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Research Article

Reactualization of Student-Oriented Educational Evaluation: A Pedagogical Perspective in Junior High School: A Mini Research Exploring Student-Oriented Educational Evaluation Practices at SMP Negeri 2 Dawuan

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ABSTRACT

This study aims to explore the practices of student-centered educational evaluation at State Junior High School 2 Dawuan. Educational evaluation is a crucial component of the learning process that not only measures final outcomes but also supports the comprehensive development of students' skills and understanding. Using a qualitative approach and case study design, data were collected through questionnaires from 20 teachers to understand their perspectives on evaluations that are responsive to students' needs. The research findings reveal that although most teachers recognize the importance of student-centered evaluation, its implementation in the field still faces various challenges. Approximately 50% of teachers report using diverse evaluation instruments, but only around 30% consistently apply diagnostic assessments. These findings indicate a gap between theory and practice in the implementation of educational evaluation at this junior high school. The study recommends the need for further teacher training and the development of educational policies that support the implementation of student-centered evaluation methods to improve learning quality.

Keywords: Educational Evaluation; Student-Centered; Diagnostic Assessment; Learning Practices; Educational Quality

1. INTRODUCTION

Educational evaluation is a key component in the learning process, aimed at measuring students' achievement and the effectiveness of teaching. In the context of an ever-evolving educational landscape, there is an urgent need to shift the evaluation paradigm from a traditional outcome-focused approach to a more student-oriented evaluation. This approach not only assesses students' academic abilities but also takes into account their needs, interests, and learning styles (Black & Wiliam, 1998). Previous studies have shown that student-oriented evaluation can enhance students' motivation and engagement in the learning process. For example, a study conducted by Lemos and Sandars (2014) found that student-centered evaluation approaches can improve students' learning experiences and overall academic outcomes. Therefore, it is essential to implement evaluation practices that not only assess final results but also support the development of students' skills and comprehensive understanding. Parhan (2020) emphasizes that the implementation of contextual learning models is essential for enhancing both theoretical knowledge and practical application at SMP Negeri 2 Dawuan. By linking lesson content to students' daily experiences, this model not only deepens their understanding but also makes the learning process more relevant and engaging. This indicates that student-oriented evaluation, which takes into account students' contexts and experiences, can increase motivation and engagement in learning, as well as lead to better outcomes in the evaluation process. However, many schools still employ conventional evaluation methods, such as summative final examinations, which fail to reflect students' abilities and development in a holistic manner (Sadler, 1989). This often leads to student anxiety and a lack of motivation to learn, as they do not perceive a meaningful connection between evaluation and their learning process (Stiggins, 2005). There is a significant gap between current evaluation practices and students' actual needs, highlighting the necessity for the re-actualization of educational evaluation approaches.

Student-oriented educational evaluation has become one of the key components in efforts to improve the quality of learning in junior high schools (SMP) (Tania et al., 2024). In contrast to conventional evaluation approaches, which tend to

be uniform and less considerate of students' individual needs, student-oriented evaluation requires the implementation of responsive assessments, differentiated instruments, and appropriate follow-up actions based on evaluation results (Roysa, 2024; Judiah & Saron, 2025); Safitri, Effendy & Putikadyanto, 2024). This study highlights the importance of using diagnostic assessments as a means to map students' initial abilities, thereby allowing the learning process to be optimally adjusted to their needs. Furthermore, the interrelation between input (resources), process (evaluation methods), and output (learning outcomes) is also a crucial focus in designing an effective evaluation system. In addition, research conducted by Brown and Harris (2023) emphasizes that teachers' involvement in the development of evaluation instruments greatly influences the effectiveness of formative assessment in the classroom. Teachers who actively adapt evaluation instruments based on students' needs and characteristics are able to create a more adaptive and meaningful learning process. This study also highlights the importance of professional training for teachers in designing evaluations that accommodate differences in students' abilities, interests, and learning styles, ensuring that the evaluation results truly reflect students' comprehensive competency development.

This study aims to explore the educational evaluation practices implemented at SMP Negeri 2 Dawuan, with a focus on analyzing evaluation instruments, the application of diagnostic assessments, the follow-up of assessment results, and the relationship between input, process, and output in evaluation. Through this approach, the study is expected to identify the challenges faced by teachers in implementing adaptive evaluation and to provide recommendations for developing more contextual and student-oriented evaluation instruments. The findings of this research are expected to contribute to the development of educational evaluation literature and more effective and meaningful pedagogical practices, in order to optimally support the improvement of student learning outcomes.

2. RESEARCH METHOD

This study employed a qualitative approach with a case study design, aimed at thoroughly exploring student-oriented evaluation practices at SMP Negeri 2 Dawuan. Through the case study method, the researcher was able to investigate the experiences, perspectives, and challenges faced by teachers in implementing evaluations that are responsive to students' needs. The qualitative approach was chosen as it allows for a comprehensive understanding of the context and dynamics occurring within educational evaluation practices. The study population consisted of all teachers at SMP Negeri 2 Dawuan, Subang Regency. The sample was selected purposively, taking into account the teachers' experience in implementing educational evaluation. A total of 20 teachers participated in this study. Data collection was conducted through questionnaires and semi-structured interviews. The questionnaire was used to capture teachers' perceptions regarding the implementation of student-oriented evaluation, while the semi-structured interviews provided more in-depth information related to practices, challenges, and solutions undertaken by teachers. The questionnaire data were analyzed descriptively, while the interview data were analyzed using thematic analysis techniques. The thematic analysis involved identifying key themes that emerged from the interview transcripts, thus enabling a detailed depiction of how student-oriented evaluation is implemented, the obstacles encountered, and the follow-up strategies applied. The results of the analysis are expected to provide a comprehensive overview of the state of educational evaluation at SMP Negeri 2 Dawuan.

3. RESULTS AND DISCUSSION

3.1 Descriptive Analysis of the Questionnaire

The following table presents the questionnaire results, which include the data analysis reflecting teachers' perspectives on student-oriented evaluation at SMP Negeri 2 Dawuan.

Table 1. Frequency of Using Various Evaluation Instruments

Category of Evaluation Instrument Usage	Number of Respondents	Percentage (%)
Very Often	10	50
Often	5	25
Sometimes	3	15
Rarely	1	5
Never	1	5
Total	20	100

Based on **Table 1**, the majority of teachers at SMP Negeri 2 Dawuan demonstrated a positive tendency in utilizing various evaluation instruments, with 50% of respondents indicating "Very Often," followed by 25% "Often," 15% "Sometimes," and 5% each for "Rarely" and "Never." These results reflect a relatively high level of awareness among most teachers regarding the importance of differentiated assessment to accommodate the diverse characteristics and needs of students.

Table 2. Implementation of Diagnostic Assessment

Implementation of Diagnostic Assessment	Number of Respondents	Percentage (%)
Yes	6	30
No	14	70
Total	20	100

The results in **Table 2,** show that the implementation of diagnostic assessment at SMP Negeri 2 Dawuan remains relatively low. Out of 20 respondents, only 6 teachers (30%) have implemented diagnostic assessments, while 14 teachers (70%) have not yet applied such assessments. These findings indicate that most teachers still face challenges in consistently implementing diagnostic assessment as part of the evaluation process that is oriented toward students' initial learning needs.

Table 3. Importance of Student-Oriented Evaluation

Level of Importance	Number of Respondents	Percentage (%)
Very Important	12	60
Important	6	30
Fairly Important	2	10
Less Important	0	0
Not Important	0	0
Total	20	100

Table 3 illustrates teachers' perceptions regarding the importance of student-oriented evaluation. A total of 60% of respondents rated this approach as "Very Important," 30% as "Important," and 10% as "Fairly Important," while no respondents indicated "Less Important" or "Not Important." These findings demonstrate that the majority of teachers support the concept of student-oriented evaluation and recognize its role in enhancing both the learning process and learning outcomes.

3.2 Thematic Analysis of Interviews

The interviews with teachers at SMP Negeri 2 Dawuan yielded three main themes that reflect the actual conditions in the implementation of student-oriented evaluation.

Theme 1: Challenges in Implementing Diagnostic Assesment

Teachers revealed that the implementation of diagnostic assessment still faces various obstacles. Some teachers reported difficulties in integrating diagnostic assessment results into lesson planning due to the absence of systematic technical guidelines. In addition, administrative burdens and tight teaching schedules prevent diagnostic assessments from being conducted regularly. Teachers also acknowledged that their understanding of diagnostic assessment techniques remains limited, resulting in instruments that are not fully capable of accurately mapping students' initial learning needs. This condition indicates the need to strengthen teachers' capacity in designing and utilizing diagnostic assessment results optimally.

Theme 2: Successes in Student-Oriented Evaluation

Despite the challenges, some teachers have successfully implemented student-oriented evaluation with encouraging outcomes. The use of portfolio instruments, for example, has been considered effective in increasing student motivation and participation during the learning process. Teachers also reported that contextual and relevant assessments, connected to students' daily lives, help improve students' understanding of the material and their critical thinking skills. Varied evaluation methods allow students to express their understanding in different ways—not only through written tests but also through projects, presentations, or group discussions. These successes demonstrate that when teachers are able to facilitate assessments flexibly, student learning outcomes can be further optimized.

Theme 3: Expectations for Evaluation Development

Teachers expressed strong hopes for professional development support in the form of structured training on student-oriented assessment. They felt the need to improve their skills in designing adaptive assessment instruments that accommodate students' diverse abilities. Furthermore, they hoped for a simplified and more flexible curriculum that would allow teachers sufficient space to conduct more meaningful assessments without being burdened by overly dense content targets. Policy support from schools and education authorities is expected to provide adequate time, resources, and facilities to support the

development of more responsive and effective evaluation systems.

3.3 Data Analysis

Based on the questionnaire data collected from 20 respondents, there is a diverse picture of student-oriented evaluation practices. Regarding the use of various evaluation instruments, 50% of teachers reported "Very Often" using a variety of assessment tools. This indicates that most teachers are already aware of the importance of diversifying evaluation methods to accommodate students' diverse characteristics in terms of cognitive abilities, interests, and learning styles. Meanwhile, 25% of teachers reported "Often" using diverse instruments, suggesting that there is still room for improvement in applying varied evaluation instruments. The remaining respondents—15% "Sometimes," and 5% each "Rarely" and "Never"—indicate that a small number of teachers still rely on conventional, uniform evaluation methods.

In terms of implementing diagnostic assessment, the data show that its application remains a challenge in practice. Only 30% of teachers reported implementing diagnostic assessment, while 70% have not yet done so. This indicates that most teachers do not yet fully understand or master how to design and utilize diagnostic assessment results within the learning process. The absence of diagnostic assessment may result in learning processes that are not fully based on students' initial learning needs, thereby reducing the effectiveness of differentiated instruction. Factors such as time constraints, administrative workload, lack of training, and the absence of practical diagnostic assessment models are suspected to contribute to the low implementation of diagnostic assessments. Regarding the importance of student-oriented evaluation, the questionnaire results show that 60% of teachers rated it as "Very Important," 30% as "Important," and 10% as "Fairly Important." No respondents indicated "Less Important" or "Not Important." This demonstrates a generally high level of awareness among teachers regarding the urgency of student-oriented evaluation, even though some teachers have not yet fully applied it in their daily classroom practice. Some teachers stated that they need practical guidelines and institutional support to translate theoretical understanding into concrete classroom applications.

The interview findings further support the quantitative results from the questionnaires. Under the theme of challenges in implementing diagnostic assessment, most teachers reported time constraints in designing and conducting comprehensive diagnostic assessments. Some teachers even stated that the assessment results are often not effectively integrated into lesson planning due to the absence of systems that can process diagnostic assessment data quickly and accurately. Moreover, teachers admitted that they are not yet familiar with various diagnostic assessment instruments beyond written tests. Under the theme of successes in student-oriented evaluation, several teachers shared positive experiences using portfolios, context-based projects, or performance-based assessments. Teachers observed that students tend to be more motivated, active, and demonstrate improved learning outcomes when given opportunities to express their understanding in diverse ways. Additionally, teachers noted that contextual assessments help students connect lesson content to real-life situations, contributing to the development of critical thinking and problem-solving skills.

Under the theme of expectations for evaluation development, the majority of teachers expressed a strong desire for intensive and ongoing training on the implementation of diagnostic and differentiated assessment. Teachers also emphasized the need for a more flexible curriculum that would allow them greater freedom to design and conduct meaningful assessments without being burdened by an overloaded content schedule. Furthermore, teachers hoped for the availability of information technology-based evaluation systems to assist in the analysis of assessment results, thereby expediting instructional decision-making processes.

Overall, the combination of questionnaire and interview data provides a comprehensive picture that, although teachers theoretically understand the importance of student-oriented evaluation, its practical implementation still faces significant challenges. Targeted training interventions, the provision of adequate evaluation resources, and supportive school policies are needed to ensure that student-oriented evaluation concepts can be optimally implemented in the learning environment of SMP Negeri 2 Dawuan.

3.4 Discussion

The results of this study indicate that the implementation of student-oriented evaluation at SMP Negeri 2 Dawuan has begun to develop, although it has not yet been evenly applied across all teachers. Most teachers have recognized the importance of using a variety of evaluation instruments in the learning process. Instruments such as portfolios, theme-based projects, performance assessments, and product-based assessments have started to be used by some teachers as efforts to accommodate students' diverse characteristics. This variety of instruments allows teachers to obtain a more holistic view of students' cognitive, affective, and psychomotor development. Furthermore, diverse evaluations enable teachers to provide more specific and useful feedback to students. Teachers reported that students became more motivated and enthusiastic about learning because they felt recognized across various dimensions of their abilities. However, the application of varied

evaluation instruments has not yet been fully implemented across all teachers, as some still rely solely on written exams as their primary evaluation method. The implementation of diagnostic assessment in the learning process remains a major challenge faced by teachers. Although some teachers understand the benefits of diagnostic assessment in mapping students' initial abilities, in reality, only about 30% consistently apply it at the beginning of instruction. Most teachers have not yet developed the habit of conducting systematic diagnostic assessments, either due to time constraints, heavy administrative workload, or limited technical knowledge in designing effective diagnostic assessments. Teachers who have conducted diagnostic assessments reported that the results greatly assist in planning adaptive instruction according to student needs. They are able to group students based on their initial understanding, provide material reinforcement, and conduct early interventions for struggling students. Conversely, teachers who have not consistently conducted diagnostic assessments often struggle to tailor instruction to students' actual needs due to the absence of sufficient initial data.

The limited implementation of diagnostic assessment at SMP Negeri 2 Dawuan reflects a gap between theoretical awareness and practical implementation in the field. One of the primary causes is the lack of comprehensive technical training on how to design, manage, and integrate diagnostic assessment results into instructional planning. Some teachers expressed uncertainty about the validity and reliability of the diagnostic instruments they developed. In addition, tight instructional schedules often lead teachers to prioritize curriculum coverage over initial diagnostic assessments. Administrative burdens, including lesson planning documentation and reporting, also limit teachers' capacity to conduct in-depth assessments. This situation underscores the need for systematic support from schools and local governments to facilitate regular training in diagnostic assessment. Another finding in this study shows a strong relationship between input, process, and output in student-oriented evaluation. Inputs include student characteristics, teachers' pedagogical competence, availability of learning resources, and curriculum flexibility. Teachers who effectively utilize input data are more likely to design varied and adaptive evaluation processes. Responsive evaluation processes directly contribute to optimal outputs, such as improved learning outcomes, increased motivation, and greater student engagement in the learning process. Thus, strengthening all input components is critical to the successful implementation of student-oriented evaluation. Teachers require support through professional training, resource availability, and curriculum regulations that allow flexibility in managing instruction based on students' needs.

This discussion also supports findings from previous relevant studies. Lemos and Sandars (2014) state that student-centered assessment creates more meaningful and personalized learning experiences. Hernández and Rojas (2020) further emphasize that authentic assessment can significantly enhance student participation, emotional engagement, and motivation throughout the learning process. Kumar and Singh (2021) add that differentiated assessment is essential for meeting the diverse needs of students, as not all students can thrive under a single assessment method. However, in line with Sadler (1989), this study also shows that teachers still tend to rely on conventional assessments that are easier to administer, despite their limitations in reflecting comprehensive student learning achievements. The challenges faced by teachers extend beyond the technical aspects of designing evaluation instruments and include structural education policy issues (Situmorang, Ayuningsih & Hilaliyah, 2025). The demanding curriculum, administrative requirements, and limited time for reflection on evaluation results all hinder the full implementation of differentiated assessment. Additionally, some teachers reported limited skills in using technology to support assessment data analysis (Saeparurohman & Pitaloka, 2025). In fact, if assessment results could be quickly processed using data-based applications, teachers would find it easier to make instructional decisions tailored to students' actual classroom needs. Therefore, policy and technological infrastructure support are crucial elements in strengthening modern evaluation systems (Enimarni et al., 2025).

Despite the challenges, this study also identifies opportunities to strengthen student-oriented evaluation practices in schools. Teachers demonstrate high motivation to further develop their skills, provided they receive relevant and practical training. With systematic technical training, teachers can gain greater confidence in developing both diagnostic and differentiated assessment instruments. Collaboration among teachers through peer discussions or lesson study can serve as a platform for sharing experiences and expanding knowledge on effective assessment practices. Schools can act as centers for learning communities that encourage teachers to continuously improve their evaluation practices. Strengthening adaptive evaluation systems not only improves student learning outcomes but also positively impacts students' internal motivation. When students feel that assessments are relevant to their needs and abilities, they become more confident, active, and motivated to achieve optimal learning outcomes. Differentiated assessment also helps reduce students' academic anxiety, as they are given opportunities to demonstrate their competencies through various forms of assessment suited to their individual learning styles. Therefore, strengthening student-oriented evaluation systems represents a long-term investment in improving overall educational quality.

With improvements in multiple areas—including teacher capacity, policy support, curriculum flexibility, and strengthened information evaluation systems—the implementation of student-oriented evaluation at SMP Negeri 2

Dawuan has strong potential for optimal development. Evaluation is no longer merely a tool for measuring learning outcomes but becomes an integral part of the learning process that fosters students' academic, social, and emotional growth. Thus, the balanced integration of diagnostic, formative, and summative assessments is the key to creating high-quality and inclusive learning.

4. CONCLUSION

Based on the research findings, it can be concluded that although teachers at SMP Negeri 2 Dawuan demonstrate a high level of awareness regarding the importance of student-oriented evaluation, its practical implementation still faces various challenges. Approximately 50% of teachers have begun to use diverse evaluation instruments such as portfolios and projects, but the implementation of diagnostic assessment remains low, with only 30% consistently applying it. This gap highlights the need to strengthen teachers' capacity through intensive training that not only equips them to design valid diagnostic assessments but also teaches them how to integrate assessment results into adaptive instructional planning. In addition, the provision of supporting resources—such as assessment software, contextual teaching materials, and access to the latest research—is also necessary to support the success of student-oriented evaluation. Collaboration among teachers through professional learning communities should be reinforced to facilitate the exchange of best practices that can enrich teachers' knowledge and skills in implementing effective evaluations. For future development, it is recommended that longitudinal studies be conducted to evaluate the long-term impact of student-oriented evaluation implementation, along with in-depth qualitative studies to explore the specific challenges faced by teachers, and comparative studies across schools to identify the most contextual and applicable strategies for different educational environments.

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