

COMPARISON OF THE EFFECTIVENESS OF PORTFOLIO ASSESSMENT AND DESCRIPTION TESTS IN IMPROVING THE LEARNING OUTCOMES OF GRADE IV STUDENTS OF SDN 009 SENDAYAN

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Abstract

This study aims to compare the effectiveness of portfolio assessment and essay tests in improving the learning outcomes of fourth-grade students at SDN 009 Sendayan. The research employed a quasi-experimental method with a pretest-posttest non-equivalent control group design. The sample consisted of two classes; one class received treatment using portfolio assessment, while the other class used essay tests. Data were collected through pretests, posttests, and observations of students' motivation, engagement, and responsibility during the learning process. Quantitative data analysis was conducted by calculating mean scores, mastery levels, and gain scores to measure students' learning improvement. The results indicated that portfolio assessment was more effective than essay tests. The average posttest score of students in the portfolio group reached 83.7, with a mastery level of 95% and a gain score of 0.63 (medium-high category), whereas the essay test group only achieved an average posttest score of 72.9, a mastery level of 35%, and a gain score of 0.29 (low-medium category). In addition to improving learning outcomes, portfolio assessment enhanced students' motivation, responsibility, and engagement, while allowing teachers to monitor learning progress over time. Essay tests were effective for assessing deep conceptual understanding but were less capable of capturing long-term learning processes. These findings suggest that implementing portfolio assessment better supports the improvement of learning outcomes and student engagement in primary school learning.

Keywords: Portfolio Assessment, Essay Tests, Learning Outcomes



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INTRODUCTION

Learning assessment in elementary schools (SD) is one of the crucial aspects in ensuring the effectiveness and quality of the educational process. In elementary schools, learning assessment plays an important role in ensuring the efficiency and quality of the teaching and learning process. Nonetheless, there have been significant advances in the learning assessment paradigm these days. The idea of honest evaluation is one of the paradigms that is getting more and more attention.

Primary school is an important stage in the formation and development of students because it plays a significant role in providing the foundation of knowledge, skills, and values necessary for their future lives. This stage involves early childhood education to the end of elementary education, such as kindergarten, elementary school, and possibly also junior high school.¹ Basic education provides opportunities for students to develop basic academic skills such as reading, writing, and arithmetic. In addition, through basic education, students are also taught social skills, leadership, creativity, and problem-solving. This helps them develop critical thinking skills, communicate well, and adapt to their social environment.²

In addition to academic aspects and skills, basic education also plays a role in shaping students' character and morals. Values such as integrity, sense of responsibility, tolerance, and cooperation are taught through the curriculum and interactions with teachers and classmates. Basic education also helps students understand and appreciate cultural diversity, encourage tolerance, and develop a broader understanding of society and the world around them.³

The primary education stage also provides an important foundation for further education, including secondary and tertiary education. Students' ability to understand basic concepts, master fundamental skills, and develop a positive learning attitude can help them succeed at higher levels of education.⁴ The importance of assessment in learning cannot be ignored because it has a significant role in improving student learning achievement.

¹ Fatma Khaulani, S. Neviyarni, and Irdamurni Irdamurni, "Fase Dan Tugas Perkembangan Anak Sekolah Dasar," *Jurnal Ilmiah Pendidikan Dasar* 7, no. 1 (2020).

² N. K. E. Muliastri, "New Literacy Sebagai Upaya Peningkatan Mutu Pendidikan Sekolah Dasar Di Abad 21," *Jurnal Pendidikan Dasar Indonesia* 4, no. 1 (2020).

³ Willa Putri, Muchamad Arif Kurniawan, and Nuraini Nuraini, "Peran Guru Dalam Membentuk Karakter Siswa:(Studi Kasus Di MI Al-Khoeriyah Bogor)," *Metta: Jurnal Ilmu Multidisiplin* 4, no. 4 (2024).

⁴ Triasari Andayani and Faisal Madani, "Peran Penilaian Pembelajaran Dalam Meningkatkan Prestasi Siswa Di Pendidikan Dasar," *Jurnal Educatio Fkip Unma* 9, no. 2 (2023).

Proper assessment allows educators to measure students' understanding, ability, and development in mastering the subject matter.⁵ By conducting assessments regularly, educators can gain useful information about students' strengths and weaknesses in their learning process. Feedback provided through assessments can provide students with information about their level of understanding of the material, skills that need to be improved, and steps that can be taken to achieve further progress.⁶

In addition, proper assessment can also help support students' motivation to learn. When students receive positive feedback regarding their achievements, they are likely to feel motivated to continue improving their performance. On the other hand, constructive feedback regarding areas that need improvement can give students the impetus to overcome challenges and achieve better achievements. In addition to providing benefits to students, proper assessments can also assist educators in planning effective learning.⁷ By understanding students' levels of understanding and progress, educators can tailor teaching methods, strategies, and materials delivered to fit the individual needs of students.

Proper assessment also has an important role in measuring student learning outcomes objectively and comprehensively. Learning outcome assessment not only looks at the extent to which students achieve the set competencies, but also provides an overview of the development of their knowledge, skills, and attitudes during the learning process. Through learning outcome assessment, teachers can determine the success of a learning program, identify materials that have been mastered and that still need strengthening, and evaluate the effectiveness of the learning strategies used. Thus, the assessment of learning outcomes becomes the basis for decision-making in improving the quality of learning and helping students achieve educational goals optimally.⁸

Proper assessment has an important role in measuring student learning outcomes objectively and comprehensively. Learning outcome assessment not only looks at the extent to which students achieve the set competencies, but also provides an overview of the development of their knowledge, skills, and attitudes during the learning process. In the context of this study, the need for assessments that are able to describe students' abilities more fully becomes very relevant, especially when schools use various evaluation methods such as portfolio assessments and description tests.

⁵ Wildan Wildan, "Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap Dan Keterampilan Di Sekolah Atau Madrasah," *Jurnal Tatsqif* 15, no. 2 (2017).

⁶ Ahyani Mirah Liani, Asmaun Asmaun, and Asmaul Husnah Nasrullah, "Peran Penilaian Yang Efektif Dalam Pengambilan Keputusan Guru Di Kelas," *Pedagogy: Jurnal Pendidikan Matematika* 10, no. 2 (2025).

⁷ Miftha Huljannah, "Pentingnya Proses Evaluasi Dalam Pembelajaran Di Sekolah Dasar," *Education Jurnal* 2, no. 2 (2021).

⁸ Bunga Pariama et al., "Bentuk Dan Teknik Evaluasi Hasil Belajar," *MUDABBIR Journal Research and Education Studies* 5, no. 1 (2025).

This statement is in line with the assessment that has been carried out at SDN 009 Sendayan,. Teachers have used various forms of assessment to get a holistic picture of students' abilities, including portfolio assessments and description tests. Portfolio assessment is a form of continuous evaluation that collects students' work or assignments over a certain period of time so that teachers can assess the development of students' knowledge, skills, and attitudes more comprehensively. Through portfolios, teachers can see the learning process of students, not just the end result. Meanwhile, the description test is a form of assessment that requires students to answer questions in writing with in-depth explanations. This test helps teachers assess students' ability to organize ideas, understand concepts, and apply knowledge logically. Both assessment methods have been applied at SDN 009 Sendayan, but their effectiveness in improving student learning outcomes needs to be studied further to find out which method has a more significant impact on students' understanding and learning achievements.

Through learning outcome assessment, teachers can determine the success of the learning program, identify materials that have been mastered and those that still need strengthening, and evaluate the effectiveness of the assessment strategies applied. Therefore, comparing the effectiveness of portfolio assessments and description tests at SDN 009 Sendayan is important to find out which methods are more able to improve student learning outcomes and provide a comprehensive picture of their development. The findings from this comparison can be used as a basis for decision-making to improve the quality of learning and ensure that students achieve their educational goals optimally.

RESEARCH METHODS

This study uses a quasi-experimental method with *a pretest-posttest non-equivalent control group design*, because the researcher wants to compare the effectiveness of two assessment methods, namely portfolio assessment and description test, on the learning outcomes of Grade IV students of SDN 009 Sendayan. This design was chosen because the student groups were not randomized completely, but instead used existing classes as experimental and control groups. The research population was all students of Class IV of SDN 009 Sendayan, while the research sample consisted of two classes each of which were given different treatment, namely the experimental group that used portfolio assessment and the control group that used the description test. The sample selection was carried out purposively, taking into consideration that both classes have relatively balanced initial ability characteristics.

The research instruments include portfolio assessments, description tests, and observation sheets. Portfolio assessment is carried out by collecting evidence of student learning outcomes during the learning period, including assignments, projects, worksheets, and reflection results,

with a clear assessment rubric so that teachers can assess learning progress gradually. The descriptive test is a written question that requires students to explain concepts, describe the material, and solve problems systematically, used to measure high-level thinking skills and deep understanding. Observation sheets are used to record students' motivation, responsibility, and involvement during the learning process, especially in the portfolio group.

The research procedure began with giving a pretest to both groups to determine the initial ability of the students. Furthermore, the experimental group was treated as a portfolio assessment, where the teacher provided guidance, feedback, and the opportunity to revise the assignment periodically, while the control group was given a description test without a revision opportunity, emphasizing the ability to answer questions on one occasion. After the learning period was over, both groups were given *the same posttest* to measure the improvement in learning outcomes.

The data was analyzed quantitatively by calculating the average pretest and posttest scores, learning completeness according to KKM 75, and gain scores to assess the improvement of student learning outcomes. The gain score formula used is a comparison of the difference between posttest and pretest to the maximum score that students may achieve. Results from the two groups were then compared to determine a more effective method, and if needed, statistical tests such as the t-test were performed to find out if the difference in learning outcomes between the two groups was statistically significant.

RESULTS AND DISCUSSION

Comparative Analysis of Learning Outcomes

This discussion describes the differences in student learning outcomes assessed using portfolio assessments and description tests in grade IV students at SDN 009 Sendayan. The analysis was carried out by looking at the average score, level of learning completeness, and increase in learning outcomes (gain scores) of both groups of students. The purpose of this analysis is to determine which assessment method is more effective in improving learning outcomes.

Table 1. Comparison of Learning Outcomes with Portfolio Assessment and Description Test

Aspects Compared	Portfolio Valuation	Description Test
Average Pretest	56,3	56,3
Posttest Average	83,7	72,9
Completed Students	19 out of 20 students (95%)	7 out of 20 students (35%)
Average Gain Score	0.63 (medium–high)	0.29 (low–moderate)

Source: Virgin Research Results 2025

Based on research data, it can be seen that portfolio assessment has a greater impact on improving learning outcomes. This is shown by a higher average score, a much larger percentage of completeness, and a more significant increase (gain) compared to the description test. A portfolio assessment process that emphasizes the collection of works, revisions, and periodic feedback allows students to correct mistakes and understand the material in depth. In contrast, the description test only measures students' abilities at a certain time so that the increase is not as large as the portfolio group.

Advantages and Disadvantages of Portfolio Assessment and Description Tests

The application of portfolio assessment makes the learning process more meaningful because students do not only do one task, but collect various learning evidences including worksheets, small projects, material summaries, and reflection results. Thus, students can see their learning progress in real life. Grade IV students of SDN 009 Sendayan, teachers found that students became more meticulous in doing assignments, because they knew that each job would be part of the portfolio. Additionally, students are more active in asking questions and discussing because they want to make sure their understanding is correct before assignments are collected. This causes the learning process to be more interactive and understanding-oriented.

Portfolio assessment also has a significant effect on students' learning motivation. Many students show enthusiasm because they feel "ownership" of their work.⁹ Students in grade IV of SDN 009 Sendayan can be seen that from there, some students seem motivated to improve their imperfect assignments after receiving teacher feedback. An attitude of responsibility is increasing, especially with regard to the discipline of collecting tasks on time, tidying up work and keeping a portfolio regularly. In addition, student engagement in learning is also higher because they feel that the assessment process takes place fairly and rewards their efforts, not just the end result.

One of the main advantages of the portfolio is its ability to show the progress of student learning over time.¹⁰ In grade IV of SDN 009 Sendayan, teachers can see an improvement in students' abilities, for example from working on simple problems to the ability to solve more complex problems. Students can also compare the initial assignment with the newer assignment and realize their own improvement in abilities. This has a positive impact on self-confidence and makes students more excited to improve their learning quality. A significant increase in value in the portfolio group (gain score of 0.63) proves that this gradual development is happening

⁹ Fainusah Mawaddah and Muhammad Yusron Maulana El-Yunusi, "Pelaksanaan Metode Assesmen Berbasis Portofolio Dalam Meningkatkan Motivasi Belajar Siswa MI Kh Abu Mansur," *Golden Age and Inclusive Education* 1, no. 2 (2024).

¹⁰ Ahmad Akbar et al., "Penerapan Evaluasi Portofolio Dalam Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Di SMP Negeri 6 Sukadana," *Journal of Education Research* 5, no. 4 (2024).

While it provides many benefits, the use of portfolio assessments also presents some challenges for teachers. In Grade IV of SDN 009 Sendayan, teachers must provide more time to check students' assignments one by one, provide feedback, and monitor the progress of each student's portfolio. Additionally, some students need guidance to properly tidy up and structure their portfolios. Another challenge is maintaining the consistency of assessment so that each job is assessed with clear and objective criteria. Nonetheless, the teacher stated that this additional effort was proportional to the significantly improved student learning outcomes.¹¹

However, the description test remains a frequently used evaluation method because it has the ability to measure high-level cognitive aspects. However, based on findings in the field, this method also has certain limitations. The description test is very effective in evaluating students' ability to organize ideas, explain concepts, and apply knowledge to specific situations. In Class IV of SDN 009 Sendayan, teachers can see the extent to which students understand the material through their explanations. Description questions that require reasoning make students have to think more deeply and cannot just guess the answer, so that the results really reflect the ability to understand concepts.

One of the great advantages of the description test is its ability to show the depth of student understanding.¹² Written answers can show how students relate concepts, provide examples, and explain the completion steps. In Grade IV of SDN 009 Sendayan, teachers can clearly distinguish between students who really understand the material and students who only memorize. However, because the test is only done once, the picture given is momentary, not long-term development.

The description test has a major weakness, namely not being able to show the learning process as a whole.¹³ The test results only reflect the condition of the student at the time the test is taken. In Grade IV of SDN 009 Sendayan, this can be seen when students who have good abilities actually get low grades because they are nervous, lack of mastery of writing techniques, or have difficulty understanding the form of questions. The description test does not give students the opportunity to correct mistakes or show their progress over time.

In the implementation of the description test in Class IV of SDN 009 Sendayan, several real obstacles were found. Some students have difficulty writing long, especially because they are still learning to string sentences well. The limited time of the work makes it impossible for some

¹¹ Rizki Apriyanti, "Evaluasi Berbasis Portofolio," *Jurnal Ilmiah Pendidikan Dan Humaniora* 5, no. 5 (2021).

¹² Imelda Eka Ainurramadhani and Andika Adinanda Siswoyo, "Penerapan Instrumen Tes Uraian Dalam Evaluasi Pada Mata Pelajaran IPAS Materi Harmoni Dalam Ekosistem Kelas 5 Di Sdn Kebundadap Timur II," *JIPDAS (Jurnal Ilmiah Pendidikan Dasar)* 3, no. 1 (2024).

¹³ Supardi U. S. Supardi, "Hasil Belajar Matematika Siswa Ditinjau Dari Interaksi Tes Formatif Uraian Dan Kecerdasan Emosional," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 3, no. 2 (2015).

students to complete all the questions, so the results obtained do not fully reflect their abilities. In addition, students' answers are often difficult to understand because their writing skills are not comparable to their thinking skills. This also has an impact on the low learning completeness, where only about 35% of students achieve KKTP, showing that many students have difficulty explaining concepts in writing. The description test also does not provide an opportunity for students to correct mistakes, so mistakes that occur directly affect the final score without further learning.

These findings show that the description test is not always the most effective method to improve the learning outcomes of Grade IV students of SDN 009 Sendayan, especially if students' writing skills are still limited. Overall, the portfolio assessment had a more positive impact than the description test on the learning process in grade IV of SDN 009 Sendayan. The portfolio increases student motivation, responsibility, engagement, and allows teachers to see learning progress gradually. In contrast, the description test is useful for digging into deep understanding, but it is less able to capture progress and often poses technical obstacles for students.

Factors Affecting the Effectiveness of Both Assessment Methods

The effectiveness of an assessment method is influenced by various factors related to students, teachers, learning environment, and subject matter. The results of the research in Class IV of SDN 009 Sendayan show that the success of portfolio assessment and description tests in improving learning outcomes is influenced by the following aspects:

1. Students' Early Abilities

The initial ability or level of mastery of the material before learning greatly affects the effectiveness of both assessment methods. Students who have a good knowledge base and skills tend to be more likely to show improvement through portfolios and description tests. In Class IV of SDN 009 Sendayan, groups of students with high initial abilities can work on portfolio assignments more neatly, complete additional projects, and provide complete description answers. In contrast, students with low initial abilities need more guidance and feedback, especially in portfolios, in order to experience significant improvements.

2. Teacher Learning Strategies

The teacher's learning strategy greatly determines the success of the use of assessment methods. Portfolio assessments are more effective when teachers implement active and collaborative learning strategies, provide regular guidance, and include constructive feedback. In Grade IV of SDN 009 Sendayan, teachers who integrate group discussions, reflection, and individual guidance have succeeded in improving student learning outcomes through portfolios. Meanwhile, the description test is more effective if the teacher explains the

questions clearly, provides previous exercises, and trains students in composing written answers, so that students are able to express their understanding well.

3. Student Learning Motivation

Learning motivation also affects the effectiveness of both methods. Motivated students tend to be more diligent in completing portfolios and trying to provide good description answers. In Grade IV of SDN 009 Sendayan, portfolios increase students' motivation because they see the development of their work over time, feel responsible for the results of their work, and are motivated to correct mistakes. In contrast, the description test does not increase long-term motivation because students only work on the question once without the opportunity for revision.

4. School Environment Support

A supportive school environment also plays an important role. Learning facilities, sufficient learning time, and teachers' attention greatly affect the effectiveness of assessments. In Grade IV of SDN 009 Sendayan, the support of teachers and the availability of learning media make it easier for students to complete their portfolios well. On the other hand, limited time or facilities can be an obstacle for students when doing the description test, for example, some students have difficulty completing the questions within the stipulated time.

5. Characteristics of the Subject Matter

The characteristics of the subject matter also affect the success of the assessment method. Materials that require an understanding of concepts and gradual processes are more suitable to be assessed using portfolios, as they allow teachers to assess student development on an ongoing basis. Material that is factual or requires the ability to explain in writing can be assessed through a description test. In Class IV of SDN 009 Sendayan, subject matter that is complex and requires the application of concepts (e.g., Mathematics or Natural Sciences) is more effectively evaluated through portfolios, while material that is simple and requires short answers can be measured through a description test.

The effectiveness of portfolio assessments and descriptive tests is influenced by students' initial abilities, teachers' learning strategies, learning motivation, school environment support, and subject matter characteristics. Portfolios tend to be more effective in improving the learning outcomes of Grade IV students of SDN 009 Sendayan because they provide opportunities for students to learn gradually, get feedback, and show their progress over time. The description test is effective for measuring deep comprehension, but its success depends more on the student's writing ability and execution time.

The results of the study on the comparison of the effectiveness of portfolio assessment and description tests in Grade IV students of SDN 009 Sendayan showed that portfolio assessment was more effective in improving learning outcomes. These findings are in line with authentic assessment theory that emphasizes real-world task-based assessment to assess students' overall abilities, as well as the concept of formative assessment that emphasizes continuous evaluation and feedback to support the learning process. The portfolio encourages students to be more active, motivated, and allows teachers to monitor learning progress over time, according to findings that show the portfolio improves the motivation and learning outcomes of elementary school students.¹⁴ Meanwhile, the description test remains effective in measuring high-level thinking skills and deep understanding, but is limited in capturing the long-term learning process, especially for students who still have difficulty writing, as found in Class IV of SDN 009 Sendayan.¹⁵ Thus, the findings of this study are in line with previous scientific studies and confirm that portfolio assessment is more effective in improving the learning outcomes of elementary school students, while the description test remains relevant to measure in-depth understanding of concepts.

CONCLUSION

Based on the results of the study on the comparison of the effectiveness of portfolio assessment and description tests in Grade IV students of SDN 009 Sendayan, it can be concluded that portfolio assessment is more effective in improving student learning outcomes. The portfolio not only encourages an increase in academic grades, but also increases students' motivation, responsibility, involvement, and ability to demonstrate gradual learning progress. Meanwhile, the description test remains effective in assessing in-depth understanding of concepts, but it is less able to capture the long-term learning process and is often hampered by students' limited writing skills and processing time.

The results of this study show that the selection of assessment methods should be adjusted to the learning objectives and characteristics of students. Therefore, it is recommended for teachers to integrate portfolio assessments into the learning process, while making selective use of description tests to measure high-level understanding of concepts. In addition, teachers need to provide guidance, feedback, and revision opportunities to make assessments more meaningful and support continuous improvement of learning outcomes.

¹⁴ Ni Nyoman Sri Arianti, I. Wayan Lasmawan, and I. Wayan Kertih, "Model Pembelajaran Berbasis Proyek Meningkatkan Motivasi Belajar IPAS Pada Siswa Sekolah Dasar," *Journal of Education Action Research* 8, no. 4 (2024).

¹⁵ Wawan Arbeni et al., "Analisis Hasil Evaluasi Dan Perkembangan," *MUDABBIR Journal Research and Education Studies* 4, no. 2 (2024).

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