

Implementation of Learning Assessment in State Islamic Elementary Schools of Rejang Lebong Regency

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Keyword	ABSTRACT
Formative Assessment, Summative Assessment, Technology, Learning	<p>The implementation of formative and summative assessments in the Merdeka Curriculum had been finished using technology from grades I to VI in State Islamic Elementary Schools (MIN) of Rejang Lebong Regency. The implementation of these assessments has included problems, such as obstacles that were experienced by teachers. Therefore, this study has two objectives: 1) determine the implementation of assessments at State Islamic Elementary Schools (MIN) in Rejang Lebong Regency. 2) Determine the problems experienced by teachers in implementing assessments at State Islamic Elementary Schools (MIN) in Rejang Lebong Regency. This study used a qualitative method by using a descriptive research design. The data sources obtained were primary and secondary data. This study used data collection techniques such as interviews and documentation. Data collection was carried out through in-depth interviews to the school principals, teachers, and students. The data analysis techniques used consist of data reduction, data display, and conclusion drawing. The results of the study demonstrated that 1) the implementation of assessments at State Islamic Elementary Schools (MIN) in Rejang Lebong Regency has been implemented according to the regulation, both in the learning process and in the duration laid out in the curriculum, and have applied technology such as Google Forms, Microsoft Forms, and Quizizz, especially in the higher grades, such as grades 4, 5, and 6. 2) There are several problems in the implementation of both formative and summative assessments, related to the use of technology in assessments conducted by teachers, such as limited time, differences in student abilities, insufficient facilities and infrastructure, unstable internet connections, limitations in student devices, and the use of personal data plans.</p>
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INTRODUCTION

Learning assessment is one of the elements implemented to determine the level of the students' abilities were achieved and the effectiveness of the learning process used to achieve learning objectives.¹ Assessment is essential in order to execute such 1) clarifying, sharing, and understanding learning objectives², 2) facilitating effective discussions and learning that produces evidence of learning, 3) obtaining feedback to improve learning, 4) activating students as a source of learning for each other³, and 5) empowering students as participants of their educational experience.⁴ Madrasah Ibtidaiyah is equivalent to elementary school or the basic level of formal education in Indonesia. Madrasah Ibtidaiyah is completed in 6 years, since grade 1 until grade 6.

In the Merdeka Curriculum, there are three types of assessment: diagnostic assessment, which is conducted at the beginning of learning or a particular area of the material; formative assessment, which has been carried out during the learning process; and summative assessment, which is conducted at the end of a particular subject or at the end of a period of learning. The teacher will create the learning achievement indicators, which are competencies to be measured in the assessment (which can be in the form of observation sheets or other forms of assessment). Teachers also communicate intensively, transparently, and personally with students and parents during the learning process related to assessment results (diagnostic, formative, and summative).⁵

Learning assessment in the Merdeka Curriculum is ideally completely integrated through every step of the learning procedure, instead of considered as an independent procedure performed at the end of the process.⁶ Assessment is created and implemented with a complete comprehension of its purpose, which is intended as a basis for an

¹ Zaimatus, Ahmad, & Abdul. The independent curriculum assessment policy and its implications for Islamic religious education learning assessment. Conie Ftik Uin K.H. Abdurrahman Wahid Pekalongan (2022). Page.1277

² Siti, Khodijah Lubis. "Teacher's Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum. *Jurnal Kependidikan* Vol.8, No.3 (2022).Page.770

³ Yoesoep Edhie Rachmad. "Learning in Psychology Theory. Göttinger Wissenschaft Buch Internationaler Verlag", Spezialausgabe (2022). Page 21. .

⁴ Ahmad Kamal Sudrajat, "Pengembangan Asesmen Formatif Pada Materi Sistem Sirkulasi Untuk Mengukur Kemampuan Berpikir Kritis Siswa Kelas XI SMA Laboratorium UM", *Jurnal Penelitian Pendidikan*, Vol. 18, No.3 (2018), page.243-51.

⁵ Keree E. Dunn & Sean W. Mulvenon. "A Critical Review of Research on Formative Assessment: The Limited Scientific Evidence of the Impact of Formative Assessment in Education". *Practical Assessment, Research & Evaluation*, Vol 14, No 7. (2009). Page 2.

⁶ Meidawati, & Kusdarini, E.. "Implementation of the Merdeka Curriculum in the Planning, Implementation, and Assessment of Pancasila Education Learning in Senior High Schools". *Jurnal Penelitian Pendidikan IPA*. (2025)11(2), 508–515. Page 21.

extensive and persistent comprehension of students' learning development.⁷ Formative assessment is the essence of this process, providing at every stage of learning to monitor progress, identify individual needs, and provide constructive feedback so that students receive immediate improvements and educators may adapt their teaching strategies.⁸ Furthermore, summative assessments are used as indicators of learning achievement at the end of a course or period, providing a holistic overview of competence achievement.

Ideal assessment in the Merdeka Curriculum maintains the principle of equality, ensuring that each student is assessed based on their abilities and understanding excluding biases. Assessment is also proportional, providing the essence of the material that has been studied instead of getting weighed down by irrelevant details. The validity of the assessment is a necessity, ensuring that the instruments used truly measure the expected competencies. Equally important, assessment reliability ensures that the results obtained are consistent and trustworthy. The results of the assessment are supposed to be presented simply but informatively, using language that is easy for students, parents, and educators to understand.⁹

Based on the results of an interview with one of the teachers at State Islamic Elementary Schools (MIN) 1 Rejang Lebong, namely Mr. Jumadi, it was found that State Islamic Elementary Schools (MIN) 1 Rejang Lebong has already implemented formative assessment in the Merdeka Curriculum. Starting with offering tasks to students based on the formative assessment mentioned previously, before the mid-semester exam, a formative exam is first conducted for the students.¹⁰ Additionally, the researcher conducted preliminary investigations at MIN 03 Rejang Lebong, and the implementation of summative assessments was already completed according to the principles of the Merdeka curriculum.¹¹

The Merdeka Curriculum encourages the use of various assessment techniques, allowing teachers to choose the most effective method for evaluating students' understanding and skills.¹² For example, to assess practical skills, teachers can use performance or project assessments. To assess conceptual understanding, teachers can

⁷ Abdelhakim Boubekri, El Hassan Rouijel. "The Effect Of Performance Assessment Approach On The Development Of Reading Comprehension Skills In English For Specific Purposes Context". European Journal of English Language Teaching. Vol.9. No. 3. Page. 99-120.

⁸ Sam, Elkington and Alastair Irons. "Enhancing Learning through Formative Assessment and Feedback," 2nd Edition. London, Rouledge. (2021) .Page 120

⁹Ahmad Teguh Purnawanto, "Perencanaan Pembelajaran Bermakna Dan Asesmen Kurikulum Merdeka", *Jurnal Pedagogy*, Vol. 20, No.1 (2022), hlm.75-94

¹⁰Interview of Jumadi "Teacher of V grade, State Islamic Elementary Schools (MIN) 01 Rejang Lebong". 21 April 2025

¹¹ Primary research at MIN 03 Rejang Lebong

¹² Al Bashir, M. N. Unlocking Learner Potential: Assessment as a Tool for Understanding Learning Styles in the Merdeka Curriculum. International Journal of Basic Educational Research. (2025). 2(1). Page. 1–6.

use written or oral tests. Thus, assessment in the Merdeka Curriculum focuses not only on the final result, but also on the learning process and student development¹³

The use of technology in assessment evolution has become a significant trend in the world of education¹⁴, particularly due to the recent development of various online quiz applications such as Quizizz, Kahoot, and many other popular applications in the education sector. These applications provide innovative and interactive ways to conduct assessments, creating a more enjoyable learning experience for students. With diverse features and individual strengths, these applications allow teachers to design assessments that are more engaging, efficient, and tailored to learning needs.¹⁵ Therefore, this study aims to analyze the extent that technology is used in the implementation of learning assessment.

Based on observations conducted at all State Islamic Elementary Schools (MIN) in Rejang Lebong Regency, including MIN 01, MIN 02, MIN 03, and MIN 04, it has been determined that each of these schools have implemented the Merdeka Curriculum and applied technology-based learning assessments. In implementation, MIN 01 and MIN 03 use Microsoft Forms, MIN 02 uses Google Forms, and MIN 04 utilizes the Quizizz application. The implementation of this digital assessment is generally applied to higher grade levels, namely grades IV, V, and VI. To improve competence, teachers participate in training thru Teacher Working Groups (KKG), while technicians such as madrasah operators receive training organized by the Ministry of Religious Affairs.

However, the implementation of technology-based assessment has not yet become totally optimal because of unstable internet connectivity. Each madrasah has been equipped with facilities and infrastructure, but during the implementation of digital assessments, problems often occur due to simultaneous use, forcing teachers and students to use their personal data quota. Additionally, limited infrastructure remains a constraint, especially for students living in remote areas who do not have personal devices. In such situations, teachers usually lend personal devices so that students are able to complete the assessment. Generally, digital assessments are conducted by teachers using laptops or mobile phones, and students complete it on their respective devices. This indicates all of the MIN schools in Rejang Lebong Regency are committed

¹³ Yusuf Baruta, *Asesmen Pembelajaran Pada Kurikulum Merdeka*, (Lombok Tengah: N.p.P4I, 2023), Pg. 34.

¹⁴ Chrysi Rapanta. Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Springer Nature Switzerland AG. Postdigital Science and Education* (2020) page. 2:923–94

¹⁵ Husnul Haq, et. Al. Evaluation of the Implementation of the Merdeka Belajar Curriculum in Secondary Schools in the Digital Era. *International Journal of Post Axial: Futuristic Teaching and Learning*. Vol.2.no 4 Page. 215-228

to integrating technology into the learning assessment process as part of sustainable education transformation.¹⁶

The use of technology in learning assessment in State Islamic Elementary Schools of Rejang Lebong Regency is very important to know, as technology can improve the efficiency and effectiveness of assessment implementation. On the contrary, there are further problems to be encountered, such as a lack of resources, teachers' skills in utilizing technology, and infrastructure that is still poorly distributed. Therefore, an analysis of the use of technology in learning assessment at in State Islamic Elementary Schools of Rejang Lebong Regency is highly relevant to conduct. In conducting this research, the researcher will additionally investigate the implementation of formative and summative assessments and explore how technology is used in learning assessments in State Islamic Elementary Schools of Rejang Lebong Regency, considering the devices used, the methods applied, and the problems faced by educators. The results of this research are expected to provide a more comprehensive overview of the implementation of assessment and the use of technology in the assessment process.

RESEARCH METHODS

Researchers used a qualitative descriptive method. Creswell describes a qualitative method as an approach or investigation to explore and understand a central phenomenon.¹⁷ This research employs purposive sampling technique. Purposive sampling is a method for examining sources of data according to particular considerations.¹⁸ The main subjects of this research are the school principal (one person for each of the 3 MIN), Upper and Low grades teachers (one person for each of the 3 MINs), and students (only one person) at the State Islamic Elementary Schools (MIN) in Rejang Lebong Regency.

The data collection technique used in this study is the interview technique, specifically a semi-structured interview. This semi-structured interview that can generate complex and more accurate data.¹⁹ The three techniques used are documentation, which is a record of earlier incidents. A person's writings, images, or monumental works can all be used as documentation.²⁰

Data analysis in this qualitative research uses the Miles and Huberman model. Miles and Huberman, in Sugiyono's book, state that activities in qualitative data analysis are performed interactively and continuously until complete, so that the data is fully

¹⁶ Observation at the State Islamic Elementary Schools (MINs) in Rejang Lebong Regency, 23 Mei - 2 Juni 2025.

¹⁷ Raco, "Metode Penelitian Kualitatif", (Bandung: PT Grasindo, 2010), Page.7

¹⁸ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kualitatif, kuantitatif dan R&D, (Bandung, Alfabeta, 2012), hlm. 218

¹⁹ Sumiaji Sarosa, "Penelitian Kualitatif Dasar", (Yogyakarta: Ptindeks, 2012), Page. 47.

²⁰ *Ibid...*, 76

saturated. The data analysis steps are as²¹ the Collection data, Reduction data, Display data, and Conclusion Drawing.

RESULTS AND DISCUSSION

Implementation of Learning Assessment in State Islamic Elementary Schools of Rejang Lebong Regency

Based on the results of interviews conducted by the researcher to the Head of the Islamic School at MIN 1 Rejang Lebong, it was found that MIN 1 has implemented formative and summative assessments in the Merdeka Curriculum at the school. According to the results of interviews with Mufidatul Chairi, the Head of MIN 1 Rejang Lebong, who stated that: The implementation of formative assessments has been performed through in compliance with the standards in the Merdeka Curriculum, and the assessments are conducted properly in consistent to the instructions.²² Regarding the summative assessment, Ms. Hilda Kurniati, the Deputy Principal explained that summative assessments are conducted during the semester and at the end of the semester. The purpose is to demonstrate how considerably students' abilities have progressed after receiving the material, so the teacher can follow up as according to student requirements.²³

Furthermore, the researcher conducted an interview with Mrs. Indri Yanti, a teacher who teach lower grades, particularly class IC. The teacher stated that as a teacher of lower grades at MIN 1 Rejang Lebong, she implement formative assessment in the independent curriculum by continuously observing and monitoring student progress throughout the learning process. I practiced the material on the whiteboard by drawing and writing letters to help them understand the concepts being taught. If there are still students whose grades are considered insufficient or not up to par, I provide remedial instruction and conduct an analysis to determine whether the curriculum objectives have been achieved after the remedial.²⁴

Then the researcher conducted an interview with Mrs. Gustina Verianti, a teacher at MIN 1, who teaches higher grades, specifically class V B. She stated that as the teacher of class V B, she implements formative assessment in the independent curriculum in a more comprehensive and complex approach. I use various assessment techniques such as written assessments that consist of multiple choice, essay questions, matching, and

²¹ Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: Penerbit Alfabeta, 2012), hlm.322-323

²² Interview with Mrs. Mufidatul Chairi, *Head's Master MIN 1 Rejang Lebong*, 19 May 2025 at 09.15 WIB

²³ Interview with Mrs. Hilda Kurniati *Deputy Head Master MIN 01 Rejang Lebong* 14 July 2025 at 08.20 WIB

²⁴ Interview with Mrs. Indri Yanti, *Lower Grades Teacher in MIN 1 Rejang Lebong*, 19 May 2025 at 10.00 WIB

short answer or fill-in-the-blank. Additionally, I also use practical assessments, which are highly dependent on subjects that have a practical component. Then, sometimes I also use project techniques, presentations, and discussions to monitor student progress.²⁵ Regarding the techniques used by teachers in formative assessment in lower grades, they use concrete objects as tools during the assessment, while in higher grades, specifically class VB, the teacher organizes groups and observes the students' performance.²⁶

Afterwards, for the summative assessment at MIN 01 Rejang Lebong, the researcher conducted an interview with one of the teachers at MIN 01 called Mrs. Hilda Kurniati, who serves as the Deputy Head of School. She explained that the techniques for summative assessment here are complete, ranging from written tests, practical assessments, projects, to technology-based assessments. We've already implemented computer and phone testing for upper-class children. So, they are also used to digital assessments.²⁷

Beside a vice principal, the researcher interviewed the classroom teacher, Mrs. Reza, a second-grade teacher who explained that for lower grades often uses oral tests and practical reading, writing, and arithmetic.²⁸ Meanwhile, for the upper class, assessment techniques are starting to differ and some are already utilizing technology. Mrs. Kurniati, the 4th-grade teacher, stated that for the upper grades, teachers combine their assessment techniques, including written tests and project assignments.²⁹

After that, the assessment implementation at MIN 3 Rejang Lebong has implemented formative and summative assessments in the Merdeka Curriculum. The implementation of formative assessments in the Merdeka Belajar Curriculum at MIN 3 Rejang Lebong has been applied from Class I to Class VI. This information was provided by Mr. Syamsul Efendi, the Deputy Head of MIN 3 Rejang Lebong, who stated: "The implementation of formative assessments in the Merdeka Curriculum at MIN 3 Rejang Lebong is done extremely carefully and organized." We understand that formative assessment is an important part of the learning process, as it can help teachers evaluate student progress and adjust teaching strategies. In conducting formative assessments, we use various methods, such as written assessments, oral assessments, and practical assessments. We also use clear and transparent rubrics to evaluate students'

²⁵ Interview with Mrs. Gustina Verianti, *Higher Grades Teacher in MIN 1 Rejang Lebong*, 19 May 2025 at 11.15 WIB

²⁶ Interview with Mrs. Gustina Verianti, *Higher Teacher in MIN 1 Rejang Lebong*, 19 May 2025 at 11.15 WIB

²⁷ Interview with Mrs. Hilda Kurniati *Deputy Head Master MIN 01 Rejang Lebong* 17 July 2025 Pukul 08.20 WIB

²⁸ Interview with Mrs. Reza Teacher 2 grade MIN 01 Rejang Lebong 17 July 2025 at 08.50 WIB

²⁹ Interview with Mrs. Kurniati Teacher 6 grade MIN 01 Rejang Lebong 17 July 2025 at 08.20 WIB

abilities.³⁰ Similarly, summative assessments, according to Mr. Arfan Syahrudin, are conducted by MIN 03 at the end of each subject, mid-semester, and end of semester. The results serve as a reference for teachers to assess learning success and as a basis for improving future teaching.”³¹

The formative assessment techniques used by teachers, according to interviews with Mrs. Figa Nurul Janna, a teacher who teaches lower grades, specifically Grade I, stated that teachers assess students by giving them worksheets. If a student's has low score, remedial will be taken and the results will be analyzed.³² Then, in the higher grades, according to interviews with Mr. Rabiyal Yusra, the teacher who teaches the higher grades, specifically Grade IV, the teacher conducts formative assessments using written techniques such as multiple choice, essay questions, matching, and short answer or fill-in-the-blank questions. “Additionally, I also use practical assessments, which are highly dependent on subjects that have a practical component. Then sometimes I also use project techniques, presentations, and discussions to monitor student progress”.³³

The summative assessment techniques used by teachers are below: in lower grades (1st and 2nd grade), teachers use oral tests and basic practical assessments³⁴ In higher grades, written exams, projects, and group presentations are used.³⁵

Then the researcher conducted an interview with Mr. Ruslan Mukti, a teacher at MIN 4 who teaches high-level classes, specifically Class IV, stated that formative assessment is carried out in a more in-depth and complex manner. “I use various assessment techniques such as written assessments that consist of multiple choice, essay questions, matching, and short answer or fill-in-the-blank. Additionally, I also use practical assessments, which are highly dependent on subjects that have a practical component. Then sometimes I also use project techniques, presentations, and discussions to monitor student progress”.³⁶ Meanwhile, summative assessments are conducted for both STS that can see the overall learning achievements of the students and ensure compatibility with the Merdeka Curriculum.³⁷

³⁰ Interview with Mr. Syamsyul Efendi, *Deputy Head Master* MIN 3 Rejang Lebong, 20 May 2025 at 08.20 WIB

³¹ Interview with Mr. Arfan Syahrudin *Head Master* MIN 03 Rejang Lebong, 17 July 2025 at 10.25 WIB

³² Interview with Mrs. Figga Nurul Janna, *Lower Grades Teacher* in MIN 3 Rejang Lebong, 20 May 2025 at 09.00 WIB

³³ Interview with Mr. Rabiyal Yusra, *Higher Grades Teacher* in MIN 3 Rejang Lebong, 20 May 2025 at 10.15 WIB

³⁴ Interview with Mrs. Nurbaiti Teacher 2 grade MIN 03 Rejang Lebong 17 July 2025 Pukul 10.25 WIB

³⁵ Interview with Mr. Samsul Efendi Teacher 6 grade MIN 03 Rejang Lebong, 17 July 2025 at 10.25 WIB

³⁶ Interview with Mr. Ruslan Mukti, Guru yang mengajar kelas tinggi, di MIN 4 Rejang Lebong, 26 May 2025 at 10.10 WIB

³⁷ Interview with Mrs. Helma Heryati *Head Master* MIN 04 Rejang Lebong, 02 Agustus 2025 at 10.05 WIB

The formative assessment techniques used are assessment techniques such as written assessments such of multiple choice, essay questions, matching, and short answer or fill-in-the-blank questions. Additionally, it also uses practical assessments, which are highly dependent on subjects that have a practical component, project techniques, presentations, and discussions are also used to monitor student progress.³⁸ Meanwhile, the summative assessment techniques used are written tests, practicals, and manual project assignments.³⁹ Additionally, simple essay questions and practical exercises are used.⁴⁰

Problems of Implementing Assessment in State Islamic Elementary Schools of Rejang Lebong Regency

Problems of Implementing formative Assessment at MIN 01 include: Lack of cooperation between students and parents, assuming that child is already ready and doesn't need additional help; Parents has many schedules in earning a living, which leads to less time for educating the children at home and monitoring of the student' development⁴¹ Differences in children's characters, various degrees of student focus.⁴² Similarly, at MIN 03, the problems identified are: difficulties in managing the class effectively because the children are likely to become noisy during the learning process, differences in understanding levels between students who have achieved learning objectives and those who still need remedial assistance, and limited school facilities, such as not having enough infocus and computers, which requires finding alternatives to support the learning process⁴³, Differences in student abilities, problems related to facilities and infrastructure.⁴⁴ Meanwhile, at MIN 04, problems noticed are: some children still don't know the alphabet correctly and often ask about the form and writing of the characters, children's abilities vary greatly, some already know the alphabet easily while others still struggle to write letters⁴⁵ Limitations of teaching materials in higher grades.⁴⁶

³⁸ Interview with Mr. Ruslan Mukti, *Higher Grades Teacher in MIN 4 Rejang Lebong*, 26 Mei 2025 at 10.10 WIB

³⁹ Interview with Mrs.Helma Heryati *Head Master MIN 04 Rejang Lebong* 02 Agustus 2025 at 10.05 WIB

⁴⁰ Interview with Mrs.Eta Afrika *teacher 3 Grade MIN 04 Rejang Lebong* 02 Agustus 2025 at 11.15 WIB

⁴¹ Interview with Mrs.Indri Yanti, *Lower Grades Teacher in MIN 1 Rejang Lebong*, 19 Mei 2025 at 10.00 WIB

⁴² Interview with Mrs.Gustina Verianti, *Higher Grades Teacher in MIN 1 Rejang Lebong*, 19 Mei 2025 at 11.15 WIB

⁴³ Interview with Mrs.Figa Nurul Janna, *Lower Grades Teacher in MIN 3 Rejang Lebong*, 20 Mei 2025 at 09.00 WIB

⁴⁴ Interview with Mr.Rabiyal Yusra, *Higher Grades Teacher in MIN 3 Rejang Lebong*, 20 Mei 2025 at 10.15 WIB

⁴⁵ Interview with Mrs. Eta Afrika, *Lower Grades Teacher in MIN 4 Rejang Lebong*, 26 Mei 2025 at 10.30 WIB

⁴⁶ Interview with Mr. Ruslan Mukti, *Lower Grades Teacher in MIN 4 Rejang Lebong*, 26 Mei 2025 at 10.10 WIB

The difficulties related to implementing the Summative Assessment at MIN 01, are the preparedness of lower-grade students, student readiness being the most dominant factor hindering the assessment process.⁴⁷ The following issue is difficulty reading and its impact on the examination process⁴⁸ The exam duration is sometimes delayed if there are signal errors and some students have to wait for a chance or repeat the answers.⁴⁹ Then, the obstacles to Summative Assessment at MIN 03 are the limited facilities and inadequate internet signal. Technology-based assessment has not been implemented yet. Teachers have to prepare manual questions and arrange exam schedules on a rotating schedule, making the assessment process longer. Additionally, some students require extra guidance due to reading or writing difficulties, which means teachers have to work harder.⁵⁰ Next, the challenges of lower-grade students who are not yet fluent in reading and writing.⁵¹

Furthermore, the challenges of Summative Assessment at MIN 01 are the limited facilities and inadequate internet network. The teacher made efforts but the facilities are actually currently insufficient. Sometimes assessments need to be postponed or adjusted to classroom conditions, so the process may not be efficient. Additionally, student readiness is also problematic, especially for lower grades who are not yet proficient in reading and arithmetic.⁵²

The Application of Technology in the Implementing Assessment in State Islamic Elementary Schools of Rejang Lebong Regency

Based on research conducted at State Elementary Schools (MIN) of Rejang Lebong Regency, or particularly at MIN 01, 03, and 04, the results show that all schools have implemented technology-based learning assessments. At MIN 01, the Android-based summative assessment has been implemented using Microsoft Forms since 2022 until now.⁵³ Then, MIN 03 once conducted an assessment using Microsoft Forms for the final formative assessment. However, due to signal constraints and unfavorable exam conditions in 2025, were returning to paper.⁵⁴ The situation is also different from the statement of Mrs. Helma Heryati, the Head of MIN 04 Rejang Lebong. She stated that technology-based assessment at MIN 04 began to be implemented in 2022 with the help of the Quizizz application. We started it in grades 4, 5, and 6. For implementation,

⁴⁷ Interview with Mrs. Hilda Kurniati *Deputy Head Master* MIN 01 Rejang Lebong, 17 July 2025 at 08.20 WIB

⁴⁸ Interview with Mrs. Reza *teacher 2 Grade* MIN 01 Rejang Lebong, 17 July 2025 at 08.50 WIB

⁴⁹ Interview with Mrs. Kurniati *teacher 6 Grade* MIN 01 Rejang Lebong, 17 July 2025 at 08.20 WIB

⁵⁰ Interview with Mr. Arfan Syahrudin Kepala Sekolah MIN 03 Rejang Lebong, 17 July 2025 at 10.25 WIB

⁵¹ Interview with Mr. Samsul Efendi *teacher 6 Grade* Sekolah MIN 03 Rejang Lebong, 17 July 2025 at 10.25 WIB

⁵² Interview with Mrs. Helma Heryati *Head Master* MIN 04 Rejang Lebong, 02 Agustus 2025 at 10.05 WIB

⁵³ Ibu Mufidatul Chairi, *Head Master* MIN 01 Rejang Lebong, Interview (Head's Office School, 26 May 2025).

⁵⁴ Mr. Arfan Syahrudin, *Head Master* MIN 03 Rejang Lebong, Wawancara (Head's Office School, 22 May 2025).

grade 6 usually uses laptops during formative and summative exams. Meanwhile, students in grades 4 and 5 take their exams on their phones. We still run this system today because it's quite helpful and makes the children more accustomed to technology.⁵⁵

In implementing technology-based assessment, there's certainly challenges include: unstable internet connection, was stated by Mr. Randi Sefto Fanedi, a teacher at MIN 01 Rejang Lebong, who said: The most frequent obstacle, encounter at this madrasah is network or signal problems. Although the madrasah actually provides Wi-Fi facilities, during the technology-based exam, students access the network simultaneously, causing the connection to become slow or sluggish. As a result, many students ended up choosing to use their personal internet quota to ensure the exam could proceed smoothly.⁵⁶ In agreement with the statement by Mr. Rabiyul Yusra, a teacher at MIN 03 Rejang Lebong, stated that: the main obstacle in implementing technology-based assessment at this madrasah is the signal.

The Wi-Fi we use comes from the Ministry of Communication and Information's BAKTI AKSI program, but because the madrasah is quite far from the city, so the network often comes and roams. Even when students use their personal data allowance, students still face difficulties because the signal in this area is unstable. During the assessment, teacher even had to let students leave the classroom to find a signal, but it ended up being counterproductive because the students scattered everywhere, because this signal constraint is quite serious and disrupts the exam process, we ultimately decided to revert to using conventional paper-based assessments.⁵⁷

Conformity with the statement by Mr. Satrio, a teacher at MIN 04 Rejang Lebong, stated that: "Since there is no Wi-Fi in our madrasah, we use Orbit, a kind of modem that provides an internet connection." But there are still problems. First, this area suffers frequent blackouts of electricity. Sometimes the power goes out as many as three times in a single day. When the power is down, Orbit also can't be used, so the internet automatically goes down too. Therefore, during the implementation of technology-based assessments, this becomes a significant hurdle".⁵⁸

Limitations in Providing Facilities and Infrastructure at the Madrasah was stated by Mrs. Mufidatul Chairi, the Head of MIN 01 Rejang Lebong, said that the madrasah has tried to provide facilities such as laptops and computers, but the amount available is still inadequate. The existing equipment is generally used by technicians, operators, or administrative staff, so it has not yet been optimally utilized by teachers in learning activities. Therefore, most teachers use personal laptops. For students, the madrasah allows them to use their own mobile devices when taking technology-based

⁵⁵ Ibu Helma Heryati, *Head Master* MIN 04 Rejang Lebong, Interview (Head's Office School, 26 May 2025).

⁵⁶ Mr. Randi Sefto Fanedi, *Teacher 3 Grade* MIN 01 Rejang Lebong, Interview (Corridor school, 26 May 2025).

⁵⁷ Mr. Rabiyul Yusra, Mapel Al-Qur'an Hadist Teacher MIN 03 Rejang Lebong, Interview (Teacher room, 22 Mei 2025).

⁵⁸ Mr. Satrio, Mulok Teacher MIN 04 Rejang Lebong, Interview (Teacher room, 26 Mei 2025).

assessments. However, there are additional challenges such as internet connectivity. Wi-Fi availability is still inadequate and connection stability is often problematic to assessment implementation.⁵⁹

In accordance with the statement by Mr. Arfan Syahruddin, Head of MIN 03 Rejang Lebong stated that: in terms of facilities, school have provided Wi-Fi, although in practice the connection is still often unstable. For laptops and computers, those are actually already available, but it is currently extremely limited. Therefore, teachers maintain personal computers for teaching. School also has some laptops and computers that can be used to train students in the use of technology. However, the number is insufficient, so the used is rotating schedule. So, both teachers and students continually confront limitations in equipment, especially when everyone needs it at the same time.⁶⁰

In alignment with the statement by Mrs. Helma Heryati, Head of MIN 04 Rejang Lebong, stated that: in terms of facilities and infrastructure, especially laptops, are still lacking. In implementing technology-based assessments, especially for 6th-grade students, school are trying to use laptops so students can get used it and also prepare for school exams. However, the number of laptops in madrasas is currently limited. For teachers, some retain their personal laptops because the devices provided by the madrasah are not sufficient for even distribution.⁶¹

The next challenge is the background of the students. The implementation of technology-based assessment is also influenced by students' diverse backgrounds. There are students that have equal access to devices and the internet at home. Some of them come from affluent families, while others have economic limitations that make it difficult for them to take digital assessments independently. This difference in conditions presents a unique challenge in achieving fair and equitable assessment across all madrasas.

This matches the statement of Mr. Satrio, a teacher at MIN 04 Rejang Lebong, who stated that: "If we look around, there are still many students here who live in gardens and come from low-income families." So, sometimes they don't have their own mobile devices to participate in technology-based assessments, such as Quizziz. Sometimes they borrow from their parents, and sometimes they can't participate at all because of those limitations.⁶²

In contrast to the statement made by Mr. Randi Sefto Fanedi, a teacher at MIN 01 Rejang Lebong, stated that: "If we look at it, in Madrasah 1, almost all students, about 99%, already have smartphones. But sometimes, during exams, they don't bring it." Maybe because their phones are used by their mothers, or they use their parents' phones which can't be brought to school. So, the issue isn't ownership, but rather access during

⁵⁹ Ibu Mufidatul Chairi, *Head Master* MIN 01 Rejang Lebong, Interview a(Head's Office School, 26 Mei 2025).

⁶⁰ Mr. Arfan syahruddin *Head Master* MIN 03 Rejang Lebong, Interview (Head's Office School, 22 mei 2025).

⁶¹ Ibu Helma Heryati, *Head Master* MIN 04 Rejang Lebong, Interview (Head's Office School, 26 Mei 2025).

⁶² Mr. Satrio, *Mulok Teacher* MIN 04 Rejang Lebong, Interview (Teacher room, 26 Mei 2025).

exams. But when it pertains to having a phone, almost everyone already has a smartphone, even if it's their parents' phone.⁶³

Despite facing various obstacles in implementing technology-based assessments at MIN schools in Rejang Lebong Regency, strategic attempts are being made by madrasah officials and teachers to overcome these challenges. Various solutions were implemented to ensure that assessments could run effortlessly and equally across each educational unit, as explained in the following details:

CONCLUSION

The implementation of technology-based formative and summative assessments in State Islamic Elementary Schools (MIN) throughout Rejang Lebong Regency has been implemented both during the learning process and periodically after completing a particular topic or chapter, as well as during the Mid-Semester Assessment (PTS) and End-of-Semester Assessment (PAS), employing various methods integrated with technology such as the Google Forms, Microsoft Forms, and Quizizz platforms. Challenges in Implementing Formative Assessments in State Islamic Elementary Schools (MIN) throughout Rejang Lebong Regency. The problems currently present are the lack of facilities and infrastructure, especially complete and interactive teaching materials, and the differences in students' abilities (student human resources). Limitations in teaching materials may impact the quality of learning in formative assessment, as teachers find it difficult to present interactive learning materials. Meanwhile, differences in student abilities may influence the implementation of formative assessment, as teachers must modify their teaching and assessment strategies to the varying needs and abilities of different students. For summative assessments, problems faced include varying student abilities, especially in lower grades where many students are not yet proficient in reading and writing, limited teacher time for comprehensive remediation and enrichment, inconsistent student learning motivation, simple infrastructure, limited hardware, unstable internet connection, and divergent technical skills among students and teachers. Some students do not have personal devices, and some madrasas encounter geographical constraints or power outages.

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⁶³ Mr. Randi Sefto Fanedji, *Teacher of 3 grade MIN 01 Rejang Lebong*, Interview (Corridor school, 26 Mei 2025).

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