

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

A. Conclusion

Assessment is one of the key parts of learning activities, demonstrating a true contribution to the implementation and contribution of the educational system. As a student measurement tool, it should be borne in mind that different assessments are appropriate for different learning needs and different abilities of students. There are no limits to any form of evaluation, and one of its advantages is none. You can emphasize reliability, validity, and objectivity. It comes as a result of the achievements and successes of our students.

Student performance in completing tasks varies and depends on their interests, motivation, skills and abilities. Assessment selection is necessary to motivate students to complete assignments and to allow teachers to assess whether the assignment is already representative of the student's goals.

Results indicate that summative and formative aspects are commonly used in both assessments. The researchers believe that documenting the results of this study will be beneficial and will positively contribute to knowledge useful for future research efforts.

B. Recommendation

Based on the research results, the researchers make the following suggestions:

1. For school

As stakeholders and policy makers, they should maintain, manage and promote the evaluation systems currently in use. A good assessment tool can be used as an assessment system and can help support student achievement in education.

2. For teachers

Managing student assessments needs to be creative, engaging and innovative so that students are enthusiastic and interested in conducting all types of assessments. The purpose of conducting these assessments is to directly benefit students, regardless of the type of assessment.

3. For the students

All types of assessments carried out by educational institutions in student learning have a good purpose of supporting student competence, assisting learning and especially academic success. So all you have to do is follow the instructions and attend all the tutorials including the assessment. The clear results indicated that the assessment was of more positive value to them than to other students, but ignored that alternatives still needed to be applied as it depended on the situation and the student's condition. Both assessments should include emotional goals that match the student's needs and abilities, and build a positive competence and skills score as a result of the assessment.