulation Number 15/2018). In carrying out their duties, teachers focus on four competencies: spiritual attitude competence, social attitude competence, knowledge competence, and skill competence. The teacher ultimately assesses these four competencies. Therefore, assessment requires the teacher to complete the tasks quickly, well, and with proper administration. Information technology is needed to help teachers complete these tasks. As shown in Siregar's (2018) research, one of the obstacles to assessment is that some teachers are not proficient in operating computers, and the time spent on teaching is too much, making the assessment process ineffective.

Meanwhile, Yuni Zuhera's (2017) research concludes that one of the difficulties teachers face in assessing students' attitudes during the learning process based on the 2013 curriculum is the limitation of time, a large number of students in a class, and the difficulty in directing students to instill good attitudes in line with the learning objectives. The same phenomenon was found by Alawiyah (2016), who discovered that (a) first, the challenge faced by teachers is the large number of aspects that need to be assessed in the 2013 curriculum assessment; (b) second, the assessment is carried out simultaneously with the learning process, making teaching and learning less effective; and (c) third, teachers feel burdened because they have to total every score received by the students and describe the grades obtained in each subject.

The problems above can hinder the assessment process, such as teachers' workload, mandatory teaching hours, student numbers, and abundant subject material. As a result, not all steps in the assessment can be carried out. Therefore, it becomes challenging to determine students' competencies and improve the learning process, seen as an effort to enhance learning outcomes. Aziz's (2019) research states that the quality of education in general is closely related to the quality of the evaluation instruments used. Both are strongly connected to teachers' teaching ability and, in turn, impact the quality of the school and the students. As academic staff, teachers are expected to have the professional qualities of being reliable and responsible for carrying out their duties and functions as teachers and educators in schools. Teachers must be able to develop cognitive, affective, and psychomotor aspects in students (including assessment development) so that students not only master knowledge but also have good attitudes and morals. Therefore, teachers must possess teaching competencies for implementing, managing, and following up assessments.

Based on the background of the problem above, the researcher focuses on studying the implementation of assessment standards by educators following the Regulation of the Minister of

Education and Culture Number 23 of 2016 in SD Negeri (State Primary Schools) in Tempuling District, Indragiri Hilir Regency.

2. Method

The approach used in this study is a descriptive qualitative approach. Through this descriptive method, the researcher hopes to observe the phenomena related to implementing assessment standards in Tempuling District, Indragiri Hilir Regency state primary schools. The study was conducted in state primary schools in Tempuling District, which consisted of three schools: SD Negeri 001 Sungai Salak, SD Negeri 003 Sungai Salak, and SD Negeri 023 Teluk Jiral. The research was conducted from January to August 2023. The data collection techniques used in the study include document review, observation, and interviews. The data analysis process followed three stages: (a) data reduction, (b) data presentation, and (c) conclusion.

3. Results

This study focuses on several standards in assessment outlined in the Minister of Education and Culture Regulation No. 23 of 2016, which are implemented in state primary schools in Tempuling District, Indragiri Hilir Regency. These standards include (a) scope, (b) objectives, (c) principles, (d) forms of assessment, (e) assessment mechanisms, (f) assessment procedures, and (g) assessment instruments. These are the assessment standards applied when implementing assessments in Tempuling District, Indragiri Hilir Regency state primary schools. However, in this study, in line with the focus and sub-focus of the research, the discussion will be centered on the mechanisms, procedures, and assessment instruments educators use. The research utilizes three types of research instruments: research documentation, observation, and interviews, which are explained in the following sections.

3.1 Documentation

Based on the results of the documentation, it is found that the study of the assessment documents for the first sub-focus reveals that educators have not fully mastered the concept of learning assessment. Six were fulfilled in the indicator of the assessment mechanism, which consists of 7 documents, with a percentage of 85.7%. The document that was not fulfilled is the subject's KKM (Minimum Mastery Criterion) document. The next step will involve using the observation technique for the unavailable documents.

For the sub-focus on assessment procedures, which consists of 9 types of documents, only five documents were fulfilled, with a percentage of 55.55%. According to the documentation data, educators have not prepared question items according to the standardized assessment guidelines, such as failing to create question grids to design the questions. Based on the assessment guidelines, there is a mismatch between the Basic Competency (KD) and the question indicators and items. The quality of the instruments has also not been analyzed to measure the quality of the questions in the learning assessments.

In the third sub-focus, which concerns the assessment instruments, the assessments conducted by educators are in the domains of knowledge, attitudes, and skills. However, the supporting documents for these instruments are incomplete; only two, or 40%, are available out of five documents. There are several difficulties in conducting assessments of students' attitudes and skills. This can be seen with the availability of attitude assessment documents, such as self-assessment sheets and peer assessments. For skills testing, the school does not have a portfolio format document to assess students' skills. Meanwhile, the third sub-focus, which concerns the factors hindering and supporting assessments, has complete documentation, such as the curriculum and teaching devices. Detailed documentation results can be seen in **Table 1** below.

Table 1. Documentation Results

No.	Sub Focus	Type Documents	SD X	SD Y	SD Z
1	Assessment mechanism	1. Assessment regulations	1	1	1
		2. Curriculum	1	1	1
		3. Syllabus	1	1	1
		4. RPP	1	1	1
		5. Document for the Preparation of the Minimum Completion Criteria (KKM) for Subjects	0	0	0
		6. Remedial Program	1	1	1
		7. Student Report	1	1	1
2	Research procedure	8. Analysis Raport SKL, KI KD	0	0	0
		9. Assessment guidelines	0	0	0
		10. Question grid	1	1	1
		11. Assessment rubric	1	1	1
		12. Instrument quality analysis	0	0	0
		13. Printout of student score summary	1	1	1
		14. Remedial PROGRAM	1	1	1
		15. Student Raport	1	1	1
		16. Enrichment Program	0	0	0
3	Assessment Instrument	17. Written test and oral test	1	1	1
		18. Behavioral observation sheet	1	1	1
		19. Portfolio	0	0	0
		20. Self-assessment sheet	0	0	0
		21. Peer assessment shee	0	0	0
4	Faktor pendukung dan penghambat	22. School curriculum document	1	1	1
		23. Teacher's teaching tools	1	1	1
Total			15	15	15
Percentage			65,2%	65,2%	65,2%

3.2 Observation

The results of the observation conducted by the researcher can be seen in **Table 2** below.

Table 2. Observation Results of Assessment

No.	Sub Focus	Indicator	Observation Results
1	Assessment Mechanism	Documents of KKM (Minimum Completeness Criteria) for Learning	The minimum completeness criteria used in the school are based on national standards and not on the consensus of educators at the school nor the consensus of each teacher in the learning process.
2	Assessment Procedure	Analysis of SKL, KI dan KD	Alysis SKL, KI, KD It has not yet been implemented by educators at the schools in the Tempuling District. Educators' assessments have not been based on the guidelines set in the standard procedures.
		Assessment Guidelines	The assessment was carried out using an arbitrary criteria guideline without a proper framework for making the assessment.
		Analysis of Instrument Quality	The assessment instruments available have not undergone validity and reliability testing, nor have the difficulty levels of the questions been tested.
		Summary of Student Grades	The scores from the UH (daily test) and UTS (midterm exam) are not recorded by educators, and

No.	Sub Focus	Indicator	Observation Results
3	Research Instrument		the exam scores are stored separately in each school. The school does not have a comprehensive record of all student assessments.
		Enrichment Program	Evaluation is not consistently conducted by the educators at the school. No school regulation requires teachers to carry out evaluations.
		Portfolio	The involvement aspect is not documented in the portfolio.
		Self-assessment Sheet	There is no self-assessment sheet to measure the behavioral aspect of the assessment.
		Peer Assessment Shee	There is no peer assessment sheet to measure the behavioral aspect of the assessment.

Based on **Table 2**, the results of the research observation were conducted when documentation data was not fulfilled. Based on the sub-focus of this study, in the first sub-focus, the assessment mechanism, there is one missing document, namely the KKM (Minimum Completeness Criteria) document for the subject. The principle of assessment in the 2013 Curriculum uses specific criteria to determine students' learning achievements. KKM is the lowest (minimum) criterion, indicating that students have completed the learning. KKM shows the percentage of competency achievement levels of students and is therefore stated with a maximum scale of 100 (one hundred). This maximum scale of 100 represents the ideal completion criteria, while national completion criteria should meet at least 75%. Educational standards can start from the minimum completion criteria based on national targets and gradually increase over time.

The research observation found that the determination of KKM was only based on the national threshold of 75%, which is the same for all subjects. This approach is certainly not optimal for learning assessments. There are other models for determining KKM, where each subject can have a different KKM. For example, the KKM for Science (76), Mathematics (72), Indonesian Language (74), and so on. KKM can also be determined based on subject groups. For example, the MIPA group (Mathematics and Science) may have a KKM of 73, the language group (Indonesian and English) may have a KKM of 75, and the Social Science group (Social Science and Civics) may have a KKM of 78.

In addition, the determination of KKM can also be done by subject teachers by calculating the number of competencies in each subject at each level of the school year and then determining the value of the student characteristics (intellectual), subject characteristics (complexity), and educational conditions (supporting facilities), which will then become the KKM for Knowledge and Skills. To facilitate the analysis of each KD (Basic Competency), an assessment scale should be developed and agreed upon by subject teachers.

In the second sub-focus, the assessment procedure, there is an incomplete document, precisely the absence of the KD (Basic Competency) analysis template needed for student assessment guidelines. Educators need to thoroughly understand the connection between the analysis of SKL (Graduate Competency Standards), KI (Core Competencies), and KD in the learning process, as this aligns with the overall structure of the National Graduation Competency Standards set by the 2013 Curriculum. The 2013 Curriculum is applied to ensure that students develop competencies in spiritual attitudes, social attitudes, knowledge, and skills, preparing them for excellence in global competition in the 21st century. This excellence is reflected in developing 21st-century skills such as critical thinking, creative thinking, collaboration, and communication (4C). These competencies have been formulated and defined in the Graduate Competency Standards (SKL). In the operational realm, graduation competencies are formed through learning activities conducted by teachers across all subjects. In this context, learning materials and the learning process are essential to achieving the desired graduate competency standards.

Based on the observation results conducted by the researcher, Tempuling District Elementary School has not performed an analysis of SKL (Graduate Competency Standards), KD (Basic Competencies), and KI (Core Competencies). This analysis should be carried out because learning materials that are not aligned with the desired graduation competency standards cause the failure to achieve the desired competencies. The assessment guidelines can incorporate the SKL, KI, and KD analysis results. The learning process can proceed optimally if teachers understand the Basic Competencies (KD) and apply their pedagogical competencies so that the competencies defined in the standards can be manifested in the students. The analysis of SKL, KI, and KD is the teacher's way of aligning and ensuring that the planning of the learning process is consistent with the achievement of the desired Graduate Competency Standards.

Furthermore, in the second sub-focus of the assessment procedure, it was found that the quality analysis of assessment instruments had not been conducted. The development of test instruments must meet specific standards to measure student achievement accurately. The evaluation standards proposed should include high-quality instruments that, at the very least, are valid and reliable, and the differentiation and difficulty levels should be considered. Educators in Tempuling District Elementary School have not analyzed the instrument quality. The instruments used have never been piloted but were directly given to students based on the test needs. Meanwhile, valid measurement instruments are carefully designed and empirically evaluated to ensure accuracy and usefulness in their application.

The school does not have a record of the overall student grades. The recorded grades are only the final exam grades, while the grades for UH (daily test) and UTS (midterm exam) are not compiled for all students. Additionally, the enrichment program in the assessment procedure has not been implemented at SD Negeri Tempuling. The assessment only determines whether students have met the KKM (Minimum Competency Criteria).

Enrichment programs are a teaching strategy provided to students who have met the KKM to deepen their knowledge and skills further. Therefore, the enrichment program focuses on enhancing and extending the competencies learned by students. Based on the previous assessment results, enrichment programs can generally be given once students have met the KKM. Unlike remedial learning, enrichment learning is provided only once, not repeatedly. Enrichment learning is generally not followed by an assessment.

In the sub-focus of assessment instruments, it was found that the assessment of student learning carried out by teachers includes evaluating knowledge, attitudes, and skills. Among these three aspects, there are documents that SD Negeri Tempuling does not own. The assessment of attitudes lacks a portfolio sheet; similarly, the attitude aspect does not have self-assessment or peer assessment sheets. These sheets are necessary to measure student success in these areas. The results from these assessments can also be used and analyzed for further study by the assessment users.

3.3 Interview

The researcher interviewed several teachers from SD Negeri Tempuling regarding learning assessments. In the first sub-focus, the assessment mechanism, the researcher asked the teachers about their understanding of the regulations in creating assessments and the activities related to assessment mechanism regulations. The assessment mechanism is a method or tool used to solve problems and achieve objectives. About assessment standards, the assessment mechanism is the tool used in the assessment process, which serves to meet the intended goals.

The researcher asked the interviewees about their understanding of the assessment policy in the learning process within the assessment mechanism sub-focus, which can be seen in the following interview excerpt:

"Learning assessment is based on Permendikbud Number 23 of 2016. This policy explains the scope, objectives, benefits, principles, forms, mechanisms, procedures, and assessment instruments. Mechanism refers to how the process works, from the beginning to the end, until the policy's goal is achieved. We understand, in theory, what the assessment mechanism is. For example, in assessments, there should be assessment planning in the RPP (Lesson Plan), knowing the forms of instruments, the aspects being assessed, and the assessment's final results."

Based on the interview above, it is evident that the interviewee theoretically understands that the assessment standards consist of several indicators, including the mechanism, procedure, and assessment instruments. This is also in line with what was stated by the second interviewee regarding the understanding of the assessment mechanism, as seen in the following interview excerpt:

"Mechanism means a sequence, so the assessment mechanism is how the policies given to the school are implemented to achieve the program's objectives. Understanding the assessment mechanism starts with government regulations, then the syllabus, broken down into the RPP (Lesson Plan), identifying which student competencies will be assessed, the KKM assessment threshold, and the methods used to determine the final report card grade."

The interview excerpt above reveals that the assessment mechanism is a series of evaluations that begin with the design of the assessment, starting with government regulations, followed by the syllabus and RPP, which outline the competencies to be assessed, understanding the KKM criteria, and concluding with the assessment results carried out by the teacher. Similarly, other interviewees in this study conveyed the same point, stating that the assessment mechanism in the 2013 Curriculum (K13) consists of a) aspects of designing the assessment strategy, b) the scope of competencies to be assessed, c) the criteria for minimum completeness (KKM), and d) the form of assessment results conducted by the teacher.

Based on these two opinions from the interviewees, it can be concluded that educators at SD Negeri Kecamatan Tempuling, Indragiri Hilir Regency, understand the assessment mechanism. The national education standards explain that the assessment standard recognizes the mechanism, procedure, and instruments for assessing student learning outcomes. In line with Government Regulation No. 32 of 2013, the Education Assessment Standard recognizes the mechanism, procedure, and instruments for assessing students' learning outcomes. These three components are standards that educators and educational units must implement well to improve both the learning process and student learning outcomes.

The same explanation is provided in the Ministry of Education and Culture Regulation No. 23 of 2016 concerning the assessment standards, which include the scope, objectives, benefits, principles, forms, mechanisms, procedures, and assessment instruments. This regulation illustrates that the minimum components that must be met to fulfill the educational assessment standards are the mechanism, procedure, and assessment instruments. The assessment mechanism in this study's sub-focus includes 1) aspects of the assessment strategy design (evidenced by the syllabus and RPP), 2) the scope of competencies to be assessed (evidenced by the syllabus and RPP), 3) aspects of the minimum completeness criteria (KKM) (evidenced by the KKM subject document and the remedial program), 4) aspects of the form of the assessment results conducted by the teacher (evidenced by student report cards). All these aspects are interconnected in a process referred to as the assessment mechanism by the educator.

The researcher then asked about the assessments prepared by educators for teaching, and all the interviewees provided the same answer: preparing the RPP, which refers to the K13 curriculum syllabus. The interviewees explained that the RPP contains assessments after completing the learning material presented in UH, UTS, and semester exams.

In addition to understanding the assessment mechanism, it should ideally be implemented at SD Negeri Kecamatan Tempuling, Indragiri Hilir Regency. However, based on the observations, it was found that the KKM for the subjects at SD Negeri Kecamatan Tempuling had not been prepared. The educator interviewees confirmed that they had never been involved in preparing the KKM for the subjects. The KKM values were determined by the school's decision from the previous semester. This was acknowledged by the vice-principal of the curriculum at SD Negeri Kecamatan Tempuling in the following interview excerpt:

"From the interview excerpt above, it can be understood that the SD Negeri Kecamatan Tempuling school uses a KKM of 75 for all subjects. This practice is based on the student's previous assessment results, and the KKM value of 75 is deemed suitable as it aligns with the student's current performance. The decision is based on the existing state of students' grades, with the belief that a KKM of 75 is sufficient for the students in the school."

From the interview above, it can be understood that there is a reason why KKM has not been newly formulated at SD Negeri Tempuling. This is because there is already alignment between students' scores and the KKM set nationally. The principle of assessment in the 2013 curriculum uses specific criteria references to determine students' learning achievement. KKM is the minimum criterion that states that students have achieved learning completeness. KKM indicates the percentage level of student competency achievement, represented by a maximum score of 100. This maximum score of 100 represents the ideal completion criterion, while the national minimum expectation is 75. Educational units can start from a minimum completion criterion below the national target and gradually increase. Related to KKM, if a student's score is lower, remedial actions must be taken, and if the score exceeds KKM, enrichment should be provided. The respondent's response regarding remedial and enrichment can be seen in the following interview excerpt:

"Remedial is always carried out if a student scores below 70. This remedial can be done up to two times until the student's score reaches the KKM. As for enrichment, we do not conduct enrichment because the students have already reached the KKM, meaning they have understood the material. Enrichment cannot be carried out due to the limited teaching time and the heavy workload of the teachers."

Remedial learning is a learning process given to students who have not achieved mastery of specific essential competencies using various methods. It is concluded with an assessment to measure the student's level of mastery. In learning, remedial is necessary to restructure material from lessons considered challenging to understand. Therefore, students must repeat the material to ensure they understand it. Remedial learning needs to be conducted when the difficulties experienced by students have been identified. This way, the teacher's goal in carrying out remedial activities is to assist students struggling to understand the lesson material, enabling them to achieve better learning outcomes.

4. Discussion

Assessment is an integral part of the teaching and learning process in education. Assessment activities are limited to students' learning outcomes and focus on the learning process. The assessment reflects the success or failure of the teacher because, through assessment, students will become what the teacher desires through the assessment indicators that are created, such as in the case of bullying among children, which is a topic of discussion and study that must be addressed at present due to a lack of instilling good behavior in schools (Kuntoro & Fajrie, 2023). This should serve as a reference for teachers in formulating the appropriate assessment indicators to anticipate behaviors that deviate from the norms. Assessment is a systematic and continuous process or activity

to gather information about the process and outcomes of students learning to make decisions based on specific criteria and considerations.

Assessment is dynamic, as it follows the development of the curriculum. This aligns with the research conducted by Mbuju et al. (2020), which states that implementing assessment depends on the prevailing education curriculum. Implementing both process and outcome assessments depends on the applicable education curriculum. In line with the changes in the curriculum, one of the aspects that has developed is the aspect of assessment (Nabilah et al., 2021). The alignment between the curriculum and teaching models will undoubtedly make it easier for teachers to design and implement their teaching. This agrees with what Samsul Adianto et al. (2020) stated, that the alignment of teaching and assessment can assist teachers in designing lesson plans and the instruments or assessment techniques teachers apply.

Before the school year begins, each teacher sets the Minimum Completion Criteria (KKM) for the subjects they will teach. The KKM for one subject differs from others; even the KKM for the same subject at lower grade levels may differ from those at higher grade levels. The KKM set by the teacher and the school must be included in the student learning report (Depdiknas, 2006). Guidelines for meeting each national education standard are further regulated in the Minister of National Education Regulation Number 20 of 2007, which states that one of the principles of assessment in the curriculum at the educational unit level is based on criteria. The focus of the assessment in the 2013 curriculum is on the aspects of attitude, knowledge, and skills. This is in line with what was stated by (Sarah Azhari Pohan, 2023)."

Based on the explanation above, teachers or educators must be able to prepare or create tools to measure students' attitudes accurately, not solely relying on observations. Measurement tools are essential because assessment is complex and comprehensive in aspects that can result in good educational services. Wulandari and Radia (2021) also make the same point, stating that providing a comprehensive assessment system is one of the most critical aspects of ensuring educational service quality. To achieve comprehensive, accurate, and optimal assessment results, teachers must use good and valid instruments or guidelines according to the needs (Sanjaya Putra & Renda, 2022). The tools for measuring students' attitudes must be tested for suitability based on attitude assessment, language aspects, and learning design aspects.

After completing the assessment conducted by the teacher, the teacher can evaluate all the stages that have been carried out. These stages include the learning planning, the learning activities, and the assessment results obtained. Evaluation is as critical as assessment because a teacher is considered competent if they understand evaluation techniques and procedures and can conduct evaluations that lead to results used to improve the teaching and learning process (Maghfirah et al., 2022).

5. Conclusion and Implications

Based on the research and discussion above, it can be concluded that some educators have not fully mastered the concept of learning assessment. Looking at the indicator of the assessment mechanism, which consists of seven types of documents, six documents with a percentage of 85.7% were found, meaning they are fulfilled. The document that was not fulfilled is the subject's KKM (Minimum Completeness Criteria) document; next, in the sub-focus of assessment procedures, which consists of nine types of documents, only five documents were fulfilled, with a percentage of 55.55%. Based on the documentation data, it was found that educators created test items that were not in line with standardized assessment guidelines, such as not creating item grids, inconsistencies between competencies (KD) and question indicators, and the items themselves. The quality of the instruments has also never been analyzed to measure the quality of the questions in the learning assessment.

Then, in the sub-focus of assessment instruments conducted by educators in knowledge, attitudes, and skills, the supporting documents for these instruments have not been fully completed.

Out of five documents, only two were available, with a percentage of 40%. Furthermore, several difficulties were found in conducting assessments of learning outcomes, such as aspects of students' attitudes and skills. This can be seen from the availability of attitude assessment documents such as self-assessment sheets and peer assessments. In skill tests, the school has not yet developed a portfolio format documentation to measure students' skills.

Meanwhile, in the third sub-focus, the factors that support and hinder assessment have complete documentation, namely the curriculum and teaching materials. A supporting factor in learning assessments is that the school's resources understand learning assessments. However, the regulations provided have not been fully implemented effectively, especially in allocating time for learning, which becomes a barrier for educators to conduct optimal assessments.

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