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Analysis Of Formative Test Results on Descriptive Questions on the Main Idea of Paragraphs for Elementary School Students

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ABSTRACT

This study aims to analyse the achievement of formative test results of fifth grade students on the main idea of paragraphs based on Bloom's taxonomy (C1-C6) in elementary schools. This study uses a descriptive quantitative approach. The subjects of this study were 15 students of grade V.B of SD Negeri 1 Makarti Jaya. The instrument used was a formative test in the form of essay questions arranged based on Bloom's taxonomy cognitive level. The research data were obtained through formative test results which were then analyzed using descriptive statistics and percentage of achievement. The results showed that the average score of students was 75 with a median of 77, mode of 75, minimum score of 37, and maximum of 95, and a standard deviation of 17.8. A total of 11 students had achieved learning mastery, while 4 students had not yet completed and needed remedial. After remedial and enrichment, the final results showed that 13 students (86.67%) were in the very good category and 2 students (13.33%) were in the good category. Based on the cognitive level analysis, students' abilities at the low to intermediate levels (C1–C3) are classified as good, while those at the high levels (C4–C6) still need improvement. Thus, it can be concluded that students' formative test results on the main idea of paragraphs are generally in the good category, but efforts are needed to improve higher-order thinking skills.

1. Introduction

Education is a continuous process that has no end in sight, so it can be understood as a never-ending process. Through this process, education plays a role in producing sustainable quality into the future, based on the nation's cultural values and Pancasila (Selegi, et al., 2024). education can be realized concretely through learning, a concept that points to the importance of a planned learning process so that students can develop optimally. implemented based on the curriculum as a reference. Learning activities are aimed at producing constructive changes in students, encompassing the cognitive, affective, and psychomotor domains. (Ramdani, et al., 2023).

The learning process in elementary school is designed to help students grow into adults. Elementary schools are responsible for building a strong foundation for further education.

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Elementary school learning often uses fun and interactive approaches, such as learning through play, to engage students. (Mubin, et al., 2023). One of the subjects that plays an important role in equipping students with basic skills is learning Indonesian. Indonesian is a compulsory subject at elementary school level because it has an important role, namely as the main means for building good communication. (Hetilaniar & Nindiati, 2025). Learning Indonesian aims to equip students with good and correct language skills, the ability to express ideas and thoughts effectively. (Selegi & Lian, 2023).

Language skills are a basic competency that every individual must master, as they facilitate human interaction. Language skills include listening, speaking, reading, and writing. These four aspects of language skills are closely related to one another. (Sanusi & Aziez, 2021). The material that supports the basic skills of elementary school students is the material on the main idea of a paragraph. According to Santika in (Dzambiyah, et al., 2024) The main idea is the essence of a reading that helps readers understand its contents. The main idea, which is the main and most important idea, is expressed in a sentence. Explanations or developing sentences must always support the main idea so that readers can understand the reading clearly. Each paragraph has a main idea, which can be located at the beginning of the paragraph (deductive), at the end of the paragraph (inductive), in the middle (iterative), at the beginning and end of the paragraph (mixed) (Tiyas, et al., 2023).

The achievement of Indonesian language learning objectives is greatly influenced by the implementation of planned evaluations, which serve to measure student progress and provide feedback for improvement. Evaluation in learning is crucial for assessing students' ability to understand the subject matter. Evaluation is not just about giving tests and getting scores, but also about gathering information about learning before, during, and after the learning process (Magdalena, et al., 2020). Learning evaluations come in several forms, including formative and summative tests. Formative tests are assessments conducted by teachers after students have studied a specific subject matter, and are typically conducted more frequently throughout a semester. Summative tests, on the other hand, are assessments conducted after students have completed all the learning material for a semester, typically known as final exams or end-of-semester assessments (Huljannah, 2021). Effective evaluation depends not only on good instruments but also on the teacher's professional ability to design and implement learning. One manifestation of teacher professional competence is creating a test outline at the beginning of the lesson. When compiling this outline, teachers must adhere to the material already taught, the syllabus, and the lesson plan containing the learning objectives so that the test indicators are more focused. (Khalimatusadiyah, et al., 2024).

Based on pre-research using initial interviews with fifth-grade homeroom teachers at SDN 1 Makarti Jaya, it was found that teachers were not yet independent in developing questions for Indonesian language formative tests. Teachers tended to use questions from teacher textbooks or student handouts without developing them according to learning outcomes. Furthermore, in formative tests, teachers did not develop question outlines, so competency achievement indicators were unclear. As a result, the questions used did not fully reflect the cognitive domain as a whole. The conditions at SDN 1 Makarti Jaya indicate a gap between the ideal practice of formative tests and their implementation in the field. This gap can be strengthened by referring to previous studies that demonstrate the importance of formative test, research results conducted by (Aji, 2020) with the title "Analysis of Higher Order Thinking Skills (HOTS) of Elementary Madrasah Students in Solving Indonesian Language Problems" shows that evaluation of students based on higher order thinking skills is able to optimize student learning outcomes and produce students who have cognitive domains that meet the criteria for higher order thinking skills. Then the research results (Adella, 2020) with the title "Analysis of formative evaluation in science learning in grade IV SDN 07 Pagi Tegal

Alur" The results of the study indicate that the presence of formative evaluation improves student learning outcomes compared to students who are not given formative evaluation in the learning process. This indicates that the implementation of appropriate formative tests can have a positive impact on student learning outcomes.

Formative tests are assessment tools used to improve learning. These periodic formative tests provide information or criticism that teachers can use to increase the intensity and effectiveness of the learning system in each subject (Maulidyah & Zainuddin, 2022). The quality of a formative test includes the following criteria: the level of suitability to learning objectives or content validity, the appropriateness of the level of difficulty and discriminating power, the level of reliability and accuracy of the question assembly. In addition, it must have the characteristics of objectivity, practicability, economy, and ease of administration (Adawiyah & Nofisulastri, 2020). There are two forms of formative tests: objective and subjective. Objective tests, commonly referred to as short-answer tests, require students to provide concise and concise responses. In these tests, students are only required to provide short answers. The assessment is objective; no matter who checks the results, the results will be the same because the answer key is clear. Subjective tests, on the other hand, involve in-depth questions and answers that reflect the students' thinking abilities (Sanusi & Aziez, 2021). Essay questions also support students in critical thinking, critical thinking is one of the important skills in the 21st century that is really needed by students to produce new, innovative ideas and have broad insight (Apriliani et al, 2025).

When conducting formative tests, there are several important steps to follow. First, determine learning objectives. Teachers must truly understand what they want to achieve in the learning process. These clear learning objectives will help teachers implement formative tests more effectively. Second, appropriate assessment tools: Assessment tools must be designed to collect relevant and accurate information about student development. Teachers need to choose tools that best suit the learning conditions and the objectives they want to achieve. Involve students in formative tests: Students must be active in formative tests. By involving students, they will feel more ownership of the learning process and responsibility for their own development, and use the evaluation results for improvement. (Yusuf, 2023).

One form of subjective test is essay questions. Essay questions are questions with in-depth questions and answers that are tailored to the student's thinking skills. Assessment is influenced by the opinions or responses of both the students as test takers and the teacher as the examiner. If the same questions and answers are examined by different people, the results will also differ. (Sanusi & Aziez, 2021). There are two types of essay questions: limited or structured essay questions and free essay questions. The first is limited essay. This type of test, also known as a structured essay test, is characterized by limited or directed answers, both in terms of material and expected answers. The scoring process in limited essay tests tends to be more consistent (Rosyidi, 2020). Both free essay tests are a form of essay test that requires detailed or lengthy answers. In free essay tests, students have the freedom to express their answers in writing or essays. The validity of the assessment in this test depends heavily on the experience and expertise of the teacher as evaluator (Adiyasman, et al., 2024). Essay questions should measure various levels of thinking ability, not only basic knowledge (C1–C2), but also understanding, application, and critical thinking ability (C3–C6) according to the updated Bloom's Taxonomy (Kusuma & Nurmawanti, 2023). Essay questions have the advantage of being tests that measure or evaluate the results of a complex learning process (Putri, et al., 2024), The weakness of essay tests is that the objectivity of scoring essay questions is less reliable. In practice, essay tests are used for various evaluations such as daily tests. Because only one answer is considered correct, with a significant degree of variation in accuracy, the score given by one examiner often differs from the score given by another examiner (Ismail Ilyas, 2020).

Bloom's taxonomy is a hierarchical system that ranks thinking skills from basic to advanced levels. Developed by Benjamin Bloom in 1956, Bloom's taxonomy serves a crucial role in education. This is because it provides a well-defined structure for formulating learning objectives, enabling teachers to establish specific and measurable learning outcomes. In addition to facilitating a systematic learning experience, Bloom's taxonomy also contributes to supporting the development of higher-order thinking skills in students (Ulfah & Arifudin, 2023). Bloom's taxonomy in the cognitive domain is grouped into six categories, namely: knowing C1, understanding C2, applying C3, analyzing C4, evaluating C5, creating C6 (Afif Marta, et al., 2024).

Based on these issues, it is clear that the implementation of formative tests in elementary schools, particularly on the topic of main ideas in paragraphs, has not been fully systematically structured and does not accommodate all levels of students' cognitive abilities based on Bloom's Taxonomy. Furthermore, previous research has focused more on analyzing questions in textbooks, resulting in limited studies specifically analyzing student formative test results. This indicates a gap between learning evaluation practices in the field and the standards for developing ideal assessment instruments. This research is important to provide an overview of students' cognitive achievement based on formative test results and to serve as evaluation material for teachers in designing more effective assessment instruments that align with learning outcomes. Therefore, this study aims to analyze the achievement of formative test results on descriptive questions on main ideas in paragraphs for elementary school students based on Bloom's Taxonomy (C1–C6).

2. Methodology

This study used a descriptive quantitative approach to describe students' cognitive achievement based on the results of a formative test on the topic of paragraph main ideas. The study was conducted at SD Negeri 1 Makarti Jaya in the even semester of the 2025/2026 academic year. The population in this study was all 32 fifth-grade students at SD Negeri 1 Makarti Jaya. The research sample was determined using a purposive sampling technique, namely class V.B., with 15 students. The sample selection was based on initial interviews, which indicated that the formative test design in that class was not yet varied.

The research instruments used included tests, interviews, and documentation. The formative test used was a 10-item essay-based formative test based on Bloom's Taxonomy cognitive level indicators. Interviews were conducted to obtain pre-research data to obtain initial information. Documentation to supplement the data included school profiles and student learning outcomes.

Before being used, the test instrument was first tested for validity and reliability, in addition to being analyzed using the level of difficulty and the discriminating power of the questions. The results of the instrument trial showed that out of 10 questions tested, there were 8 questions that were declared valid and 2 questions were invalid with the testing criteria of rhitung > r tabel (0.482). The instrument reliability value was 0.669 with a reliable category. Based on the analysis of the level of difficulty, the questions were in the easy and moderate categories, while based on the discriminating power, most of the questions were in the sufficient and good categories

3. Results

A formative test was conducted to measure students' comprehension of the main idea of a paragraph. The test instrument used was a descriptive essay consisting of 8 items, each with a score ranging from 0 to 5, resulting in a maximum score of 40. The scores were then summed and converted into a value ranging from 0 to 100. Based on the data from the initial formative assessment, it was found that students' ability to identify the main idea of a paragraph still varies. This is indicated by an average score of 75. To provide a clearer picture of the distribution of students' scores, the bar chart below is presented:

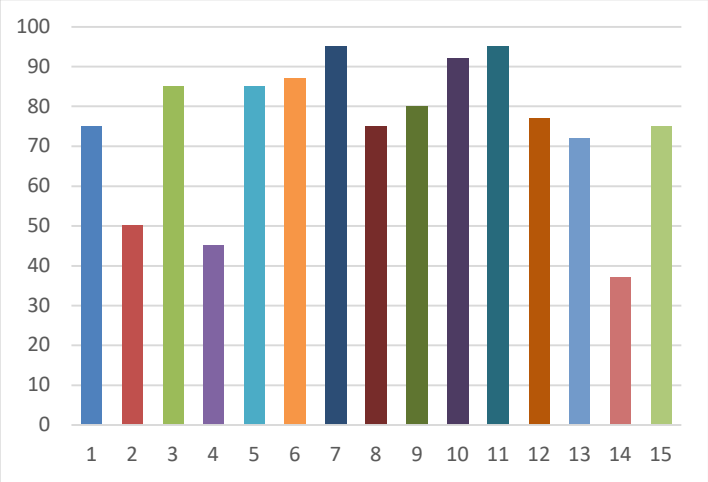

Fig.2. Diagram of Preliminary Results from the Formative Assessment

Based on the diagram, the distribution of student scores indicates differences in ability levels. To support these findings, the analysis continued using descriptive statistics to determine the central tendency and dispersion of the data. The results of the descriptive statistical analysis showed a mean of 75, a median of 77, and a mode of 75. The minimum score obtained by students was 37 and the maximum score was 95, with a standard deviation of 17.8. This indicates that, in general, students' formative test results have reached the threshold of completeness, although there is still variation in ability among students. The results of the descriptive statistical analysis are below:

Table 1. Descriptive Statistics Results

Descriptive Statistics	**Mark**
Mean	75
Median	77
Mode	75
Standard Deviation	17,8
Minimum	37
Maximum	95
Sum	1125

Remedial and enrichment sessions were then conducted on the formative test. The final formative test results showed an increase in student learning outcomes. To provide a clearer picture of these results, the diagram below is presented:

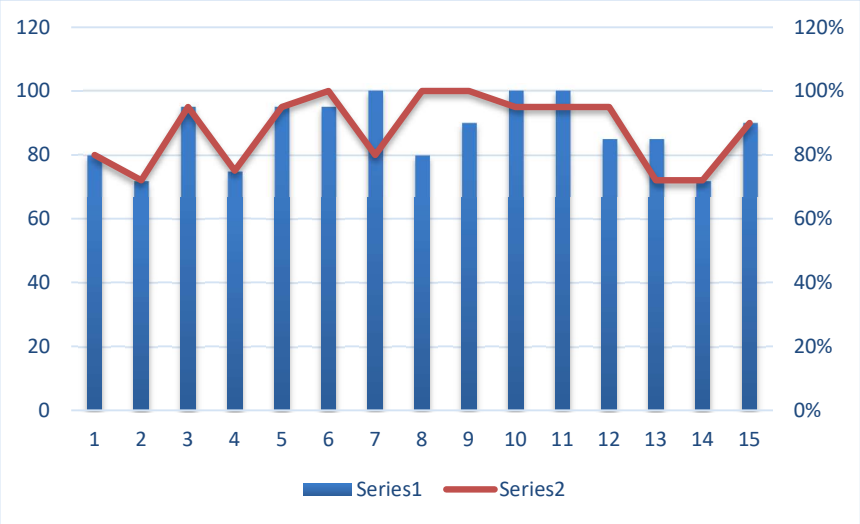

Fig. 2. Diagram of Final Formative Test Results

The final results showed an increase in learning achievement. A total of 13 students (86.67%) were in the very good category with a value range of 75-100, the value was in the interval X ≥ Mi + 1.5 Sdi, while 2 students (13.33%) were in the good category with an interval Mi ≤ X < Mi + 1.5 Sdi. The percentage of achievement of formative test results showed that the majority of students were able to understand the main idea of the paragraph well after participating in learning, including through remedial and enrichment activities.

Table.2 Percentage of Achievement of Formative Test Results

Level of mastery	Letter Grade	Number of Students	Predicate	Percentage	Score interval
75-100%	A	13	Very good	86,67%	X ≥ Mi + 1,5 Sdi
50-75%	B	2	Good	13,33%	Mi ≤ X < Mi + 1,5 Sdi
25-50%	C	-	Poor	0%	Mi- 1,5 Sdi ≤ X < Mi
0-25%	D	-	Very poor	0%	X < Mi – 1,5 Sdi
	Total			100%	

When analysed based on cognitive level, students' abilities at the low to moderate levels (C1-C3) are considered good. Most students are able to identify and understand main ideas and determine the main sentence. However, at the higher cognitive levels (C4-C6), student abilities vary. Some students are able to analyse and structure paragraphs, but some still have difficulty solving problems at the high cognitive level.

4. *Discussion*

This research was conducted in grade 6B of SD Negeri 1 Makarti Jaya. This descriptive quantitative study aimed to analyze students' formative test results in Indonesian language Chapter 7 "Love the Earth," specifically on the topic of main ideas in paragraphs based on Bloom's taxonomy C1-C6. Data were obtained through a formative test administered to students at the end of the learning process. In this study, the teacher initially conducted the lesson, while the researcher also participated in delivering the material. Afterward, students were given a formative test to assess their understanding of the material. Based on these results, students who had not yet achieved mastery participated in remedial activities as a follow-up. In this process, the researcher helped facilitate the

remedial activities based on the analysis results, but the focus of the study remained on the descriptive analysis of the test results.

The use of essay-based questions in the formative test also provides a clearer picture of students' thinking skills. Essay questions allow students to not only select answers but also explain, analyze, and construct answers in their own words according to Bloom's taxonomy levels (C1-C6). This type of question allows students to gain a deeper understanding of their abilities at each cognitive level, from remembering and understanding to creating. This is evident in the students' answers, which show that lower-level abilities (C1-C3) tend to be better, while higher-level abilities (C4-C6) still need improvement.

During the formative test, students appeared more focused and attempted to thoroughly understand each paragraph to accurately identify the main idea. The results showed that most students achieved scores above the required minimum competency criteria (KKTP). This was supported by descriptive statistical analysis, which showed a mean score of 75, indicating that students had generally achieved the required learning outcomes. The median score of 77 indicates that most students scored around that figure, while the mode of 75 indicates that this score was the most frequently occurring score. However, there was still variation in student ability, as evidenced by the minimum score of 37, the maximum score of 95, and the standard deviation of 17.8.

Furthermore, remedial and enrichment activities also positively impacted student learning outcomes. Students who had not previously achieved mastery received additional guidance to further their understanding of the material. Meanwhile, students who had already achieved mastery had the opportunity to deepen their understanding through enrichment activities. These two activities not only improved learning outcomes but also helped students understand the main idea of paragraphs more effectively. Judging from the final results of the formative test after the implementation of remedial and enrichment, it can be seen that most students are in the very good category. As many as 13 out of 15 students (86.67%) are included in this category with a score range of 75-100. This indicates that the majority of students have understood the main idea of the paragraph very well after following the learning process. On the other hand, there are 2 students (13.33%) who are in the good category with a score range of 50-74 which indicates that the students' understanding is quite good. However, the scores obtained by these two students are still below the KKTP (75), so they cannot be said to have achieved completeness and still need to be improved.

Based on research conducted by Harini et al. (2023) entitled "Analysis of Cognitive Process Dimensions in Formative Questions in the Indonesian Language Book I Can! Grade I Elementary School", it is known that the formative assessment questions contained in the book have covered six dimensions of cognitive processes in Bloom's taxonomy. The distribution includes C1 (remembering) at 50%, C2 (understanding) 27%, C3 (applying) 3%, C4 (analyzing) 10%, C5 (evaluating) 7%, and C6 (creating) 3%. The results show that the formative questions used are able to measure various levels of students' cognitive abilities, although they are still more by low-level abilities (C1-C6). This finding is in line with the research conducted, where formative test questions are also arranged based on Bloom's taxonomy (C1-C6) to determine the overall level of students' understanding.

Furthermore, research (Aji, 2020, p. 393) shows that the use of HOTS-based questions in learning evaluations can help improve student learning outcomes. In this study, students given HOTS-based questions were able to demonstrate higher-level thinking skills, not only remembering and understanding, but also analyzing and creating. The results of this study are in line with previous research, which used descriptive questions that cover cognitive levels (C1-C6), including HOTS-based questions. By using these questions, students' thinking skills can be measured more comprehensively, from low to high levels.

Based on the research results, it can be concluded that the achievement of fifth-grade students' formative test results on the main idea of paragraphs based on Bloom's taxonomy (C1-C6) is in the good category. This is evident from the average student score of 75, which has met the KKTP completion limit. Furthermore, the analysis results show that 13 out of 15 students (86.67%) are in the very good category with a score range of 75-100, while 2 students (13.33%) are in the good category with a score range of 50-74. When viewed from the cognitive level in Bloom's taxonomy, students' abilities at the low to moderate levels (C1-C3), namely remembering, understanding, and applying, are already classified as good and more dominant. Meanwhile, at the higher-order thinking level (C4-C6), namely analysing, evaluating, and creating, students' abilities still need to be improved. This is evident from the variation in students' answers to essay questions, where not all students are able to answer optimally at higher cognitive levels. Thus, it can be concluded that, in general, students have a good understanding of the main idea of paragraphs. However, further efforts are needed to improve higher-order thinking skills so that the development of higher-order thinking skills can be more evenly distributed across all cognitive levels

5. Conclusions

Based on the results of the research that has been conducted, it can be concluded that the achievement of the formative test results of fifth grade students on the main idea of paragraph material based on Bloom's taxonomy (C1-C6) is in the good category. This can be seen from the average score of students who reached 75 and has met the KKTP completion limit. After remedial and enrichment, the final results showed that 13 out of 15 students (86.67%) were in the very good category with a value range of 75-100, while 2 students (13.33%) were in the good category with a value range of 50-74. Reviewed from Bloom's taxonomy, students' abilities at the low to moderate level (C1-C3), namely remembering, understanding, and applying, are classified as good and more dominant. Meanwhile, at the higher thinking level (C4-C6), namely analysing, evaluating, and creating, students' abilities still need to be improved. In general, students' understanding is good, but further efforts are needed so that higher thinking skills develop more evenly.

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