

Forms and Techniques of Learning Evaluation Instruments in Elementary School

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Abstract

Background – Learning evaluation is an essential component of the educational process that functions to measure students' learning achievements and improve the quality of instruction. In Islamic Elementary Schools (MI/SD), learning evaluation is expected to assess students comprehensively across cognitive, affective, and psychomotor domains.

Purpose – This study aims to examine the forms of learning evaluation instruments and evaluation techniques applied in Islamic Elementary Schools (MI/SD), including the challenges and emerging trends in their implementation.

Method/Approach – This study employed a literature review method by analysing and synthesizing relevant national scientific journal articles published between 2017 and 2025. The selected literature focused on learning evaluation, assessment instruments, authentic assessment, formative assessment, and the use of technology in learning evaluation at the elementary education level. Data were analysed descriptively and qualitatively through content review and synthesis of previous research findings.

Findings – The findings indicate that learning evaluation instruments in MI/SD theoretically consist of both test and non-test instruments designed to assess students' cognitive, affective, and psychomotor competencies. However, in practice, learning evaluation remains predominantly focused on written tests that measure lower-order cognitive skills. The implementation of non-test assessment techniques, authentic assessment, and formative evaluation has not been optimized due to limited teacher competence, assessment subjectivity, administrative workload, and the lack of standardized assessment rubrics.

Conclusions – This study concludes that strengthening teachers' assessment competencies and providing greater institutional support are necessary to develop more diverse, authentic, and appropriate learning evaluation instruments and techniques that align with the characteristics of MI/SD students. Such improvements are expected to enhance both learning processes and learning outcomes.

Novelty/Originality/Value – This study provides a comprehensive overview of the forms, techniques, challenges, and trends of learning evaluation in MI/SD based on recent literature. The findings offer valuable insights for educators and educational institutions in improving assessment quality through the development of authentic, comprehensive, and technology-supported evaluation practices.

Keywords: Learning Evaluation, Assessment Instruments, Authentic Assessment, Elementary Education, Islamic Elementary School

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INTRODUCTION

Learning evaluation is an essential component of the educational process in MI/SD because it functions to measure the achievement of learning goals, monitor student development, and be the basis for continuous improvement of the learning process. Evaluation is not only interpreted as a value giving activity but as a systematic process that involves determining the purpose of selecting the form and technique of the instrument, the implementation of the assessment to the use of evaluation results for educational decision-making. However, various studies show that the practice of learning evaluation in MI/SD still faces a number of problems, especially related to the suitability of the form and technique of evaluation instruments with the characteristics of elementary school students (Hasanah et al., 2024).

A phenomenon that is widely found in the field is the dominance of the use of written test instruments in the form of multiple choice and short fill-ins oriented towards low-level cognitive aspects. Research by Resya Ningtyas (2023) shows that learning evaluation at MI still focuses on measuring memory and comprehension skills, while aspects of high-level, affective, and psychomotor thinking have not been optimally evaluated. This condition is reinforced by the findings of Wiratama et al. (2024) which revealed that MI teachers in class V have difficulties in designing varied and authentic evaluation instruments, so that assessments do not fully reflect the real abilities of students.

In addition, the development of the curriculum and the demands of 21st century education demands a more comprehensive, contextual, and character-oriented evaluation of 21st century character and skills. Basri (2017) emphasized that learning evaluation in elementary schools should be integrated with character and multicultural education, but in practice teachers still use non-test instruments such as observation, attitude assessment, portfolio, and performance rubrics. This is in line with the findings of Ramadhani et al. (2023) which states that in thematic learning in elementary / MI, authentic assessment techniques have not been applied consistently due to teachers' limited understanding of the appropriate form and technique of evaluation instruments.

On the other hand, the use of technology in learning evaluation is starting to grow, but it has not been balanced with the readiness of valid and reliable instruments. Amri et al. (2025) shows that the use of digital media and information technology in learning evaluation in MI/SD is able to increase student learning efficiency and motivation. However, obstacles are still found in the form of limited variations of digital instruments and the lack of teachers' ability to develop technology-based assessment techniques that are in accordance with learning objectives. As a result, digital evaluation is often just a new form of conventional testing.

Various studies also emphasized the importance of choosing the right form and technique of evaluation instruments so that the assessment results truly reflect students' learning achievements. Telaumbanua et al. (2023) describes that learning evaluation instruments in SD/MI include tests and non-tests, with diverse techniques such as written tests, oral tests, assignments, observations, performances, and portfolios. However, the research of Nisa et al. (2025) shows that teachers still tend to use formative assessment techniques in a limited way, so the potential for evaluation as a tool to improve learning outcomes has not been utilized to the fullest.

Based on the phenomenon and findings of the research, it can be concluded that the main problem of learning evaluation in MI/SD lies in the understanding and application of the form and technique of evaluation instruments that are still not optimal, both in terms of variation, depth of aspects assessed, and suitability with student needs. Therefore, the study of the form and technique of learning evaluation instruments in MI/SD is important to provide a more comprehensive picture, as well as as the basis for the development of learning evaluations that are more effective, authentic and adaptive to the characteristics of students and the demands of the curriculum, including the Independent Curriculum.

METHODS

This study uses the literature review method which aims to systematically and in-depth examine various concepts, findings, and results of previous research related to the form and technique of learning evaluation instruments in MI/SD. This method was chosen because it is able to provide a comprehensive overview of the development of learning evaluation studies, identify trends in the forms and techniques of the instruments used, and find research problems and gaps that are still relevant for further study.

The data source in this study comes from national scientific journal articles relevant to the topic of learning evaluation in MI/SD, especially those published in the range of 2017–2025. The literature used includes accredited journals and scientific proceedings that discuss the concept of learning evaluation, types and techniques of evaluation instruments, authentic assessments, the use of technology in evaluation, and the implementation of learning evaluation at the basic education level. All sources were obtained through searching national journal databases using keywords such as learning evaluation, evaluation instruments, assessments in MI/SD, and elementary school learning assessments.

RESULTS AND DISCUSSION

Forms of Learning Evaluation Instruments Used in MI/SD

The forms of learning evaluation instruments used in MI/SD are very diverse and are adjusted to the learning objectives, characteristics of students, and the aspects of competence to be measured. Learning evaluation at the MI/SD level not only aims to find out the final learning outcomes, but also to monitor the student learning process continuously. Therefore, the evaluation instruments used include test and non-test instruments that complement each other in order to be able to describe student learning outcomes in their entirety (Huljannah, 2021).

Test instruments are the most widely used form of evaluation in MI/SD. This instrument is generally used to measure the cognitive aspects of students, especially the understanding of the subject matter. The form of test instruments includes written tests, oral tests, and practical tests. Written tests such as multiple choice, short filling, true-wrong, and descriptions still dominate the practice of learning evaluation in MI/SD because they are considered easy to compile and assess by teachers (Resya Ningtyas, 2023). Some studies show that written tests in MI/SD still tend to measure low-level thinking skills, such as remembering and comprehension, while high-level thinking skills are not optimally accommodated.

In addition to written tests, oral tests are also used as an evaluation instrument, especially to assess students' ability to express opinions, answer questions directly, and train courage and confidence. Oral tests are widely applied in the subjects of Islamic Religious Education, Indonesian Language, and IPS (Santoso *et al.*, 2023). Meanwhile, practice tests or work demonstrations are used to assess students' skills in carrying out a certain activity, such as worship practices, simple experiments, or skill activities. This instrument is considered to be more able to describe students' real abilities, although in practice it is still not used consistently because it requires planning and clear assessment rubrics (Shodiq *et al.*, 2023).

In addition to test instruments, non-test instruments have an important role in the evaluation of learning in MI/SD, especially to assess the affective and psychomotor aspects of students. Non-test instruments include observation, questionnaires, interviews, attitude assessments, portfolios, and performance assessments. Wulan and Aristia (2020) emphasized that non-test instruments are very relevant to be used at the elementary education level because students are at a developmental stage that requires an assessment of learning processes, attitudes, and habits, not just final results.

Observation instruments are widely used to assess students' attitudes, behaviors, and involvement during the learning process. Through observation sheets, teachers can monitor students' discipline, cooperation, responsibility, and character values. Basri (2017) emphasized

that learning evaluation in elementary schools should be integrated with character and multicultural education, so that observation instruments are very important in assessing attitudes and values instilled through learning. However, some studies show that observation is often done subjectively because it is not equipped with clear assessment indicators and rubrics (Wiratama *et al.*, 2024).

A portfolio is a form of evaluation instrument that contains a collection of student work over a certain period of time. This instrument is used to assess students' learning progress in a sustainable manner and provide a more comprehensive picture of the learning process. In thematic learning in elementary / middle school, portfolios are considered effective because they are able to integrate various subjects and show real student learning progress (Ramadhani *et al.*, 2023). However, the use of portfolios in MI/SD is still limited because teachers consider that managing them requires greater time and precision.

Technological developments have also encouraged the emergence of digital-based evaluation instruments in MI/SD. These instruments include online tests, interactive quizzes, and learning app-based assessments. Amri *et al.* (2025) stated that the use of digital media in social studies learning evaluation in MI/SD can increase students' interest and motivation to learn. The same thing was conveyed by Santoso *et al.* (2023) which found that the use of information technology in cognitive assessment can improve the efficiency and accuracy of assessment. However, in practice, digital instruments are still widely used as a substitute for conventional tests, so innovation in the form of evaluation instruments is not fully optimal.

Overall, the forms of learning evaluation instruments in MI/SD include test and non-test instruments designed to assess students' cognitive, affective, and psychomotor aspects. Although theoretically the form of evaluation instruments has been very diverse, various studies have shown that its implementation in the field is still not optimal and tends to be dominated by written tests. Therefore, it is necessary to understand and develop evaluation instruments that are more varied, authentic, and in accordance with the characteristics of MI/SD students so that learning evaluation is truly able to improve the quality of learning processes and outcomes (Nisa *et al.*, 2025).

Learning Evaluation Techniques Applied in MI/SD and Problems and Trends in Their Application

The learning evaluation techniques applied in MI/SD are an important part of the assessment process which aims to obtain information about the achievement of students' competencies as a whole. Evaluation techniques focus not only on the final learning outcomes, but also on the student learning process. Therefore, evaluation techniques in MI/SD include formative and summative evaluation with various approaches, such as test techniques, non-tests, authentic assessments, and technology-based assessments. The application of these techniques should ideally be adjusted to the characteristics of elementary school students who are at a concrete developmental stage and require contextual and meaningful assessments (Magdalena *et al.*, 2023).

The test-based evaluation technique is still the most dominant technique applied in MI/SD. This technique is generally done through written tests, oral tests, and practical tests. Written tests are often used as formative and summative evaluation techniques because they are easy to implement and assess, especially in measuring students' cognitive achievement. However, some studies have shown that written test techniques are still dominated by questions that measure low-level thinking skills, such as remembering and comprehension, so they are less able to describe students' analytical and problem-solving skills (Hasanah *et al.*, 2024). This condition shows that the test technique is still not fully directed to develop students' high-level thinking skills.

In addition to test techniques, non-test evaluation techniques are also widely recommended to be applied in MI/SD because they are more in line with the characteristics of student development. Non-test techniques include observation, interviews, questionnaires, attitude assessments, self-assessments, and peer-to-peer assessments. Observation is a technique that is often used to assess students' attitudes, behaviors, and involvement during

the learning process. Basri (2017) emphasized that observation techniques are very relevant in the evaluation of character and multicultural education-based learning. However, in practice, observation techniques often face problems in the form of assessment subjectivity because teachers have not used structured indicators and rubrics (Wiratama *et al.*, 2024).

Authentic assessment techniques are one of the important trends in learning evaluation in MI/SD, along with the demands of the curriculum that emphasizes the assessment of real learning processes and outcomes. Authentic assessments involve performance, projects, and portfolio techniques that assess students' abilities in a real-world context. Ramadhani *et al.* (2023) states that in thematic learning in elementary / secondary school, authentic assessment techniques are able to provide a more comprehensive picture of students' abilities. However, the application of this technique still faces obstacles in the form of time constraints, teacher administrative burden, and lack of understanding in compiling clear and objective assessment rubrics (Shodiq *et al.*, 2023).

Formative evaluation techniques are also starting to receive attention in learning practices in MI/SD. This technique is carried out on an ongoing basis throughout the learning process to provide feedback to students and teachers. Anggraini *et al.* (2024) shows that formative assessment techniques carried out consistently can improve the learning outcomes of elementary school students. However, in the field of formative engineering, it is still often understood to be limited to giving assignments or short quizzes without follow-up in the form of constructive feedback, so that the formative function of evaluation has not run optimally (Nisa *et al.*, 2025).

The development of information technology also affects the learning evaluation technique in MI/SD. Digital-based evaluation techniques, such as online quizzes, assessments through learning applications, and computer-based tests, are beginning to be implemented to improve students' learning efficiency and motivation. Amri *et al.* (2025) and Santoso *et al.* (2023) found that the use of technology in learning evaluation can help teachers in grade processing and provide a more engaging learning experience for students. The problems that often arise are the limitations of infrastructure, teacher readiness, and the tendency to use technology which is still limited to replacing conventional tests, not as a means of innovation in evaluation techniques.

In general, the tendency to apply learning evaluation techniques in MI/SD is still dominated by written test techniques, while non-test techniques, authentic assessments, and formative evaluations have not been optimally applied. Various problems such as limited teacher understanding, administrative burden, subjectivity of assessment, and lack of support of facilities are inhibiting factors in the application of ideal evaluation techniques (Nisa *et al.*, 2025; Rajab *et al.*, 2025). Therefore, efforts are needed to strengthen teachers' competence in selecting and implementing appropriate, varied, and sustainable evaluation techniques so that learning evaluation in MI/SD really functions as a tool to improve the quality of student learning processes and outcomes in accordance with basic education goals (Mujiansyah *et al.*, 2025).

CONCLUSION

Evaluation of learning in MI/SD is a very important and strategic process in ensuring the achievement of learning objectives and improving the quality of student learning processes and outcomes. The forms of learning evaluation instruments in MI/SD are basically diverse, including test and non-test instruments designed to assess the cognitive, affective, and psychomotor aspects of students. Test instruments such as written, oral, and practical tests are still the primary choice of teachers, while non-tests such as observation, portfolio, attitude assessment, and performance assessment have been introduced as part of a more comprehensive and authentic learning evaluation.

The results of the literature review show that the application of the form and technique of learning evaluation instruments in MI/SD is still not optimal. Evaluation practices tend to be dominated by written tests that are oriented towards low-level cognitive abilities, while

assessments of students' learning processes, skills, and attitudes have not been carried out consistently and systematically. In addition, formative evaluation techniques and authentic assessments that should be the main means to provide feedback and support student learning still face various obstacles, such as limited teacher understanding, assessment subjectivity, administrative burden, and lack of use of standardized rubrics and instruments.

The development of information technology provides great opportunities in the innovation of learning evaluation techniques in MI/SD, but its use still tends to be substitutive to conventional evaluation and has not been fully utilized to develop more creative, adaptive, and meaningful assessment techniques. Therefore, continuous efforts are needed to improve teachers' competence in designing and implementing forms and techniques of evaluation instruments that are varied, objective, and in accordance with the characteristics of MI/SD students. With appropriate and quality learning evaluation, the learning process in MI/SD is expected to take place more effectively and be able to support the development of students' knowledge, attitudes, and skills in a balanced manner.

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