Common Teacher Mistakes in the Learning Outcome Evaluation Process: Implications for Evaluative Competency Development

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Abstract

This study aims to analyze and identify the types of evaluation errors commonly made by primary and secondary school teachers in Southwest Praya Sub-district and explore the impact of these errors on student motivation and development. The study also aimed to develop strategic recommendations for developing teachers' evaluative competencies. The main problems identified include difficulties in selecting appropriate evaluation techniques, mismatching questions with students' abilities, and teachers' low understanding in developing Higher-Order Thinking Skills (HOTS)-based questions. The study used a quantitative descriptive method with data collection through a questionnaire involving teachers as respondents. The results of the analysis showed that 75% of respondents experienced difficulties in choosing evaluation techniques, 80% considered the questions made were not in accordance with students' abilities, and 85% expressed a lack of understanding in developing HOTS-based questions. This finding confirms the need to increase teachers' capacity through structured training that focuses on preparing effective learning evaluations that meet students' needs. The contribution of this research is to provide practical recommendations for education policy makers to design more relevant professional development programs. The implications of the results of this study are expected to help improve the quality of learning evaluation at primary and secondary school levels, especially in the study area.

Keywords: *Evaluation Errors, Impact of Evaluation Errors, Strategic Recommendations.*

INTRODUCTION

Education has a very important task in preparing the next generation who are competent and ready to face future challenges. Learning evaluation is an important element in the education process, because it functions as a measuring tool for learning success and a reflective instrument for teachers to identify achievements and difficulties experienced by students. However, in reality many teachers experience difficulties in carrying out the evaluation process correct or accurate, so that assessment results often do not accurately describe students' abilities. Errors in the evaluation process, such as subjectivity, use of inappropriate instruments, and less constructive feedback, can have a negative effect on student motivation and development. This condition shows the importance of a deeper understanding of the types of errors that teachers often make in the process of evaluating learning outcomes in order to find effective solutions or solutions to correct them.

Various recent studies have highlighted the challenges and common mistakes that often occur in the evaluation of learning outcomes, especially in the context of primary and secondary education. Teachers tend to rely on traditional evaluation methods that are less suited to 21st century learning needs, such as competency-based assessment and critical thinking skills (Amelia, U. 2023, Lase, D. 2022. Zhang et al. 2021). This is caused by a lack of teacher understanding of innovative evaluation instruments and techniques as well as a lack of training in developing evaluation instruments that are relevant to the competencies to be achieved. This kind of error can reduce the accuracy of evaluation results and cause assessment bias which has an effect on student motivation and development.

Apart from that, the issue of subjectivity in evaluation also remains a significant challenge. According to a study conducted by Silva et al. (2022, p. 47), teachers often show personal preferences or non-objective perceptions when assessing student learning outcomes. This condition usually occurs in non-objective evaluations, such as project-based assessments or practical skills, where interpretation of results tends to vary between teachers. As a result, the evaluation results can be detrimental to some students who may actually have potential but are considered less than optimal. This research emphasizes that more structured evaluation

standards are needed so that assessments can be fairer and more objective.

Apart from errors in instrument selection and subjectivity, providing effective feedback is also a big challenge. A study by (Jones et al. 2023) shows that the feedback given by teachers often lacks depth or is only general in nature, thereby not providing clear direction for students to improve their deficiencies. In fact, constructive and specific feedback is very important in helping students understand their weaknesses and develop strategies to improve themselves. Thus, the teacher's ability to provide effective feedback is very necessary so that evaluation can have a positive impact on the learning process.

To overcome these various errors, developing teacher evaluative competence is very necessary. Through training and ongoing professional development, teachers can be equipped with better evaluation skills and an understanding of the importance of objectivity and the use of appropriate instruments. Research by (Brown & Harris. 2021) shows that a comprehensive training program can improve teachers' ability to carry out evaluations objectively and effectively. Thus, investment in developing teacher evaluative competence not only has an impact on the quality of learning but also on achieving more optimal student learning outcomes. From these various findings, it appears that obstacles to evaluations carried out by teachers are a real problem and require special attention.

This research fills the gap (*gap*) which has not been explained much in previous studies regarding common mistakes in evaluating learning outcomes by teachers and their impact on student development. Most previous studies, such as those conducted by (Zhang et al. 2021, Silva et al. 2022, and Jones et al. 2023), focus on specific aspects of learning evaluation, such as the use of traditional evaluation methods, assessment subjectivity, and effectiveness. feedback in the context of 21st century learning. However, these studies are still limited in terms of combining analyzes of the various types of evaluation errors that commonly occur among teachers and their impact on students' overall motivation and achievement. Thus, this research seeks to offer a more comprehensive view by bringing together the various types of evaluation errors that teachers often make as well as solutions to overcome them.

This research aims to analyze and identify the types of evaluation errors commonly made by teachers and explore the impact of these errors on student motivation and development. This research also aims to develop strategic recommendations for developing teachers' evaluative competence in the hope of improving the quality of evaluations that are more objective and relevant in an educational context that continues to develop. The aim of this research is focused on providing in-depth and practical understanding that not only helps teachers avoid evaluation mistakes, but also strengthens their capacity to carry out effective evaluations and have a positive impact on students.

The contribution of this research is to provide new and practical insights into solutions that can be taken to overcome common mistakes in evaluating learning outcomes and to build a foundation for the development of teacher training programs to increase evaluative competence. It is hoped that the results of this research can be a reference for policy makers in the education sector in designing professional training that focuses on improving the quality of learning evaluation. Apart from that, this research also contributes theoretically by expanding understanding of the importance of objectivity, relevance of instruments, and constructive feedback in the evaluation process, so that it can encourage the achievement of better-quality education.

RESEARCH METHOD

This research uses quantitative research methods with a descriptive approach. This approach was chosen to provide a systematic, factual and accurate description of the types of evaluation errors that are often made by teachers and their impact on student motivation and development (Creswell, 2014). This method also allows analysis of quantitative data that is relevant to identifying

error patterns and relationships between the variables studied.

The research was carried out for five months, starting from July to November 2024. The research locations were selected at several elementary and middle schools in Praya Barat Daya District with the criteria of schools that had carried out formal learning evaluations and had a track record of implementing student assessments.

The population in this study were all elementary and middle school teachers in Praya Barat Daya District. Sampling is carried out using techniques *Purposive Sampling*, namely selecting teachers who actively teach the main subjects and have at least five years of experience in the learning evaluation process. The research sample consisted of 100 teachers from various educational backgrounds with a balanced proportion of primary and secondary school teachers.

The instruments used in this research were closed and open questionnaires to identify types of evaluation errors made by teachers. This questionnaire was developed based on indicators of evaluation errors, such as subjectivity, errors in instrument selection, and quality of feedback (Zhang et al., 2021; Silva et al., 2022). In addition, semi-structured interviews were conducted to explore teachers' perspectives regarding the challenges they faced in the learning outcomes evaluation process (Brown & Harris, 2021).

Analysis Quantitative data was analyzed using descriptive statistics to determine the frequency and percentage of evaluation errors that occurred. Qualitative data was analyzed using the thematic analysis method to identify main patterns related to challenges and solutions in the evaluation process (Miles, Huberman, & Saldana, 2014).

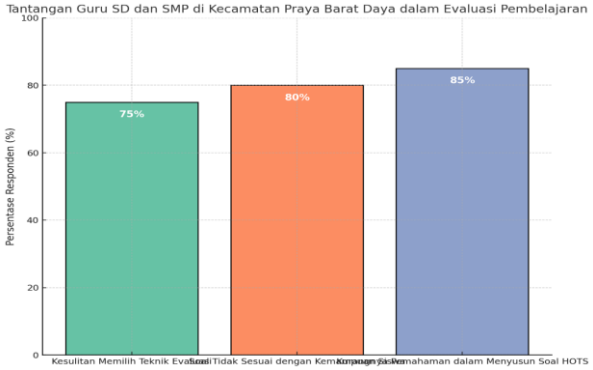
RESULTS AND DISCUSSION

This research aims to analyze common mistakes made by Elementary and Middle School Teachers in Praya Barat Daya District in evaluating learning outcomes, their impact on students, as well as strategic recommendations for improving teacher evaluative competence. Data was obtained from 100 respondents who were teachers at various levels of education. The research results are presented as follows:

1. Common Types of Errors in Evaluation.

The results of this research show three common mistakes made by teachers in evaluating learning outcomes, namely difficulty choosing evaluation techniques, mismatch of questions with students' abilities, and lack of understanding in preparing questions based on *Higher-Order Thinking Skills* (HOTS). These findings need to be analyzed in depth to understand the root of the problem and its impact in the learning context.

The following is a bar diagram that illustrates the challenges faced by Elementary and Middle School teachers in Praya Barat Daya District regarding learning evaluation. The percentage of respondents for each challenge is as follows:



a. Difficulty Selecting an Evaluation Technique: 75%
b. Questions Not Suitable to Student Ability: 80%
c. Lack of Understanding in Formulating HOTS Questions: 85%

This diagram shows that "Lack of Understanding in Compiling HOTS Questions" is the biggest challenge. Primary and Middle School teachers in Praya Barat Daya District experience difficulty choosing evaluation techniques, this arises because most teachers do not fully understand various evaluation methods that are appropriate to learning objectives. Teachers tend to choose evaluation methods that are

considered simple, such as multiple-choice tests or short essays without considering aspects of student needs or the characteristics of the material being taught.

This phenomenon can be explained by educational evaluation theory which emphasizes the importance of alignment between learning objectives, evaluation methods, and student competencies (Anderson & Krathwohl, 2001). However, many teachers do not receive sufficient training in determining appropriate evaluation techniques, resulting in a tendency to choose conventional or ineffective evaluation techniques.

Comparison with Previous Research. The results of this study are consistent with research (Brookhart. 2010, Lew, M. M., & Nelson, R. F. 2016) which found that many teachers face challenges in understanding the diversity of evaluation techniques. This condition hampers their ability to conduct comprehensive and relevant evaluations.

Questions that do not match students' abilities often occur due to a lack of in-depth analysis of students' initial competencies. This results in an imbalance between the level of difficulty of the questions and students' cognitive capacity, so that the evaluation results do not reflect their true abilities. According to constructivism theory, learning and evaluation must start from the student's zone of proximal development (Vygotsky. 1978; Ash, D., & Levitt, K. 2003). However, teachers often make questions that are too difficult or too easy due to a lack of skills in analyzing previous learning results. As a result, students feel frustrated or less challenged to achieve learning goals.

Comparison with previous research, (Anderson et al. 2014) states that evaluations that do not match students' abilities can reduce students' learning motivation, because students feel they have failed to understand the expectations of the evaluation. These findings support the results of previous research and emphasize the importance of training in preparing questions.

HOTS-based questions require a deep understanding of how to integrate analysis, synthesis and evaluation in questions. The lack of special training on preparing HOTS questions causes many teachers to avoid using this type of questions. HOTS questions are designed to develop students' higher-order thinking abilities, as emphasized in the revised Bloom's taxonomy (Anderson & Krathwohl, 2001). However, without adequate guidance, teachers tend to only use questions that measure the ability to remember or understand, so they are not in line with the demands of 21st century learning.

Comparison with Previous Research, Research by (Zohar and Dori 2003; Yazidah, N. I., Argarini, D. F., & Sulistyorini, Y. 2020).) shows that teachers often find it difficult to compose HOTS questions because they are not familiar with this approach. This is in line with the findings of this research, which shows the need for ongoing training to help teachers compose HOTS-based questions.

The scientific findings obtained reveal that the main obstacles in evaluating learning outcomes lie in the technical and conceptual aspects, especially in choosing the right evaluation method, compiling relevant questions, and integrating HOTS. This can occur due to a lack of training and practical guidance provided to teachers. This phenomenon explains why evaluations often do not reflect students' true abilities and actually have a negative impact on their learning motivation. By referring to previous research, these findings underline the

importance of developing teacher evaluative competence to answer today's educational challenges.

2. The Impact of Evaluation Errors on Students

Evaluation errors made by teachers have a significant impact on students, including decreasing learning motivation, evaluations that do not reflect student abilities and increasing student stress levels. These three impacts are interrelated and show that inappropriate evaluation can disrupt the overall learning process, both academically and psychologically.

Respondents also reported the impact of evaluation errors on students, including:

a. Decreased Learning Motivation: Reported by 70% of students.
b. Evaluation Does Not Reflect Student Ability: 60% of students.
c. Student Stress Levels Increase: 50% of students.

Below is a plot diagram showing the impact of evaluation errors on students. This visualization displays impact trends by percentage:

The results of data analysis visualized through the plot diagram above show that errors in evaluation have a significant impact on students. Decreased learning motivation was the biggest impact, reported by 70% of students. This figure shows that the majority of students feel less enthusiastic about learning as a result of the inappropriate evaluation process carried out by educators. This is important for educators to pay attention to because learning motivation is one of the key elements in the success of the educational process.

In addition, as many as 60% of students reported that evaluations did not reflect their true abilities. This fact or reality can create a sense of injustice and dissatisfaction with the evaluation system. When evaluations fail to reflect a student's abilities, the results not only harm individual students, but can also damage the credibility of the education system itself. This situation highlights the need for a more objective and adaptive evaluation approach to ensure fairness in assessments.

Another significant impact is the increase in student stress levels reported by 50% of respondents. This pressure can stem from fear of unfair assessment or uncertainty about the results of the evaluation. High levels of stress have the potential to disrupt students' mental health and reduce their academic performance (Pascoe, M. C., Hetrick, S. E., & Parker, A. G. 2020). Therefore, it is important for educators to create an evaluation environment that is not only fair, but also supports students' psychological well-being.

Decreased learning motivation occurs because students feel they have failed to understand the purpose of the evaluation. Mistakes such as setting irrelevant questions or inappropriate evaluation techniques can make students feel unappreciated or incompetent. According to theory *Self-Determination* (Deci & Ryan, 1985), students' intrinsic motivation can be disrupted if they feel the evaluation does not provide an opportunity to demonstrate their true abilities.

Obstacles like this often arise because teachers do not understand how to develop evaluation instruments that are able to encourage active student participation. Evaluation that is too difficult or not appropriate to the student's level of development can

make them lose their enthusiasm for learning.

The results of research conducted by (Brookhart. 2010) show that evaluations that do not support the learning process can reduce students' interest in learning, especially when they feel that the evaluation results do not reflect the efforts they have made. This is in line with the results of this study, where 70% of students reported a decrease in motivation due to evaluation errors.

Evaluations that do not reflect students' abilities are often caused by teachers' lack of understanding in designing questions that are relevant and valid. According to measurement theory (*measurement theory*), evaluation must have content validity, namely the extent to which the instrument is able to measure what it is supposed to measure (Messick, 1989). When evaluations are invalid, the results cannot be used to accurately identify a student's abilities.

This discrepancy is often caused by a lack of teacher training in preparing competency-based questions. Apart from that, limited time and resources are also factors that hinder teachers in preparing representative evaluations. Research conducted (Anderson et al. 2014) found that inaccurate evaluations cause students to feel they are not being appreciated fairly. The results of this research support these findings, where 60% of students felt that the evaluation given did not reflect their abilities.

Evaluation errors also have an impact on students' psychological aspects, such as stress. Stress can increase when students face questions that are too difficult or irrelevant so they feel they have failed to meet the teacher's expectations. According to academic stress theory (*academic stress theory*), excessive pressure can hinder students' academic performance and emotional development (Kaplan, 1996).

This stress is often triggered by evaluations that do not consider students' emotional conditions. Teachers who do not understand students' psychological factors tend to make evaluations that are too stressful without providing adequate support. Research by (Zohar and Dori. 2003) revealed that unbalanced evaluations can increase students' anxiety levels, especially if they are not given the opportunity to learn from mistakes. This is in line with the results of this study, where 50% of students reported increased stress due to evaluation errors.

Evaluation errors made by teachers have a significant impact on students, both in terms of motivation, reflection of abilities, and emotional balance. These findings indicate that effective evaluation requires a deep understanding of the technical and psychological aspects of students, as well as ongoing training to improve teacher competence in the field of evaluation. This impact shows the importance of improving the quality of evaluation to maintain students' emotional balance and motivation.

3. Strategic Recommendations

The research results show that teachers realize the importance of improving their competence in learning evaluation. The proposed strategic recommendations include two main things, namely: question-based preparation training *Higher-Order Thinking Skills* (HOTS) and technology-based evaluation workshops. These two recommendations indicate collective awareness of the need to improve the quality and relevance of evaluation in modern learning.

Teachers provide various recommendations to overcome evaluation errors, such as:

a. HOTS Question Preparation Training: Approved by 100% of respondents.
b. Technology Based Evaluation Workshop: Supported by 80% of teachers.

All respondents supported the importance of training in preparing HOTS questions. This shows that teachers understand the challenges in designing questions that not only measure students' basic understanding, but also critical, analytical and creative thinking abilities. According to Bloom's Taxonomy (Anderson & Krathwohl, 2001), HOTS questions aim to develop students' abilities at the levels of analysis, evaluation and synthesis which are very important in 21st century learning.

This need arises because many teachers feel they do not receive adequate formal training regarding preparing HOTS questions. Most traditional curricula in Indonesia still focus on mastering memorization (*rote learning*), so teachers find it difficult to switch to a HOTS-based evaluation approach. Research conducted by (Brookhart. 2010) states that training focused on HOTS is very effective in helping teachers improve their evaluative competence. This research supports these findings, because all respondents support the need for this training as a strategic step to correct evaluation errors.

Most teachers also support the importance of technology-based evaluation workshops. Technology not only simplifies the process of preparing and implementing evaluations, but also allows teachers to utilize a more varied range of evaluation tools, such as online quizzes, *automated grading tools* and learning analytics. This approach is in accordance with the development of digital education in the era of industrial revolution 4.0.

The change in learning paradigm towards digitalization is one of the main factors. Teachers realize that the integration of technology in evaluation not only increases efficiency but also provides a more engaging learning experience for students. However, technical obstacles and lack of training are the main obstacles to its implementation.

As the results of research conducted by (Wang et al. 2018) state that the application of technology in evaluation can increase accuracy and speed in processing student learning outcomes. This supports the findings of this research, where 80% of teachers feel that technology-based evaluation workshops are very important to overcome evaluation errors that have occurred so far.

The strategic recommendations proposed by the teacher show that developing competence in preparing HOTS questions and using technology is a priority step to overcome evaluation errors. With proper implementation, these recommendations can not only improve the quality of evaluation, but also have a positive impact on the teaching and learning process as a whole.

CONCLUSION

This research succeeded in identifying the types of common mistakes made by teachers in evaluating learning outcomes, including difficulties in choosing evaluation techniques, preparing questions that are not in accordance with students' abilities, and a lack of understanding of the preparation of questions based on *Higher-Order Thinking Skills* (HOTS). These findings indicate that the main obstacles in learning evaluation lie in technical and conceptual aspects, which have a significant impact on student motivation, emotions and development.

The reported negative impacts, such as decreased learning motivation, mismatch

between evaluations and student abilities, and increased stress, indicate the need to increase teacher evaluative competence. The proposed strategic recommendations, namely HOTS question preparation training and technology-based evaluation workshops, provide a practical contribution to overcoming this problem. These two recommendations emphasize the importance of transforming learning evaluation to be more relevant, objective and adaptive to the development of digital era education.

Novelty (*Novelty*): This research not only confirms the need for HOTS training and technology in evaluation but also provides a holistic view of the impact of evaluation on students. Focusing on the combination of emotional, motivational, and technical impacts provides a new perspective that has not been widely explained in previous research.

Implications for Previous Research: The results of this study support the findings of Anderson et al. (2014) and Brookhart (2010), which shows the need to develop teachers' technical abilities in evaluation. However, this research adds a new dimension by exploring the impact of evaluation on students' emotional balance, an area that has received insufficient attention.

SUGGESTION

Based on the research results, the following are suggestions that can be proposed:

1. Increasing Teacher Competence: Teachers need to actively participate in question-based preparation training *Higher-Order Thinking Skills* (HOTS) to improve their ability to design relevant and meaningful evaluations. The government and educational institutions can organize ongoing training that focuses on developing evaluation competencies.
2. Technology Integration in Evaluation: Technology-based workshops and training need to be increased so that teachers are more adept at using digital tools and platforms to prepare more efficient and varied evaluations. Increasing technological infrastructure in schools also needs to be done to support the implementation of digital-based evaluations.
3. Holistic Approach to Evaluation: Teachers need to pay attention to students' emotional and motivational aspects in the evaluation process. Evaluations should be designed not only to measure academic abilities, but also to support students' psychological balance.
4. Further Research: Future research is recommended to measure the effectiveness of the training that has been implemented, with an experimental approach to determine significant changes in teacher competency. The study could also broaden the scope of the impact of evaluation errors on other aspects, such as character development or 21st century skills.
5. Collaboration between Teachers and Policy Makers: It is important for teachers to collaborate with educational policy makers in designing evaluation systems that are more flexible and adaptive to student needs. Data-based policies from evaluation results like this can be a reference for better curriculum development.
6. Overcoming Barriers to Research: Barriers identified, such as resistance to technology or teachers' limited time for training, need to be addressed by providing incentives or providing dedicated time for professional development. The government and stakeholders need to better support this aspect to increase the effectiveness of implementing recommendations.

It is hoped that these suggestions can become a reference for developing a better learning evaluation system, so that it not only improves the quality of education but also provides a positive learning experience for students.

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