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Research Article

Optimizing Formative and Summative Assessment in Early Childhood Education: A Case Study of Sekolah Penggerak in Jambi City

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Abstract:

Background of the Study:
In the context of Indonesia's *Merdeka Curriculum*, assessment plays a crucial role in supporting student-centered learning, particularly in early childhood education (ECE). The *Sekolah Penggerak* initiative aims to improve the quality of teaching and learning through the integration of formative and summative assessments. However, challenges persist in effectively implementing these assessments at the ground level, especially in PAUD (Early Childhood Education) settings.

Aims and Scope of the Paper:
This study aims to examine how formative and summative assessments are implemented in *Sekolah Penggerak* PAUD institutions in Jambi City, and to explore teacher perceptions, implementation challenges, and the effectiveness of these assessments in improving student learning outcomes.

Methods:
A qualitative descriptive approach was used, involving 21 early childhood educators from selected *Sekolah Penggerak*. Data were collected through structured questionnaires distributed via Google Forms and analyzed thematically using the Miles and Huberman framework.

Results:
The findings indicate that formative assessments are actively used during the learning process to provide immediate feedback that enhances student engagement and understanding. Summative assessments are used to evaluate overall competency achievement at the end of a learning period. However, teachers face significant challenges, including time limitations, administrative burdens, and insufficient technical support.

Conclusion:
The study highlights the need for ongoing professional development and context-specific assessment strategies to ensure the effective integration of formative and summative assessments in early childhood education. The results offer practical implications for policy-makers, school leaders, and educators seeking to improve assessment practices within the *Merdeka Curriculum* framework.

Keywords: Formative assessment, summative assessment, learning, challenges, teacher training

1. INTRODUCTION

PAUD is a service carried out at an educational institution in the form of Kindergarten (TK)/Raudatul Athfal (RA)/Bustanul Athfal (BA), Play Group (KB), Center (TPA), and Similar PAUD Unit (SPS). Kindergarten (TK), is one type of Early Childhood Education (ECED) institution that belongs to the official education pathway. This institution has a role in providing special education programs for children aged between 4 and 6 years, with a primary emphasis on children aged 5 and 6 years (Munawar, 2022).

In 2020 the Minister of Education made a new breakthrough in improving the quality and implementation of education, the ministry issued a decree on driving schools; Decree of the Minister of Education and Culture of the Republic of Indonesia.

The Driving School is an educational institution that focuses on developing students' learning achievements as a whole, with the aim of creating a Pancasila Student Profile that involves aspects of competence and character, starting from superior Human Resources (HR), including principals and teachers (Yahrif & R, 2023).

Regulation of the Minister of Education and Culture Number 23 of 2016 explains that education assessment standards are a collection of criteria that cover various aspects, such as objectives, benefits, principles, and assessment mechanisms and procedures. These standards are used as a reference in the evaluating

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student learning outcomes at the primary and secondary education levels. Assessment of learning outcomes should be able to cover all aspects of the learning domain, namely cognitive, affective and psychomotor. This often confuses educators in carrying out the learning and assessment process. What type of assessment can consider various factors to provide a complete picture of attitudes, skills, knowledge, and how students apply what they learn at school in everyday life (Wijoyo et al., 2020).

Diagnostic assessments include cognitive and non-cognitive assessments. According to (Kristiyan & Mujiatun, 2023), the purpose of cognitive assessment is to identify students' initial level of ability in a subject. Meanwhile, non-cognitive assessment aims to obtain information about students' psychological conditions, family background, social relationships, and learning styles (Mukhibin et al., 2024). Assessment is the process of collecting information about learners obtained from various sources of evidence related to their knowledge and actions. This information is then used as the basis for decision making (Munaroh, 2024).

Assessment or evaluation in the implementation of an independent curriculum is an important part of education at various school levels. This assessment serves as a tool to measure the success of the learning process in the classroom. In the independent curriculum, assessment is focused assessing the learning process which includes formative and summative aspects. Formative assessment assesses student activity during the learning process in class, while summative assessment evaluates the results of quizzes, mid-term test,.

Assessment is a process or activity that takes place systematically and continuously to collect information about the process and learning outcomes of students, with the aim of making decisions based on certain criteria and considerations (Sudiono & Hatip, 2023). Assessment is an activity carried out by the teacher throughout the learning process to obtain various information that can be used as a basis for making decisions regarding the achievement of learner competencies (Ramatni et al., 2023).

Assessment or evaluation in implementing the Merdeka Curriculum plays an important role at every level of education. Assessment in learning is used to measure the extent of the success of the learning process that occurs in the classroom. In the Merdeka Curriculum, assessment is more focused on two main aspects, namely formative and summative assessment. Formative assessment focuses on assessing student engagement during learning, while summative assessment assesses student learning outcomes through quizzes, midterms, or final exams (Putri et al., 2024). Assessment is a structured and continuous process to collect information about the process and learning outcomes of learners, with the aim of making decisions based on certain criteria and considerations. Diagnostic assessment aims to identify students' basic abilities and understand their initial conditions (Fitriyeni et al., 2024).

Hanawati et al (2021), as stated by Robby Shadri, et al, that assessment is a structured and continuous activity to collect data on student learning processes and outcomes, which are then used to make decisions based on certain criteria and considerations. Sekolah Penggerak is an initiative of the Ministry of Education and Culture to encourage the quality of education through learner-centered learning and competency development. One important component in this program is assessment, which consists of formative and summative assessments. Formative assessment provides regular feedback to support the learning process, while summative assessment aims to measure student achievement of learning objectives at the end of the period. The principles of effective assessment include aspects of validity, reliability, fairness and practicality. Validity refers to the extent to which the assessment actually evaluates the aspects it is intended to measure (Arta, 2024).

Formative assessment is an assessment that aims to provide information or feedback to educators and learners to help improve the learning process Summative assessment is an assessment carried out to ensure the achievement of learning objectives. This assessment is carried out at the end of the scope of material or includes (Yahrif & R, 2023). Formative assessment has been shown to improve learning outcomes through feedback that helps students correct their mistakes (Sriyati et al., 2015). According to Zainul, two main aspects that can be continuously improved in formative assessment to improve educational processes, outcomes and standards are: (1) the provision of feedback in formative assessment, and (2) the implementation of self- assessment (Kartikawati, 2023). The implementation of these assessments requires strategies that are tailored to the school context, including Sekolah Penggerak in Jambi City, where inclusive education and 21st century competencies are the main focus. Formative assessment is an evaluation process that aims to collect data about students who face difficulties and barriers in learning and to monitor their learning development or progress (Efendi et al., 2024).

The findings of his research show that the application of assessment in the Merdeka Curriculum, which includes diagnostic, formative, and summative assessments, is carried out by the teacher after learning is complete (Shadri et al., 2023). Assessment as a process requires a method of application in the classroom. Assessment can be done with or without tests, where tests are used as a tool to assess student abilities within a predetermined learning period (Mahmudi et al., 2023). Assessment needs to be

carried out in learning activities to provide appropriate feedback for the next learning process (Alimudin et al., 2023).

In Jambi city, efforts to improve education standards through assessment have been supported by the government, but there are still some challenges in its implementation. For example, there is a lack of in-depth understanding of the important role of formative assessments in improving the learning process, as well as how summative assessments can form the basis of objective and thorough evaluations. In line with the triangular principle in research, this topic is important because formative and summative assessments have a direct impact on the quality of learning, the achievement of educational goals, and the standard of expected educational outcomes.

The literature review shows that while there are many studies reviewing formative and summative assessments in various educational contexts, there is still a gap in research examining their integrated implementation in driving schools. Some studies show the success of formative assessment in improving the learning process (Wijayanti & Mundilarto, 2015), while others highlight the benefits of summative assessment in outcome evaluation (Arta, 2024). However, there is not much research that exploreshow these two types of assessments can be effectively combined to address the specific needs of push schools, especially in the context of early childhood education in Jambi City. Therefore, this study will fill the gap by exploring the optimization of formative and summative assessments that can be applied in the driving schools.

Based on these issues, the implementation of assessments provides opportunities for students to demonstrate their understanding during the learning process. Formative and summative assessments form the basis for designing assessments. Formative assessments conducted at the beginning of learning provide educators with an overview of students' learning readiness. With the information from this assessment, educators can adjust or modify lesson plans and design different approaches according to students' learning needs. Meanwhile, summative assessments measure students' achievements towards certain goals within a certain period of time, provide achievement scores to be compared with established criteria, and determine the continuation of learning to the next level. This summative assessment is usually done after learning is complete, such as at the end of the material or semester, and specifically at the end of the semester, it is optional.

2. MATERIAL AND METHOD

This research adopted a descriptive survey approach qualitative. Research surveys involving groups individuals who are asked to provide answer to a series of questions which presented via various instruments, such as interviews, questionnaires, or test. This approach aims to collect information that can describe varioius aspect of the wider population (Gülteke et al., 2023).

The data obtained in this study is qualitative in nature, which is taken from the respondents' perspectives when answering open-ended questions. The data collection technique applied is interviews, which is one of the most frequently used methods in qualitative research to extract deeper information from respondents (Yusra et al., 2021).

The data was collected in October 2024 by involving 21 respondents consisting of teachers in Sekolah Penggerak in Jambi City. The research questionnaire was distributed to the respondents through Google Form. The collected data were analyzed using descriptive statistical techniques to produce more thorough conclusions or generalizations.

2.1 Figures and Tables

This study explores teachers' understanding of formative assessment and summative in Merdeka Curriculum in Jambi City's Mobilizing Schools. This study aims to assess the extent to which these two types of assessments are applied and support student-centered learning. Design Using a diagram or illustration as shown in Figure 1.



Figure 1. Miles and Huberman Data Analysis

3. RESULTS AND DISCUSSION

3.1 Results

This research explores teachers' understanding of formative and summative assessments in Merdeka Curriculum in Jambi City's Movement Schools. This study aims to assess the extent to which these two types of assessments are implemented and support student-centered learning.

What is the implementation process of formative assessment at the Movers School in Jambi City?

Table 1. The Implementation Process of Formative Assessment in Activist Schools in Jambi City

Total	Answer
10	The implementation of formative assessment is already underway during the learning process. Formative assessment aims to monitor and improve the learning process, as well as evaluate the achievement of learning objectives. In accordance with its purpose, formative assessment can be carried out

	at the beginning and throughout the learning process.
7	Implementing Formative Assessments covers implementation during the learning process, while Feedback Delivery focuses more on immediate follow-up to improve student understanding.
4	Strengthening Continuous Learning leads to continuous improvement based on formative assessment.

Based on the table above, it can be explained that in the process of implementing formative assessment in the driving school of Jambi City, 10 teachers have carried out formative assessment at the start of the activity and during the learning process. 7 teachers carry out assessments formative during the learning process. And 4 teachers gave different answers.

Table. 2 application of summative assessment in assessing students' competency achievement at Jambi City Movers School

Total	Answer
10	Summative Assessment In early childhood education (ECED), summative assessment is used to determine the developmental achievements of students and not as an evaluation result for determining grade promotion or graduation. Summative assessments take the form of learning outcome reports that contain learning achievement reports and can be added with information on children's growth and development such as portfolios.
11	Summative assessment at the Jambi City Movers School is used to evaluate the achievement of learning objectives by measuring student learning outcomes at the end of a learning period, such as the end of a semester or the end of a learning unit. The results of this assessment provide an overall picture of As far as to what extent students have mastered the set competencies. Data from Summative assesments are used to assess the effectiveness of teaching methods, determine learning success, and as a basis for improving future learning stategies.

Based on table 2 above, it can be explained that summative assessment in PAUD aims to determine the achievement of child development, not to determine grade promotion or graduation. This assessment is in the form of a learning outcome report that contains learning achievements and can be accompanied by information about children's growth and development, such as portfolios. 11 teachers use summative assessment at Jambi City Movers School to measure the achievement of learning objectives at the end of the period, such as the end of the semester. The results provide an overview of students' mastery of competencies, assess the effectiveness of teaching methods, determine learning success, and form the basis for improving future learning strategies.

What are the challenges faced by teachers in implementing formative and summative assessments in Sekolah Penggerak?

Table 3. Challenges faced by teachers in implementing formative and summative assessments

Total	Answer
6	Teachers can identify students' learning needs, obstacles or difficulties they face, as well as to obtain information on student development. This information is then used as feedback for both students and teachers.
15	Teachers at Sekolah Penggerak face several challenges in conducting formative and summative assessments. Time constraints make it difficult to conduct formative assessments consistently. Differences in student abilities require different assessment strategies for each individual. Teachers also face difficulties in providing effective feedback due to the high administrative burden. In addition, limited human resources hamper the process of recording and analyzing assessment results in depth.

Based on table 3 above, it can be explained that the challenges faced by teachers in Jam City in implementing formative and summative assessments, 6 teachers were able to recognize students' learning needs, barriers and progress and use this information as feedback to help students' progress and improve teaching strategies and 15 teachers in the Movement Schools faced assessment challenges such as time constraints, the need for individualized strategies for each student, difficulties in providing effective feedback due to administrative burdens, and lack of human resources which hindered in-depth recording and analysis of assessments.

How do teachers perceive the effectiveness of formative and summative assessments in improving student learning outcomes in Jambi City?

Table 4. teachers' perceptions of the effectiveness of formative and summative assessments

Total	Answer
21	Teachers in Jambi city have a positive perception of the effectiveness of formative and summative assessments in improving student learning outcomes. Formative assessments are seen as an effective tool to provide quick feedback, allowing students to refine their understanding during the learning process, thus improving their competencies. Meanwhile, summative assessments are considered important in measuring students' final achievement and providing an overview of competency mastery.

Based on Table 4, it can be explained that teachers in Jambi City have a positive view of formative and summative assessments as a tool to improve learning outcomes. Formative assessments are considered effective for providing quick feedback, helping students refine their understanding during learning and improve their competencies. Summative assessments are considered important for measuring final achievement and knowing the level of mastery of student competencies.

How is the readiness of teachers in Jambi City to carry out formative and summative assessments in accordance with the principles of the Mobilizing School?

Table 5. Readiness of teachers in Jambi City in implementing formative and summative assessments

Total	Answer
12	Teachers in Jambi city are well prepared to carry out formative and summative assessments according to the principles of Sekolah Penggerak, with a strong commitment to adapting to holistic assessments. While the training has supported their understanding, about 50 percent of teachers still need further guidance to be able to design competent assessments and integrate them. integrate them in learning flexibly and adaptively.
9	Despite this strong commitment, teachers face several challenges in implementing assessments, such as limited time, resources and technical support. These barriers reduce the effectiveness of the designed assessments and teachers need additional training in assessment planning and access to better technical support in order to achieve the objectives of assessments in Sekolah Penggerak principles.conduct formative assessments consistently. Differences in student abilities require different assessment strategies for each individual. Teachers also face difficulties in providing effective feedback due to the high administrative burden. In addition, limited human resources hamper the process of recording and analyzing assessment results in depth.

This research explores teachers' understanding of formative and summative assessments within the Merdeka Curriculum at Sekolah Penggerak in Jambi City. The key findings are as follows:

1. **Implementation of Formative Assessment**:
   - 10 teachers implemented formative assessment at the beginning and during the learning process.
   - 7 teachers carried out formative assessments during the learning process with a focus on providing immediate feedback.
   - 4 teachers gave varying responses regarding the implementation of formative assessment.
2. **Application of Summative Assessment**:
   - 10 teachers stated that summative assessments in early childhood education aim to determine child development achievements and are not used for graduation decisions.
   - 11 teachers explained that summative assessments are used to evaluate the achievement of learning objectives at the end of a period, providing a comprehensive view of student competency mastery.
3. **Challenges Faced by Teachers**:
   - 6 teachers were able to identify students' learning needs, obstacles, and progress, and use this information as feedback to support learning and improve teaching strategies.
   - 15 teachers reported challenges such as limited time, the need for individualized assessment strategies, difficulty in providing effective feedback due to high administrative loads, and limited human resources for in-depth assessment analysis.
4. **Teachers' Perceptions of Assessment Effectiveness**:
   All 21 teachers had a positive perception of formative and summative assessments in improving learning outcomes. Formative assessment is viewed as effective in providing quick feedback to refine student understanding, while summative assessment is important in measuring final achievements and competency mastery.
5. **Teacher Readiness**:
   - 12 teachers expressed readiness to implement assessments according to Sekolah Penggerak

principles, although about 50% still need further guidance to effectively design and integrate assessments into flexible and adaptive learning.

- 9 teachers reported strong commitment but faced limitations such as time constraints, lack of resources, and technical support, which hinder effective implementation.

Based on the table above, it can be explained that 12 teachers in Jambi City are ready to carry out formative and summative assessments according to the principles of Sekolah Penggerak. However, about 50 percent still need guidance to design and integrate assessments effectively in learning, and

9 teachers have barriers Although teachers have a strong commi tment, they face challenges in assessments, such as limited time, resources and technical support, which reduce the effectiveness of assessments.

Teachers need additional training and technical support to achieve the goal of assessment according to the principles of Sekolah Penggerak. Formative assessment is used actively throughout the learning process to provide feedback and allow adjustments to teaching according to student needs. This allows students to improve their understanding and motivation to learn before moving on to the next material. In contrast, summative assessments are conducted at the end of the learning period to assess students' final achievement. The data from this assessment provides a picture of overall achievement as well as an evaluation of the success of the learning methods used, thus informing the development of future teaching strategies. Formative assessment shows a positive impact on students' competency development as it provides opportunities students to understand their strengths and weaknesses in the learning process. With constructive feedback, students are encouraged to be more active and engaged in learning. Teachers can also adjust learning methods based on the feedback, creating an adaptive and sustainable learning cycle that is aligned with student-centered learning principles.

3.2 Discussion

Teachers at the Jambi City Movers School consider formative assessment as a more effective tool in supporting the continuous learning process, compared to summative assessment which only provides a picture of the final achievement. The combination of these two assessments is considered effective because it gives teachers a holistic insight into students' development and helps them adjust their learning approaches to achieve optimal results.

The main challenges teachers face in implementing formative and summative assessments include time constraints, differences in student abilities and high administrative burdens. Teachers also need special skills in providing meaningful feedback so that formative assessment results can directly support learning. In addition, teachers' readiness requires support from continuous training and guidance to ensure that assessments are implemented according to the principles of Sekolah Penggerak.

In general, teachers show high commitment in adapting to a more holistic approach to assessment. support through training.

Teachers at Sekolah Penggerak in Jambi City view formative assessment as a more effective tool for supporting continuous learning due to its role in providing timely feedback and allowing instructional adjustments. In contrast, summative assessments are important for assessing final student achievements and evaluating the success of learning methods.

The combination of both assessments is considered effective in providing a holistic view of student development guiding teachers in tailoring learning approaches. However, challenges such as time constraints, differences in student abilities, administrative burdens, and lack of training and technical support remain significant obstacles.

3.2.1 Implications

It is important to improve teachers' understanding of competency-focused assessment design so that assessment results can be integrated into flexible learning that is responsive to students' needs.

In the context of Sekolah Penggerak, collaboration between formative and summative assessments plays an important role in creating an adaptive learning environment that supports the maximum development of students' potential, while improving the overall quality of learning in Jambi City.

This study highlights the importance of effective formative and summative assessments in the context of the Merdeka Curriculum, especially in Sekolah Penggerak. Proper implementation of assessments can foster adaptive, student-centered learning. These findings emphasize the need for more structured teacher training and support systems to ensure optimal assessment practices.

3.2.2 Research Contribution

This research contributes significantly to the literature on educational assessment in Indonesia, particularly in early childhood education within the Sekolah Penggerak

context. It addresses a gap in existing research by examining the integrated application of formative and summative assessments and presents practical insights from teachers directly involved in curriculum implementation.

3.2.3 Limitations

The limitations of this study include:

1. A relatively small number of respondents (21 teachers), which may not fully represent all Sekolah Penggerak teachers in Indonesia.
2. Data collection was conducted through online questionnaires, potentially limiting the depth of responses.
3. The study is focused solely on teachers in Jambi City, so caution should be taken when generalizing the results to other regions.

3.2.3 Limitations

3.2.4 Suggestions

Based on the findings and limitations, the following suggestions are proposed:

1. **Ongoing Professional Development**: More intensive, continuous training is needed to support teachers in designing and integrating effective assessments.
2. **Technical and Administrative Support**: The government should provide adequate technical support and reduce administrative burdens for teachers.
3. **Contextualized Assessment Strategies**: Development of context-specific assessment strategies and modules tailored to the characteristics and needs of students in Sekolah Penggerak is crucial.
4. **Replication in Other Areas**: Similar studies should be conducted in other regions with larger sample sizes to validate and enrich the findings.

4. CONCLUSION

The study concludes that while both formative and summative assessments play critical roles in early childhood education, their implementation in the Sekolah Penggerak context is still constrained by systemic challenges. Teachers recognize the value of formative feedback but struggle with time and resource limitations. Summative assessments are useful for reporting progress but are less dynamic in guiding learning. To improve assessment practices, this study recommends sustained professional development, enhanced technical support, and policies that reduce the administrative burden on teachers. The findings contribute to the discourse on assessment reform in Indonesia's Merdeka Curriculum, particularly within early childhood education settings.

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6. AUTHOR CONTRIBUTION STATEMENT

Each writer played a significant role in shaping this document, encompassing the idea formulation for the research, gathering and examining the data, understanding the results, and creating and editing the piece. All authors have read and approved the final version of the manuscript for submission and publication.

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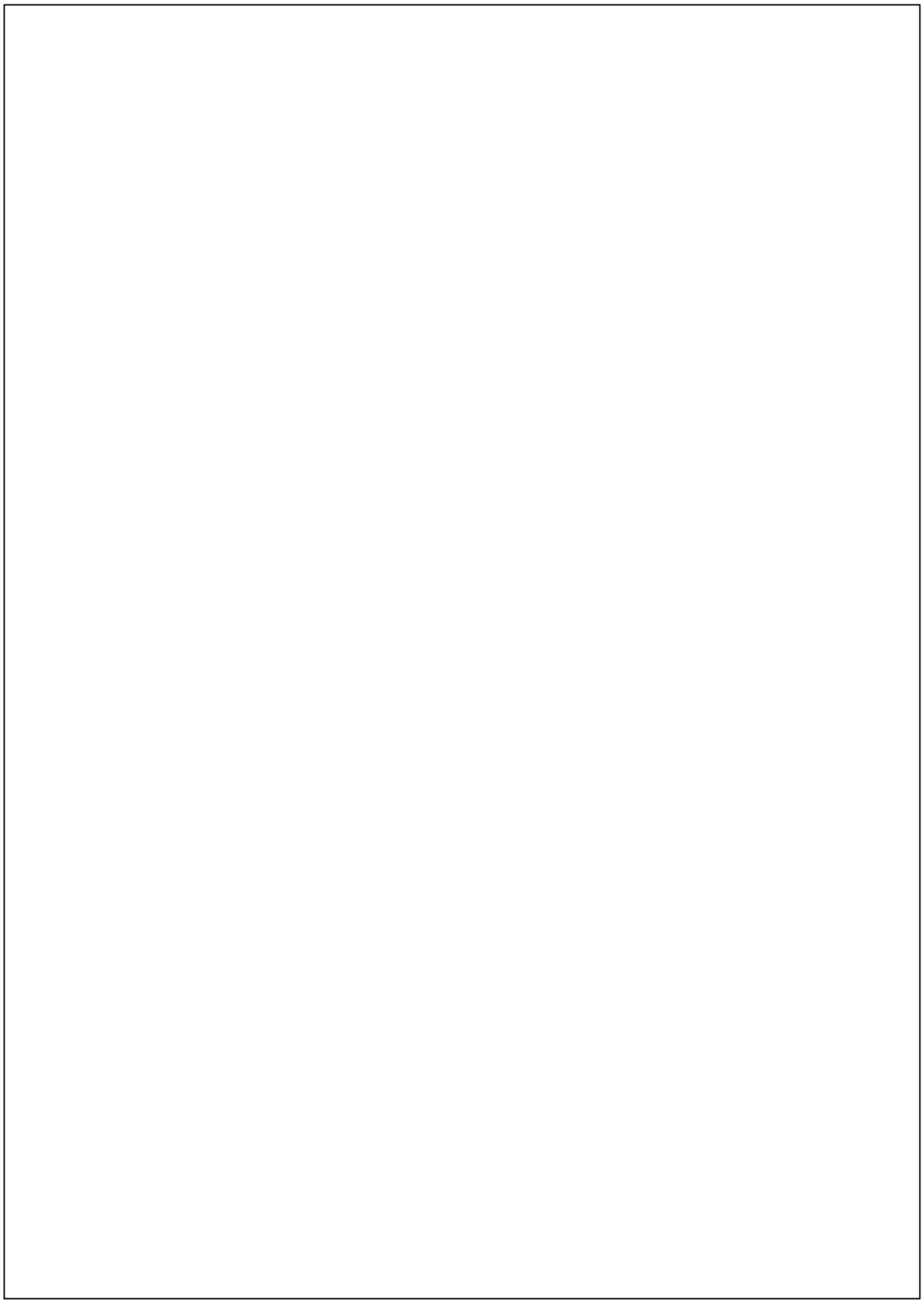
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