Management of Learning Evaluation in Elementary Schools: Review of Various Approaches and Evaluation Strategies

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ABSTRACT

This article discusses the importance of learning evaluation in elementary schools and various approaches and strategies that can be used in managing evaluation. The article was born from a literature research type, which designs and collects data based on reading sources, both offline and online. The article explains that learning evaluation is an important process in assessing learning objectives and providing feedback to teachers and students to improve the quality of learning in elementary schools. The article also highlights several evaluation approaches such as formative and summative evaluation, as well as evaluation strategies such as the use of tests, observations, and portfolios. Additionally, the article emphasizes the important role of effective evaluation management in ensuring accurate and reliable learning evaluation. In conclusion, this article provides a broad overview of learning evaluation management in elementary schools and provides advice for teachers and principals to optimize the learning evaluation process in elementary schools.

Keywords: management, learning evaluation, approach, strategy.

INTRODUCTION

Learning evaluation is an important part of the education process. Good evaluation can help teachers measure student progress and improve the quality of teaching in elementary schools (Darling-Hammond, 2014). However, in conducting learning evaluation, there are various approaches and strategies that can be applied. This article will discuss in detail various approaches and strategies of learning evaluation that can be used in elementary schools. In this article, we will explain the importance of learning evaluation, the concept of learning evaluation, various approaches of learning evaluation that can be applied, and effective learning evaluation strategies to improve the quality of teaching in elementary schools. Hopefully, this article can provide insights and useful information for readers in improving the quality of education in elementary schools.

The statement is relevant to the Constructivism theory in education. According to this theory, students not only receive information from the teacher, but they also construct their own understanding through experiences and reflection (Ekpenyong, 2018; Juvova et al., 2015; Kaufman, 2018; Plessis, 2020; Toom et al., 2015). Effective learning evaluation should reflect this constructivist understanding and involve students actively in the learning process. Learning evaluation should provide opportunities

for students to reflect on their own understanding and develop critical thinking (Alsaleh, 2020; Fahmi et al., 2019; Forbes, 2018; Persky et al., 2019; Raterink, 2016; Whiley et al., 2017; Zayapragassarazan et al., 2016). In this regard, the teacher should ensure that evaluation does not only involve written tests but also performance observation, projects, presentations, discussions, and other activities that enable students to explore and actively develop their understanding.

The main objective of the title is to discuss in detail various approaches and strategies of learning evaluation that can be used in elementary schools to improve the quality of teaching. This article also aims to emphasize the importance of learning evaluation in the education process and introduce the basic concept of learning evaluation to the readers. Therefore, this article is expected to provide insights and useful information for the readers to improve and enhance the quality of education in elementary schools.

The argument and expectation in this article is that by discussing in detail various approaches and strategies of learning evaluation that can be used in elementary schools, the readers can obtain a better understanding of the importance of learning evaluation in the education process and how to perform effective learning evaluation. With a better understanding of learning evaluation, the readers are expected to enhance the quality of teaching in elementary schools and improve the education process as a whole. Moreover, this article also aims to provide useful information for teachers, parents, and other educational personnel in making decisions related to learning evaluation and the best ways to improve the quality of learning in elementary schools.

METHOD

The type of research in this article is a literature review. The subject of the research is scientific sources, including books and articles related to the title of this article. The procedure conducted to obtain research results is as follows:

1. To map out the research framework for easier navigation during investigation.
2. To determine sub-headings based on the conceptual framework developed.
3. To contextualize by providing descriptive examples.
4. To elaborate on the description of the data search results by linking them to supporting theories.
5. To verify the relationship between the results and the discussion.
6. To draw conclusions and novel findings in this article

Data analysis was conducted using content analysis, or qualitative analysis. The research was carried out ethically, including obtaining online data related to the concept related to the title of this article. The search was directed towards reputable journals and online digital books.

The following are the topics discussed in this article:

1. The concept of learning evaluation, this section can explain the definition and basic concepts of learning evaluation, such as the goals, types, and criteria of evaluation.
2. Learning evaluation approaches, this section can discuss various learning evaluation approaches that can be applied in elementary schools, such as formative evaluation, summative evaluation, self-evaluation, and peer evaluation.
3. Learning evaluation strategies, this section can discuss various effective learning evaluation strategies to improve teaching quality in elementary schools, such as evaluation rubrics, student portfolios, written tests, classroom observation, and interviews.
4. Learning evaluation management, this section can discuss how to manage and implement learning evaluation effectively in elementary schools, such as developing evaluation instruments, monitoring student progress, and providing feedback.

These four discussions answer arguments about what approaches and strategies are used

by teachers in implementing learning evaluation management in elementary schools.

RESULT and DICUSSION

The Concept of Learning Evaluation

The concept of learning evaluation encompasses several definitions and basic concepts related to learning evaluation, such as the purpose, types, and criteria of evaluation.

The purpose of learning evaluation is to measure the extent to which students have achieved the expected competencies in learning. Learning evaluation can be carried out to determine the students' abilities in cognitive, affective, and psychomotor aspects. In addition, learning evaluation can also be used to provide feedback to students and teachers, as well as to determine educational policies and programs in schools.

The types of learning evaluation can be distinguished into formative evaluation and summative evaluation. Formative evaluation is carried out continuously and aims to measure students' progress during the learning process. Meanwhile, summative evaluation is carried out at the end of the learning process and aims to assess students' overall competency achievement.

The criteria for learning evaluation include several important aspects that must be evaluated, such as knowledge, understanding, application, analysis, synthesis, and evaluation. In addition, evaluation criteria can also include attitude and value aspects, such as responsibility, cooperation, creativity, and honesty.

Through an understanding of the concept of learning evaluation, teachers can plan and implement learning evaluation more effectively and efficiently. In addition, understanding the concept of learning evaluation can also help readers choose the appropriate evaluation approach and strategy in the context of primary schools.

Behaviorist learning theory emphasizes that learning evaluation should assess observable and objectively measurable learning outcomes (Ahmad et al., 2020; Osueke et al., 2018; Rohloff et al., 2019). This theory supports the use of summative evaluation to assess students' abilities in cognitive, affective, and psychomotor aspects.

Constructivism learning theory emphasizes that learning evaluation should measure students' ability to construct meaningful understanding and knowledge in real-world contexts (Simeon et al., 2022; Singh et al., 2022; Suryawati & Osman, 2017; Yu et al., 2015). This theory supports the use of formative evaluation to provide feedback and help students continuously improve their understanding.

Assessment for learning theory emphasizes that learning evaluation should be used to improve learning and provide useful feedback to students (Alzaid, 2017; Andrade & Brookhart, 2020; Fernando & Marikar, 2017; Heitink et al., 2016; Khalil & Elkhider, 2016; Kulasegaram & Rangachari, 2018; Narciss, 2017; Sablić et al., 2021; Zeng et al., 2018). This theory supports the use of continuous formative evaluation integrated into the learning process.

Through an understanding of the concept of learning evaluation and support from educational theories, teachers can plan and implement effective and beneficial learning evaluation for students' progress in primary schools.

Learning Evaluation Approaches

The approach to learning evaluation is described as the method or way used to carry out learning evaluation. Some approaches to learning evaluation discussed in the article include:

Formative Evaluation

This approach is used to provide feedback to students throughout the learning process. The main goal of formative evaluation is to help students understand their strengths and weaknesses in learning and to help them continuously improve their understanding. Formative evaluation can be done through tests, quizzes, assignments, observations, discussions, and so on.

Constructivist learning theory is one of the theories that support the use of formative evaluation approach in the learning process

(Alabidi et al., 2022; Allal, 2021; Matthewman et al., 2018; Shepard et al., 2018; Van der Kleij et al., 2015; Wallin & Adawi, 2018). This theory suggests that learning occurs when students are actively involved in the process of constructing their own knowledge and understanding. Therefore, formative evaluation that is conducted continuously can help students understand their strengths and weaknesses in learning, and help them continuously improve their understanding.

Summative Evaluation

This approach is used to assess students' abilities after the learning process is completed. The main purpose of summative evaluation is to assess students' learning outcomes and provide information on the extent to which learning objectives have been achieved. Summative evaluation can be done through tests, quizzes, final assignments, presentations, and so on.

The summative evaluation approach can be supported by measurement and evaluation theory. This theory states that evaluation is a measurement process aimed at assessing students' progress in achieving predetermined learning objectives (Adom et al., 2020; Ghaicha, 2016; Hildén & Fröjdendahl, 2018; Kibble, 2017; Ninomiya, 2016; Persky & McLaughlin, 2017; Wong et al., 2019). Accurate and consistent summative evaluations can provide useful information for teachers and students in evaluating the quality of learning that has been conducted.

Performance Evaluation

This approach is used to assess students' ability to apply the knowledge and skills they have learned in real-life situations. Performance evaluation can be done through simulations, projects, portfolios, and so on.

The performance and authentic evaluation approaches can also be supported by contextual theories. This theory states that learning and evaluation must be applied in the context of real life so that students can understand the relevance and significance of what they learn (Ertmer & Newby, 2013; Ryan et al., 2022).

Authentic Evaluation

This approach is used to assess students' ability to apply relevant knowledge and skills in the context of real life. Authentic evaluation can be done through tasks that require students to solve real-world problems, create real-world products, or participate in real-life situations.

Performance and authentic evaluations conducted in real-life situations can help students understand how the knowledge and skills they have learned can be applied in real life (Sotiriadou et al., 2020).

Each learning evaluation approach has its own advantages and disadvantages, so it is important for teachers to choose the most appropriate approach for learning objectives and student characteristics.

Learning Evaluation Strategies

Learning evaluation strategies are concrete steps that can be taken by teachers or researchers to collect the necessary data and information for evaluating learning. Several learning evaluation strategies that can be used in elementary school include:

Tests or Exams

Tests or exams can be used to measure students' ability to understand lesson material. Tests can be in the form of written tests, oral tests, or practical exams.

Written tests are the most commonly used type of test in learning evaluation approaches. These tests can be in the form of multiple choice, short answer, or essay questions. Written tests are usually administered by giving students a test paper to be answered within a predetermined time.

Oral tests can be used to measure students' ability to speak or present lesson material. Oral tests can be done individually or in groups, and are done by asking students questions or assigning them tasks to present.

Practical exams can be used to measure students' ability to apply the knowledge they have learned in real-life situations (Alismail & McGuire, 2015). Practical exams are administered by assigning tasks or projects to students to be completed within a predetermined time.

However, tests or exams are not the only way to evaluate learning. There are various other evaluation approaches and strategies that can be used, such as observation, assignments,

portfolios, and so on. It is important for teachers to choose evaluation approaches and strategies that are appropriate for the lesson material and learning objectives they want to achieve.

Observation

Observation is carried out by directly observing students in learning situations. Observation can be done by teachers or researchers to measure students' social skills, behavior, and attitudes.

Observation is an evaluation method that is carried out by observing students' behavior directly in learning situations. Observation is done by collecting data on student behavior, such as participation, response, and attitudes in learning situations. Observation can be done by teachers or researchers to obtain information about students' social skills, behavior, and attitudes that cannot be measured through tests or written assignments.

In education, observation is an important evaluation method to measure students' social, emotional, and behavioral abilities. Observation can provide more complete and detailed information about students' conditions in learning (Lapitan et al., 2021). Additionally, observation can help teachers assess the effectiveness of teaching methods used in the classroom, as well as determine better learning strategies to improve the quality of education.

Portfolio

A portfolio is a collection of student work produced over a certain period of time. The portfolio can include written works, drawings, or other artwork that demonstrate the student's progress in learning.

A portfolio is one of the evaluation strategies for learning that involves collecting student works over a period of time, usually one semester or one academic year. The portfolio can contain various types of work, such as essays, drawings, artwork, and projects completed by the students. Therefore, a portfolio can be used to measure the student's progress in various aspects, such as writing skills, critical thinking skills, and creativity.

A portfolio can also show students and parents their development and achievements in the learning process (Gelfer et al., 2015).

Additionally, a portfolio can be a tool to demonstrate student engagement in the learning process, as students will feel more engaged in the learning process when they are given the opportunity to choose and collect their own works.

Interview

Interview is conducted by directly asking students about their understanding of the subject matter and their learning experiences.

Interview is one of the learning evaluation techniques that involves direct interaction between the evaluator and the students. In an interview, the evaluator will ask several questions related to the students' understanding of the subject matter, their learning experiences, or difficulties encountered in the learning process.

Interviews are usually conducted in structured or semi-structured formats, where the evaluator has a prepared list of questions but still allows room for students to provide more in-depth and diverse answers (Adeoye-Olatunde & Olenik, 2021).

Interviews are a valuable learning evaluation technique that provides valuable information about students' perceptions of the subject matter and their learning experiences. Therefore, interviews can help teachers identify students' strengths and weaknesses and provide valuable feedback in efforts to improve the quality of teaching.

Group Discussion

Group discussion can be conducted to measure students' abilities in communication, collaboration, and problem-solving. Group discussion is one of the learning evaluation methods that involve interaction among students in small groups. In group discussion, students are given the opportunity to share ideas, express opinions, and solve problems together. Additionally, group discussion can also help students develop their abilities in communication, collaboration, and problem-solving.

When conducting group discussion as an evaluation method, students are usually given a specific topic that must be discussed and solved by the group. Students then engage in discussions, provide opinions, and search for

solutions together (Sochacka et al., 2016). Evaluation is done by observing the interaction among students in the group, the quality of the ideas produced, and students' ability to solve problems.

Peer Assessment

Peer assessment is done by students evaluating each other's work. Peer assessment can help students learn to appreciate their peers' hard work and improve their critical thinking abilities.

Appropriate learning evaluation strategies should be selected based on the learning objectives, students' characteristics, and the subject matter being taught. It is important to ensure that the evaluation strategies used provide accurate and useful data and information for teachers and students to improve the quality of learning.

Constructivism theory states that students build their knowledge through experience, reflection, and interaction with the environment (Suhendi et al., 2021). Evaluation strategies such as portfolios, interviews, and group discussions can help students build their knowledge through reflection and interaction with peers and teachers.

Cooperative learning theory states that learning is more effective when students work together in groups and help each other (Whitener, 2016). Evaluation strategies such as peer assessment can help students assist each other in improving the quality of their work.

Multiple intelligences theory states that students have various different types of intelligence, such as verbal, visual, kinesthetic, etc (Sener & Çokçaliskan, 2018). By using various evaluation strategies such as tests, observations, portfolios, and interviews, teachers can evaluate students' abilities holistically and not just focus on one type of intelligence.

Assessment for learning theory states that evaluation is not only about assessing the final outcome, but also serves to help students learn and improve their abilities (Baleni, 2015). By using evaluation strategies such as group discussion and peer assessment, students can learn from their mistakes and improve their critical thinking abilities..

Learning Evaluation Management

Learning evaluation management refers to the management and organization of the learning evaluation process systematically, planned, and directed to ensure the effectiveness and efficiency of the evaluation. Learning evaluation management essentially involves several important aspects, such as the development of a learning evaluation plan that includes evaluation objectives, evaluation instruments, human resources, and evaluation schedules, as well as the collection, analysis, and use of evaluation data to improve the quality of learning.

The application of good learning evaluation management can help ensure that learning evaluation in elementary schools is conducted effectively and efficiently, thereby providing accurate and valuable information for teachers and decision-makers in making decisions related to learning and improving the quality of education.

Several management theories that can support the implementation of learning evaluation management in elementary schools are total quality management (TQM) theory, risk management theory, and strategic management theory (Alzoubi et al., 2019). These theories can help teachers and education staff develop and implement a systematic and directed learning evaluation plan to achieve learning objectives and improve overall education quality.

The learning evaluation management in this article is related to the total quality management (TQM) theory. TQM is a management approach that focuses on efforts to improve quality through planned and systematic management of all aspects of the organization, including learning and evaluation processes (Kumar & Sharma, 2017).

TQM has basic principles such as customer focus, active participation of all parties in the organization, data-based decision-making, and continuous improvement. In the context of learning evaluation in elementary schools, TQM principles can be applied by encouraging active participation of all stakeholders, ranging from teachers, students, to parents. In addition,

evaluation is carried out by collecting relevant and objective data, which is then processed and analyzed to make appropriate decisions in the effort of continuous improvement.

By applying TQM principles in learning evaluation management, it is expected that the quality of learning in elementary schools can continue to improve and provide maximum benefits for students and society as a whole..

CONCLUSION

Learning evaluation is an integral part of the education process in primary schools. Effective evaluation can assist teachers in measuring students' progress and enhancing the quality of teaching in primary schools.

This article also discusses various approaches and strategies for learning evaluation that can be applied in primary schools, such as formative, summative, and participatory evaluation approaches. Additionally, this article addresses effective evaluation strategies, such as the use of rubrics, portfolios, and standardized tests.

When conducting learning evaluation, it is important for teachers and stakeholders to understand the concept of learning evaluation and apply appropriate approaches and strategies. Learning evaluation management must also be carried out systematically and planned, with attention to Total Quality Management (TQM) principles to achieve optimal learning quality in primary schools.

By improving the quality of learning evaluation, it is expected to enhance the overall quality of education in primary schools, thereby providing maximum benefits to students and society as a whole.

The novelty of this article lies in the proposed approaches and strategies for learning evaluation, which are detailed to enhance the quality of teaching in primary schools. Additionally, this article provides a clear understanding of the concept and management of learning evaluation and explains relevant theories to support the proposed approaches and strategies. This article can serve as a practical guide for teachers and school staff in planning and implementing effective learning evaluation to improve the quality of education in primary schools.

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