

Optimizing Class Evaluation as A Basis for Improving the Quality of Teacher Teaching

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ABSTRACT

This study aims to analyze classroom evaluation as an instrument for improving teaching quality through a literature review of scientific journals, academic books, and policy documents. The study was conducted to address the issue of inequality in teaching quality influenced by evaluation practices that still focus on student outcomes, rather than the learning process. The results of the review indicate that classroom evaluation plays a crucial role in strengthening teacher professionalism through reflective practice, classroom observation, and providing meaningful feedback. Both global and national literature confirm that systematic, dialogic, and data-driven evaluation can improve instructional effectiveness and foster a culture of reflection in teaching practice. Other findings reveal structural and cultural barriers to the implementation of classroom evaluation in Indonesia, such as administrative constraints, teacher workloads, and evaluators' limited capacity to provide constructive feedback. These conditions often lead to evaluation being perceived as a means of control, rather than a means of professional development. This study concludes that repositioning classroom evaluation as a collaborative process that supports continuous improvement in teaching quality is crucial. Recommendations include strengthening evaluator competencies, developing contextual evaluation guidelines, and conducting field research to delve deeper into teachers' experiences.

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1. INTRODUCTION

Quality education has become a priority both globally and nationally as a key pillar in developing superior human resources. In various countries, including Indonesia, improving the quality of the learning process is seen as a key strategy to address the challenges of student competency and ensure education aligns with the demands of the times, particularly the needs of the 21st century (Pendidikan &

Sekolah, 2023), In this context, the role of teachers as the primary actors in the learning process is crucial, as the quality of didactic interactions between teachers and students is crucial.

and students directly influence the effectiveness of learning. However, disparities in teaching quality are still found across educational institutions and among individual teachers, largely driven by weaknesses in the existing learning evaluation system. Classroom evaluations generally focus on student outcomes, such as test scores, without a balanced, critical analysis of the learning process itself. This includes a lack of examination of teaching strategies, communication patterns between teachers and students, and broader classroom dynamics. As a result, many opportunities to improve teaching quality are underutilized because the important aspects hidden behind student learning outcomes are never fully and systematically revealed (Iriana, Nuraeni, & S, 2024)

Various studies have underscored the importance of systematic and comprehensive learning evaluations, which focus not only on student outcomes but also critically examine aspects of the process, teaching methods, and interactions that occur in the classroom. Such evaluations are considered a strategic instrument in supporting improvements in teaching quality. One recent study, as reported on academic platforms like ResearchGate and higher education institutions like STIE International Golden Institute, confirms that effectively designed learning evaluations make a significant contribution to improving the overall quality of the teaching and learning process. Similar findings are also supported by a number of studies highlighting classroom observation practices as an integral part of teacher evaluation. Through observation, various dimensions of teaching, both strengths and areas for improvement, can be identified, allowing teachers to receive constructive feedback to design more targeted learning improvement strategies (S. Rahayu & Wibowo, 2021)

Within this framework, the urgency of optimizing classroom evaluation as a comprehensive form of evaluation is increasingly apparent. Evaluations that consider pedagogical aspects, the quality of interactions, classroom management, and teachers' critical reflection on their own practice can be an important foundation for encouraging continuous improvement in the quality of teaching. However, empirical studies on the implementation of classroom evaluation remain limited, particularly in the context of Indonesian education. Existing research tends to focus more on student learning outcomes, while exploration of the classroom evaluation process as a reflective instrument and a means of teacher professionalization has yet to receive adequate attention (N. Fitria & Widodo, 2021). Even in the international literature, despite the long-standing use of classroom observation as an evaluative approach, a number of experts have criticized its potential weaknesses. Challenges such as assessor subjectivity, doubts about the validity of observation results, and the potential for bias are highlighted, particularly when observation results are focused more on administrative purposes or career decision-making than on ongoing teacher professional development.

The identified literature demonstrates the urgency of conducting qualitative research that focuses on the meaning, experiences, and implementation process of classroom evaluation from the perspectives of teachers and schools. This type of research is important because, to date, classroom evaluation has been primarily studied from the perspective of the final results, rather than the process. Through a qualitative approach, researchers have the opportunity to explore in depth how teachers understand the concept of evaluation, how the process is actually implemented in the classroom, and how evaluation results are used as a basis for critical reflection and continuous improvement in teaching practice (D. Rahayu & Suhardi, 2021) This dimension has significant value, both from a social and professional educational perspective, because if evaluation is only positioned as an administrative activity or merely a formality, then the potential of evaluation as a tool for transforming the quality of learning will be drastically reduced.

Based on this background, this study aims to in-depth investigate classroom evaluation practices implemented in schools, such as conducting observations, providing feedback, and engaging in reflective discussions. The primary focus is on how teachers interpret these evaluations, how they respond emotionally and professionally, and how the evaluation results are used as a basis for designing strategies to improve teaching quality. This study focuses on the realities of classrooms, including teacher

perceptions and the complex interactions between evaluation, reflection, and pedagogical improvement actions.

The contribution of this research is dualistic. From a theoretical perspective, it is hoped that this study will enrich the literature, which currently lacks discussion of classroom evaluation as a reflective and qualitative process in the context of Indonesian education. Meanwhile, from a practical perspective, the findings of this study are intended to provide applicable recommendations for schools, educational supervisors, and policymakers in designing classroom evaluation systems that are more contextual, empowering, and supportive of teacher professional development and the continuous improvement of learning quality.

2. METHODS

This research employs a literature review method, a qualitative approach to collecting, researching, and analyzing written sources. The goal is to gain an in-depth understanding of classroom evaluation as a basis for improving the quality of teacher teaching. This literature review serves as a foundation for analyzing relevant theories, models, and previous research findings.

Creswell explains that literature review allows researchers to combine various perspectives from existing books, journal articles, and education policy documents. This allows researchers to build a solid conceptual foundation and identify gaps in previous research. The primary data used in this study include: scientific books and academic texts, scientific journals, and official documents.

Data Collection and Analysis Techniques: Data were obtained through a systematic analysis of various sources using content analysis techniques. The focus was on identifying key themes, patterns, and categories from books, journals, and documents related to constructivism and critical thinking. This process included coding data, grouping them based on research variables, and creating a thematic synthesis.

Systematic and Critical, The researcher selected credible, relevant, and up-to-date literature according to the inclusion criteria. Furthermore, the researcher analyzed the strengths and weaknesses of each source to develop an objective and comprehensive argument.

3. FINDINGS AND DISCUSSION

Class evaluation is an essential element in learning management that functions to assess the effectiveness of teaching and learning activities as a whole. Not limited to measuring student learning outcomes, conceptually class evaluation includes observation activities, in-depth reflection, assessment of teacher performance, to analysis of pedagogical interactions that occur during the learning process. In the perspective of social constructivism theory put forward by Vygotsky, interactions between teachers and students have a significant influence on students' cognitive development (Pendidikan & Sekolah, 2023) Therefore, evaluating classroom dynamics is a crucial component to ensure that implemented learning strategies are running optimally. Systematically designed and continuously conducted evaluations enable teachers to identify effective aspects of teaching and identify areas for improvement, as well as foster a culture of reflection in educators' professional practice (Lestari & Putra, 2022)

In an effort to strengthen teacher professionalism, the Reflective Practice approach developed by Schon emphasizes the importance of reflection on learning activities. This reflection can be carried out through meaningful feedback, critical introspection, or observation by others. Classroom evaluation in this context becomes an important tool that facilitates teachers to systematically review the strategies and methods used during the teaching process. Research conducted by Darling-Hammond, Hyler, and Gardner shows that professional development programs that integrate classroom observation, authentic assessment, and reflection can significantly improve teacher effectiveness. These findings strengthen the argument that classroom evaluation should not be viewed merely as an administrative procedure, but rather as an important vehicle for professional learning for teachers.

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Furthermore, Instructional Improvement theory emphasizes the importance of quality feedback in improving teaching performance. Effective feedback should be concrete, constructive, and relevant to the observed teaching practice. A meta-analysis conducted by Kraft, Blazar, and Hogan found that classroom observation-based teacher coaching significantly contributed to improving the quality of teacher instruction and had a positive impact on student learning outcomes. This research confirms that evaluation that synergizes observation with structured feedback is an important strategy for promoting more effective teaching (Sari & Utomo, 2025)

The research has conducted a systematic review of various scientific sources and educational policies to understand the function of classroom evaluation as a means of improving the quality of teaching. Through content analysis of more than twenty references including indexed journals, academic books, and official policy documents, three prominent central themes were identified: (1) classroom evaluation as a means of professional reflection and strengthening teacher capacity; (2) the urgency of quality feedback in the success of evaluation; and (3) structural and cultural barriers in the implementation of classroom evaluation in the Indonesian educational context.

The first discussion demonstrates that classroom evaluation is a crucial element within the framework of reflective teaching, an approach in which educators consciously reflect on their teaching practices based on observations and feedback obtained during the evaluation process. Various literature confirms that teachers' active involvement in reflection-based evaluation can encourage them to adopt more flexible pedagogical methods that focus on student needs. In this regard, evaluation serves not only as a performance measurement tool but also as a catalyst for critical awareness of daily teaching practices.

The second discussion highlights the importance of the quality and depth of feedback in determining the effectiveness of classroom evaluation. A study by Kraft, Blazar, and Hogan (2018) found that a teacher coaching approach based on direct observation and structured feedback significantly improved teaching quality, with an increase of 0.49 standard deviations in aspects such as classroom interaction management, questioning techniques, and instructional planning (Kraft, Blazar, & Hogan, 2018) These findings reinforce the argument that without concrete and contextual feedback, evaluation risks becoming a mere bureaucratic formality, with no real contribution to improving teaching competency.

The third discussion highlights specific challenges emerging in the Indonesian educational context, as documented in a number of local studies. These obstacles include high teacher workloads, negative perceptions of supervision as a form of control, and an evaluation orientation that emphasizes administrative compliance over professional development. Furthermore, evaluation policies are generally normative and lack implementation guidance that takes into account actual school conditions. As a result, the evaluative culture that should support teacher reflection and growth has not yet been fully established in institutional practice.

The findings of this study align with the principles of Reflective Practice theory and the Instructional Improvement approach, which view evaluation as a continuous, cyclical process encompassing observation, reflection, and development. Dialogic, data-driven evaluations not only enrich teachers' understanding of their performance but also encourage the internalization of feedback in the process of improving instructional quality. This is reinforced by the Darling-Hammond study,

which emphasized the importance of specific, contextual, and practice-oriented feedback for teachers as a crucial element in effective professional development (Darling-Hammond, Hyler, & Gardner, 2020)

However, this study takes a critical stance on the tendency of classroom evaluation practices in Indonesia, which are still dominated by a top-down control approach, which is often at odds with the reflective and collaborative principles of formative evaluation. This epistemological gap reflects the difference between the ideal concept in academic literature and the reality on the ground, where evaluation is often used as an administrative instrument rather than as a professional learning tool (H. Fitria & Widodo, 2020)

When the social context, the relationship between teachers and supervisors, and institutional capacity are ignored, evaluation can actually create resistance rather than drive positive change.

Theoretically, this study emphasizes the need to rethink the definition of classroom evaluation within the national education discourse. Evaluation should no longer be understood solely as a technical procedure or administrative obligation, but rather as part of an effort to strengthen teacher agency, foster dialogue among stakeholders, and create an evaluation process that is responsive to the specific context of each school. Practically, these findings highlight the importance of training principals and supervisors to develop the ability to engage in reflective conversations and provide feedback that fosters teacher transformation, rather than simply assessing performance mechanistically (Priyanto & Wibowo, 2020)

4. CONCLUSION

This study concludes that classroom evaluation has significant potential as a strategic mechanism for improving teacher competence and professionalism, if implemented through a reflective, communicative, and context-sensitive approach. Evaluation should not be viewed as a unilateral control tool, but as a learning space that allows teachers to introspect, adapt, and continuously develop their teaching practices. Evaluation effectiveness is strongly influenced by the quality of feedback, interpersonal relationships within the evaluation process, and the design of educational policies that support a healthy evaluative culture.

The primary contribution of this study is the development of a conceptual framework that combines global and local perspectives and offers constructive criticism of the still-rigid and bureaucratic evaluation practices in Indonesia. At the implementation level, this study recommends increasing the capacity of evaluators through training focused on formative and reflective approaches, as well as the development of evaluation guidelines that take into account the characteristics of each school. As a follow-up, field research using a qualitative approach is needed to gain a deeper understanding of the experiences of teachers and evaluators in evaluation practices, thereby strengthening the empirical basis of the conceptual arguments developed in this study.

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