



THE EVALUATION PROCESS IN THE LEARNING OF EXPLANATORY TEXTS IN JUNIOR HIGH SCHOOLS (SMP)

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ABSTRACT

The evaluation process in the learning of explanatory texts in Junior High Schools (SMP) is an essential component for measuring students' understanding of structure, linguistic rules, and logical thinking skills. Explanatory texts serve to explain natural, social, or scientific phenomena in a systematic and sequential manner. Appropriate evaluation not only affects students' learning outcomes but also assists teachers in designing more effective teaching strategies that can be tailored to the abilities of the students. This article aims to analyze various evaluation methods, the challenges faced, and the solutions that can be implemented to improve the quality of learning. The methods used include authentic assessment based on processes and evaluation instruments relevant to the curriculum. The research findings indicate that a formative assessment approach, the use of clear rubrics, and the provision of constructive feedback can enhance students' skills in writing explanatory texts. Thus, appropriate evaluation in the learning of explanatory texts can encourage deeper understanding among students while simultaneously improving the quality of teaching at the junior high school level.

Keywords: *learning evaluation, explanatory texts, SMP, assessment rubrics.*

INTRODUCTION

Learning is a fundamental process in the development of individuals and society. In the era of globalization and rapid technological advancement, learning methods and strategies continue to evolve. Learning is not limited to the transfer of knowledge from teachers to students; it also encompasses the development of critical, creative, and collaborative skills necessary to face challenges in the modern world. In Indonesia, the learning process is mandated for 12 years for its citizens. Alongside increasingly sophisticated technology, other challenges still need to be addressed in this country, as equitable access to quality educational facilities has not yet been achieved.

With the advancement of information technology, various digital learning platforms have emerged, providing broader access for students to acquire knowledge. However, despite the opportunities that technology offers, challenges in implementing effective learning remain. Some of these challenges include differences in learning styles, student motivation, and the limitations of available resources. Challenges in learning are often felt by both students and teachers, making evaluation processes essential, as they can help in the development of knowledge understood by students. This awareness is crucial in every learning process, especially in language skills, which encompass reading, listening, speaking, and writing activities. These skills are also discussed in the Merdeka Curriculum.

The Merdeka Curriculum is an innovation in Indonesia's education system launched by the Ministry of Education and Culture in February 2022 in response to the Programme for International Student Assessment (PISA) study results, which indicated that many Indonesian students were below the minimum competency level. This approach grants autonomy to schools and teachers to design learning processes and

materials that meet students' needs, focusing on holistic competency and character development. The curriculum emphasizes essential materials relevant to real life and encourages project-based learning that integrates the values of Pancasila. By reducing the learning burden and promoting critical thinking, collaboration, and problem-solving skills, the Merdeka Curriculum aims to prepare students to become independent, character-driven, and competitive individuals. The implementation of this curriculum also creates an inclusive learning environment, requiring cooperation among educators, students, parents, and the community in planning and executing effective learning. With the application of the Merdeka Curriculum, students are expected to be more concerned about their country, moral values, and the environment, as well as the phenomena occurring in their daily lives. In this context, students are also encouraged to love their first language, Indonesian. In Indonesian schools, students are required to learn the Indonesian language as a foundation for preserving and maintaining the language, which is an important symbol of the nation, and to be more aware of their surrounding environment.

Indonesian language learning is a teaching and learning process aimed at developing proficiency in the Indonesian language, both in oral and written aspects. As the national language, Indonesian plays a crucial role in communication, education, and culture in Indonesia. This learning encompasses various aspects, such as listening, speaking, reading, and writing skills, as well as understanding grammar, vocabulary, and related culture (Ministry of Education and Culture of the Republic of Indonesia, 2020).

Listening skills develop students' ability to understand information conveyed orally, both in formal and informal contexts, through activities such as listening to lectures, discussions, or stories. Speaking skills encourage students to communicate effectively in various situations, including public speaking practice, discussions, and arguments. Meanwhile, reading skills teach students to comprehend texts, both fiction and non-fiction, involving text analysis and reading comprehension (Sukmadinata, 2018).

Writing skills aim to develop students' ability to express ideas and information in writing, including essay writing, reports, poetry, and other creative works. Understanding grammar and vocabulary is essential for improving language proficiency. Additionally, appreciation of culture is also an important part of Indonesian language learning, where students are introduced to literature, traditions, and cultural values of Indonesia, fostering a sense of love and pride for their language and culture (Hidayati, 2021).

Indonesian language learning can be conducted using various methods, including conventional methods that utilize textbooks and direct teaching from teachers, interactive methods that involve discussions and group activities, and project-based methods that allow students to engage in projects related to language and culture. The use of technology is also becoming increasingly common in language learning, leveraging digital media and applications to enhance the learning experience (Rahmawati, 2019).

However, there are several challenges in Indonesian language learning, such as dialect differences and regional languages that can affect learning, low reading interest among students that can hinder the mastery of reading and writing skills, and the influence of globalization leading to increased use of foreign languages (Sari, 2022). Therefore, effective Indonesian language learning aims not only to master the language but also to build character and cultural identity among students as part of Indonesian society, fostering a greater love for and preservation of the culture in their environment. Based on the challenges discussed, the importance of learning about the environment or phenomena occurring in the surrounding context is evident, particularly through explanatory texts.



Learning explanatory texts plays a crucial role in shaping students' ability to understand and explain phenomena occurring around them, especially at their age, which is characterized by growth and numerous questions about life. Therefore, they must accurately understand the phenomena or living environment. In Indonesian language learning, students can study explanatory texts as a source of knowledge to obtain information about the phenomena occurring in life. Explanatory texts not only serve as a means to convey information but also as a tool to train students to think critically and logically. According to Kuhlthau et al. (2015), explanatory texts are types of texts aimed at providing explanations about how or why a phenomenon occurs. Explanatory texts describe a process of events related to natural and social phenomena (Dewi & Nisja, 2021). The theory from the literature also states that explanatory texts can be equated with procedural narrative texts, which describe the procedures or processes of how something occurs. Explanatory texts typically contain many facts, are not based on the author's opinion, and include cause-and-effect statements (Nugroho, 2021). This is further supported by Priyatni (2020), who states that explanatory texts contain explanations of a process of an event linked to natural, social, cultural phenomena, and other events. Therefore, a deep understanding of the structure and linguistic rules of explanatory texts is essential for students, especially at the Junior High School (SMP) level.

To achieve the best learning outcomes in teaching explanatory texts, an evaluation process is necessary. The evaluation of the process in learning explanatory texts at Junior High School (SMP) is very important and has several strong reasons. First, this evaluation can enhance students' conceptual understanding. By assessing the steps students take in writing explanatory texts, teachers can identify areas where students may struggle. This allows teachers to provide the necessary assistance, enabling students to better understand the material. Additionally, process evaluation encourages active student engagement in learning. When students know they will be evaluated not only on the final result but also on the process they undergo, they tend to focus more and strive harder to understand the material being taught.

Furthermore, process evaluation also plays a role in developing students' critical thinking skills. In writing explanatory texts, students need to analyze information, construct arguments, and explain cause-and-effect relationships. By evaluating this process, students can be trained to think critically and analytically, which are essential skills for future learning. Moreover, process evaluation allows teachers to provide more specific and constructive feedback. This feedback is invaluable for students, as it can help them understand the mistakes they have made and improve their writing skills. Consequently, the quality of the explanatory texts produced by students can significantly increase.

Process evaluation also provides teachers with the opportunity to adjust their teaching methods based on students' needs. If many students struggle with certain aspects of explanatory texts, teachers can redesign their teaching strategies to better support students' understanding. This creates a more responsive and adaptive learning environment, where each student can learn in the most effective way for them. Additionally, process evaluation helps students learn to evaluate their own work. By understanding the steps necessary to write a good explanatory text, students will be better prepared for independent learning in the future.

Finally, focusing on this evaluation process also contributes to improving the quality of the texts produced. Students will pay more attention to structure, clarity, and logic in their writing, ultimately enhancing their communication skills. Thus, process

evaluation in learning explanatory texts at SMP becomes key to supporting students' academic development and skills overall, preparing them for greater challenges in the future.

The evaluation process in learning, particularly in explanatory texts, is a key component that can determine students' success in understanding the material. Proper and systematic evaluation can provide a clear picture of students' understanding of the material being taught. According to Hattie and Timperley (2017), formative evaluation conducted during the learning process can significantly improve students' learning outcomes. This indicates that evaluation is not merely a tool to measure final results but also a means to improve the learning process itself.

However, in practice, many challenges are faced by teachers in implementing evaluations of explanatory text learning. One of the main challenges is the lack of evaluation instruments that align with the applicable curriculum, as well as insufficient reading materials and knowledge. According to Rachmawati and Supriyadi (2020), many teachers still use traditional evaluation methods that do not reflect students' critical thinking abilities. Therefore, a more authentic approach to assessment is needed, such as process-based assessment that can provide a more accurate picture of students' abilities.

In this context, the use of clear and structured assessment rubrics becomes very important. Rubrics can assist teachers in providing objective and transparent assessments, as well as offering constructive feedback to students. According to Andrade and Du (2019), a good rubric can enhance the quality of learning by providing clear guidance for students on what is expected of them. Thus, well-conducted evaluations can encourage students to be more active in the learning process and improve their skills in writing explanatory texts, making the learning experience more interactive and effective.

Previous research has also examined the evaluation process in learning. Research by Rahayu (2019) showed that process evaluation in writing learning can enhance students' writing skills. Rahayu found that students who received feedback during the writing process showed significant improvement in the quality of the texts produced compared to students who were only evaluated based on the final result. Additionally, research by Pratiwi and Sari (2020) revealed that the implementation of process evaluation in learning explanatory texts can increase students' motivation to learn. The results indicated that students involved in the evaluation process were more active and enthusiastic about learning.

This research aims to analyze various evaluation methods that can be applied in learning explanatory texts at SMP, the challenges faced by teachers, and the solutions that can be implemented to improve the quality of learning. The primary focus of this research is to explore the effectiveness of the evaluation methods used in enhancing students' understanding of explanatory texts, as well as to identify the factors influencing the success of the evaluation process in the learning context. Furthermore, this research aims to examine how diverse evaluation methods can help measure students' critical and creative thinking skills, which are essential competencies in the current curriculum.

In the context of learning explanatory texts, appropriate evaluation is crucial for providing constructive feedback to both students and teachers. This research will identify the challenges often faced by teachers in implementing evaluation methods, such as time constraints, resource limitations, and understanding of effective evaluation techniques. By understanding these challenges, this research aims to offer practical solutions that teachers can implement to enhance the quality of learning and students' learning outcomes.



Through qualitative and quantitative approaches, this research is expected to provide in-depth insights into the evaluation process in learning explanatory texts at SMP. The results of this research are anticipated to offer recommendations for educators and policymakers in designing better evaluation strategies that align with students' needs. Thus, it is hoped that a more effective learning environment will be created, supporting the optimal development of students' abilities and improving the quality of education at the SMP level.

METHOD

This research employs a mixed-methods approach, combining qualitative and quantitative methods to analyze the evaluation process in learning explanatory texts at Junior High Schools (SMP), particularly in the Jakarta area. This method was chosen because it allows the researcher to gain a deep understanding of the evaluation practices conducted by teachers and the challenges they face in the learning context. The mixed approach provides the advantage of integrating numerical and narrative data, offering a more comprehensive picture of the phenomenon being studied (Creswell, 2018). By combining both approaches, the researcher can explore not only the evaluation outcomes but also the underlying processes of these evaluation practices.

The qualitative approach is a research method that focuses on gaining an in-depth understanding of social phenomena through the collection of descriptive and narrative data. This approach is often used to explore the experiences, perspectives, and meanings that individuals or groups attribute to a phenomenon. In qualitative research, the researcher seeks to understand the social and cultural contexts that influence human behavior and interactions. The data collected typically includes interviews, observations, and document analysis, which are then thematically analyzed to identify emerging patterns and themes (Creswell, 2014). This approach is particularly useful in educational research, as it can provide deeper insights into the practices and experiences of both teachers and students.

Conversely, the quantitative approach is a research method that focuses on measuring and analyzing numerical data. This approach aims to test hypotheses and explain relationships between different variables. In quantitative research, data is collected through surveys, questionnaires, or experiments, and then analyzed using statistical methods to draw conclusions that can be generalized to a broader population (Creswell, 2014). This approach is often used to measure the effectiveness of a program or intervention, as well as to identify patterns and trends in data that can assist in decision-making.

By combining these two approaches, this research can provide a more holistic view of the evaluation process in learning explanatory texts. The qualitative approach allows the researcher to delve into the experiences and perspectives of teachers, while the quantitative approach provides measurable data to support these findings.

This research involves data collection through several methods, including interviews, observations, and document analysis. Interviews were conducted with five Indonesian language teachers working in the Jakarta area, using semi-structured interviews to explore teachers' views on the evaluation methods they apply in learning explanatory texts. Semi-structured interviews allow the researcher to explore topics in depth while still providing flexibility for teachers to share their experiences and perspectives (Creswell, 2018). In these interviews, the researcher asked about the

evaluation strategies used, the challenges faced, and how they assess students' understanding of explanatory texts.

Observations were conducted in the classroom during the learning process, where the researcher observed the interactions between teachers and students, as well as how teachers implemented evaluation methods. In addition to observing classroom learning, the researcher also examined the school environment being studied. The purpose of this observation was to obtain empirical data regarding the evaluation practices conducted, as well as to understand the social and cultural contexts influencing the learning process (Fraenkel et al., 2019). This observation also provided insights into classroom dynamics and how students responded to the evaluation methods applied by teachers. The researcher noted verbal and non-verbal interactions, as well as how students participated in discussions and group activities.

Additionally, the researcher conducted document analysis, which included learning modules, assessment rubrics, and student evaluation results. This document analysis aimed to understand how teachers design evaluations and the instruments used in learning. By analyzing documents, the researcher could identify the alignment between theory and practice applied in the field (Bowen, 2009). These documents also provide important additional context for understanding how evaluations are conducted in everyday practice. For example, the researcher could assess whether the assessment rubrics used reflect clear and relevant criteria for evaluating explanatory texts.

The data obtained from interviews, observations, and document analysis were analyzed using a thematic analysis approach, which involves coding the data to identify key themes that emerge. This thematic analysis approach allows the researcher to systematically organize the data and find relevant patterns in evaluation practices (Braun & Clarke, 2019). In this way, the researcher can construct a narrative that describes the experiences and challenges faced by teachers in implementing process evaluations. The coding process also helps the researcher group data by themes, such as the evaluation methods used, challenges faced, and the impact of evaluations on student learning.

To ensure the validity and reliability of the research, the researcher conducted data triangulation by comparing information obtained from various sources. This triangulation is important for enhancing the accuracy and credibility of the research findings, in line with Denzin's (2017) assertion that triangulation can improve the accuracy and credibility of research findings. By using this method, the researcher can ensure that the findings obtained are not solely reliant on one data source but are supported by various perspectives. This also helps reduce potential biases that may arise from a single data collection method.

Through this approach, it is hoped that this research can provide in-depth insights into the evaluation process in learning explanatory texts at SMP, as well as the challenges faced by teachers. This research not only focuses on evaluation outcomes but also on how the evaluation process can influence student learning. By understanding the evaluation practices conducted by teachers, it is expected that more effective strategies can be identified to enhance the quality of explanatory text learning in schools.

RESULTS AND DISCUSSION

The research findings indicate that the evaluation process in learning explanatory texts at Junior High Schools (SMP), particularly in Jakarta, still faces various challenges. However, this study also identifies significant potential for improvement in line with the development of students' knowledge in the classroom. From the interviews conducted,



the majority of teachers acknowledged that they use traditional evaluation methods, such as written tests, which do not fully reflect students' critical thinking abilities (Rachmawati & Supriyadi, 2020). This aligns with findings that show evaluations focused on final outcomes often overlook the learning processes occurring in the classroom (Hattie & Timperley, 2017).

Many students and parents still focus solely on the grades and results obtained, without paying attention to the learning process itself. As a result, when students take exams, many of them doubt themselves, and some even resort to cheating to achieve good grades. This phenomenon indicates that there is significant pressure on students to achieve good results, which often leads to unethical behavior in learning. Research by Kurniawan (2021) also shows that the pressure to obtain high grades can diminish students' intrinsic motivation and hinder the actual learning process.

Classroom observation data reveal that the interaction between teachers and students during the evaluation process is often one-sided. In many cases, teachers provide assessments without offering constructive feedback. Additionally, teachers tend to explain the material to students more than facilitating an interactive learning process based on the curriculum. According to Sadler (2010), effective feedback is key to enhancing students' understanding, and a lack of feedback can impede their skill development in writing explanatory texts. In this regard, the use of clear and structured assessment rubrics can help teachers provide more specific and beneficial feedback to students (Andrade & Du, 2019).

Document analysis shows that many teachers have not fully utilized learning modules that include authentic assessments. A good module should encompass various evaluation methods that can holistically measure students' understanding, including process-based assessments (Sari & Rahmawati, 2021). Authentic assessments, which emphasize student engagement in the learning process, can enhance their motivation and learning outcomes (Wiggins, 2018). Research by Firdaus (2022) confirms that authentic assessments can help students connect the knowledge they learn to real-life situations, thereby increasing the relevance of their learning.

Some teachers reported that they still frequently use reading materials as the primary reference in teaching, indicating a lack of innovation in teaching methods. This is consistent with findings by Prasetyo (2020), which show that limited use of learning resources can hinder creativity and innovation in teaching. In this context, it is important for teachers to explore various learning resources and teaching methods that can enhance student engagement.

From the results of this research, it can be concluded that despite the challenges in the evaluation process, there are opportunities to improve the quality of learning explanatory texts in SMP through the implementation of more diverse and authentic evaluation methods. By adopting a more inclusive approach and providing constructive feedback, it is hoped that students can develop better critical thinking skills and writing abilities. This study also recommends that teachers receive training in the use of assessment rubrics and authentic assessments, as well as being encouraged to develop more innovative and relevant learning modules that meet students' needs.

Evaluation Aspects	Research Findings
Evaluation Method	Most teachers use traditional methods (written exams)
Evaluation Focus	Evaluation focuses on final results, neglecting the learning process
Teacher-Student Interaction	Interaction is predominantly one-sided, lacking constructive feedback
Use of Assessment Rubrics	Many teachers do not use clear assessment rubrics

Utilization of Learning Modules	Many teachers do not utilize comprehensive learning modules
Student Involvement	Authentic assessment can enhance student motivation and learning outcomes
Learning Resources	The use of reading materials as the primary reference hinders innovation in learning

The table above summarizes the key findings from research on the evaluation process in explanatory text learning at Junior High Schools (SMP). Each aspect of the evaluation studied provides deep insights into current practices, as well as the challenges faced by teachers in implementing effective evaluations.

Firstly, regarding evaluation methods, the research indicates that traditional methods, such as written exams, remain dominant among teachers. This method often fails to reflect students' critical thinking abilities, highlighting the need for innovation in evaluation approaches to include more holistic methods that are relevant to students' needs.

Furthermore, the focus of evaluations on final outcomes suggests that the learning processes occurring in the classroom are often overlooked. This can hinder students' skill development, as they do not have the opportunity to understand and apply knowledge in depth. The interaction between teachers and students is also a concern, with research finding that such interactions tend to be one-sided. Teachers often provide assessments without offering constructive feedback, which is crucial for enhancing students' understanding. The lack of feedback can impede their skill development in writing explanatory texts.

Additionally, the use of clear and structured assessment rubrics is essential for providing specific and beneficial feedback to students; however, many teachers have yet to utilize these rubrics optimally. In the context of utilizing learning modules, the research shows that many teachers have not fully leveraged modules that include authentic assessments. A good module should encompass various evaluation methods that can measure students' understanding holistically, including process-based assessments.

Student engagement in the learning process is also a critical factor, where authentic assessments can enhance their motivation and learning outcomes, as students feel more involved and have control over their learning. However, reliance on textbooks as the primary source in learning can stifle innovation and creativity in teaching methods, which in turn may reduce student engagement.

Finally, despite the challenges in the evaluation process, this research indicates that there are opportunities to improve the quality of explanatory text learning in Junior High Schools through the implementation of more diverse and authentic evaluation methods. By adopting a more inclusive approach and providing constructive feedback, it is hoped that students can develop better critical thinking skills and writing abilities. This research is expected to serve as a reference for the development of better evaluation practices in the future, as well as provide recommendations for teachers and policymakers to enhance the quality of education in Indonesia.

CONCLUSION

Research on the evaluation process in learning explanatory texts at Junior High Schools (SMP) in the Jakarta area has yielded several important findings that enrich the pedagogical knowledge base in the field of Indonesian language education. Based on qualitative and quantitative data analysis conducted on the evaluation practices by



Indonesian language teachers, this study reveals the complexities of challenges as well as opportunities for development within the evaluation system for learning explanatory texts.

The main findings of the research indicate that current evaluation practices are still dominated by conventional approaches, primarily summative evaluations based on written tests. While this method has advantages in terms of practicality, it has not been able to optimally accommodate the development of students' critical and creative thinking skills (Rachmawati & Supriyadi, 2020). This aligns with the criticism put forth by Brookhart (2018) regarding the limitations of traditional evaluations in measuring various dimensions of student competencies. Such evaluation patterns also have the potential to create bias in assessment, as they emphasize memorization skills over deep conceptual understanding.

Furthermore, this research identifies several systemic challenges in the implementation of evaluations. First, there is a tendency for one-way interaction in the learning process, where teachers act as assessors while students are merely objects of assessment. This condition contradicts the principles of formative evaluation, which emphasize the importance of dialogue and constructive feedback (Black & Wiliam, 2018). Second, the minimal use of structured rubric-based assessment instruments leads to a lack of clarity in criteria and assessment standards (Andrade, 2019). Third, excessive reliance on textbooks and conventional learning resources limits teachers' flexibility in developing innovative assessment strategies.

However, despite these challenges, this research also uncovers significant potential for transforming the evaluation system through several approaches. Authentic project-based assessments (Wiggins, 2014) and performance assessments have proven to enhance student engagement in learning. This approach is consistent with findings by McMillan (2018), which demonstrate the effectiveness of process-based assessments in increasing student motivation. The use of comprehensive assessment rubrics, such as those developed by Arter and Chappuis (2006), can also serve as a solution to improve the objectivity and transparency of evaluations.

The practical implications of this research recommend several strategic steps:

1. Intensive training for teachers in developing and implementing competency-based assessment instruments that integrate cognitive, affective, and psychomotor aspects (Marzano, 2017).
2. Development of a bank of evaluation instruments for explanatory texts that includes various assessment techniques, such as portfolios, performance tasks, and self-assessments.
3. Integration of technology in evaluations through digital platforms that allow for more comprehensive monitoring of student progress (Hwang et al., 2020).
4. Preparation of operational evaluation guidelines that align with the principles of the Merdeka Curriculum to ensure compatibility with 21st-century learning objectives.

The final conclusion of this research emphasizes that the transformation of the evaluation system for learning explanatory texts needs to occur not only at a technical level but also requires a paradigm shift among educators. The shift from outcome-oriented (product-oriented) evaluation to process-oriented evaluation is essential in meeting the demands of modern education (Stiggins, 2017). By implementing the recommendations generated from this research, it is hoped that the quality of learning explanatory texts can be significantly improved, while also preparing students with literacy skills relevant to the needs of the digital era.

This research opens avenues for further development, particularly in exploring adaptive evaluation models that consider the diverse characteristics of students and learning contexts. Future studies on the integration of technology in formative evaluations and the impact of educational policies on classroom evaluation practices are also recommended.

Based on the comprehensive findings from the research on the evaluation of learning explanatory texts in SMP in the Jakarta area, the following strategic and comprehensive recommendations are proposed for further development, policy implementation, and enhancement of learning practices at the school level. First and foremost, the development of an innovative holistic evaluation model should be a top priority, designing a system that not only assesses the final product but also comprehensively measures the entire learning process. This model should include several key components: multidimensional assessment rubrics that encompass text structure, grammatical accuracy, logical presentation, and creative expression; a digital portfolio-based assessment mechanism that documents student progress comprehensively; and a structured peer assessment approach that trains students' analytical and evaluative skills. The development of such a model should be accompanied by detailed implementation guidelines and practical examples to facilitate teachers in adopting it across various learning contexts.

Second, to validate the effectiveness of the various evaluation models developed, a series of rigorously designed experimental studies are essential. Such research should adopt a pretest-posttest control group design with a minimum observation period of one full academic semester, involving various control variables such as socioeconomic background, initial abilities, and students' learning styles. Impact measurement should not be limited to cognitive aspects represented by final grades but should also include affective indicators such as learning motivation, self-confidence, and students' critical attitudes toward explanatory texts. Furthermore, longitudinal studies over 3-5 years would be invaluable in revealing the sustained impact of formative evaluation practices on students' literacy competencies and their readiness for higher education.

Third, in this era of digital transformation, the development of technology-based evaluation platforms is essential to support the implementation of more effective evaluations. AI-based digital platforms can be developed to analyze the structure and quality of students' explanatory texts in real-time, providing personalized automatic feedback and visualizing students' learning progress in the form of interactive dashboards. The development of such platforms must consider ease of use, affordability, and compatibility with existing learning management systems in schools. Intensive training for teachers in utilizing this technology should also be an integral part of its development program.

Fourth, enhancing teacher capacity through ongoing training programs should be a primary focus. A comprehensive training program of at least 100 hours should be designed with a blended learning approach (both in-person and online), covering technical training in developing assessment instruments, techniques for providing constructive feedback, and strategies for analyzing evaluation results for learning improvement. Additionally, a mentoring system in classrooms by experienced mentors and the establishment of practitioner communities can accelerate the dissemination of quality evaluation practices among teachers. Competency certification in learning evaluation should also be considered to ensure quality standards.



Fifth, it is important to expand the scope of cross-cultural and regional research to develop adaptive evaluation instruments that fit various local contexts. Such research can compare the effectiveness of evaluation models across provinces with different socio-cultural characteristics while exploring accommodations for local wisdom in assessing explanatory texts. Collaboration among universities and research institutions from various regions will enrich findings and ensure the relevance of the developed evaluation models.

Sixth, strengthening collaboration with parents and the community should be part of the evaluation ecosystem. This can be realized through socialization programs that help parents understand the essence and mechanisms of formative evaluation, regular discussion forums among teachers, parents, and students, and easily understandable yet informative learning progress reporting systems. Community involvement in providing feedback on learning outcomes can also enrich the evaluation process.

Seventh, the development of supporting teaching materials that encourage the application of authentic evaluations is essential. A question bank based on Higher Order Thinking Skills (HOTS), examples of tiered assessment rubrics, evaluation tutorial videos, and self-training modules can serve as important resources for teachers. These materials should be visually appealing, easily accessible, and tailored to the current curriculum context.

The implementation of all these recommendations requires strong synergy among various stakeholders. The Ministry of Education should facilitate through supportive policies, adequate budget allocations, and strengthening the capacity of educators. Higher education institutions can contribute through action research and the development of innovative models. Meanwhile, schools need to create a collaborative culture among teachers in developing evaluation practices. With this comprehensive and sustainable approach, it is hoped that a truly effective evaluation system for learning explanatory texts will emerge, capable of developing students' literacy competencies holistically and relevantly to the challenges of the 21st century, while also supporting the successful implementation of the Merdeka Curriculum in a broader context.

ACKNOWLEDGMENT

The author would like to express gratitude to the supervising lecturer for their excellent guidance. The author also extends thanks to friends who are Indonesian language teachers for participating in the interviews regarding the evaluation practices in the learning of explanatory texts in Junior High Schools. The author would like to thank the students as well. Lastly, the author is grateful to family and friends for their continuous support and motivation. The author hopes that the results of this research can contribute positively to the development of evaluation practices in schools.

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