# SUPERVISION OF ELEMENTARY SCHOOL TEACHERS IN DEVELOPING IN-DEPTH LEARNING ASSESSMENTS

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***ABSTRACT***

*Assessment is a crucial component of deep learning because it serves not only to assess learning outcomes but also to support students' thinking processes, conceptual understanding, and reflection. However, elementary school teachers still face various obstacles in developing assessments that align with deep learning principles. This community service activity aims to assist elementary school teachers in developing deep learning assessments at SDN Ketidur Mojokerto. The community service method uses a participatory approach through questionnaire-based needs analysis, assistance in developing assessment instruments, limited implementation, and reflection and evaluation. The questionnaire results indicate that most teachers have a good understanding of the concept of deep learning assessments, but still experience difficulties in developing instruments to assess learning processes and outcomes. Through the mentoring activity, teachers are able to develop authentic, task-based assessments and rubrics that assess students' deep understanding and thinking processes. This activity contributes to improving teachers' competency in designing applicable and contextual deep learning assessments in elementary schools.*

*Keywords: Teacher Assistance, Learning Assessment, In-depth Learning, Elementary School*

## A. Introduction

Learning in elementary schools is required to emphasize not only mastery of material but also building meaningful conceptual understanding, critical thinking skills, and student reflection on learning. The deep learning approach emphasizes interconnectedness between concepts, active student involvement in the learning process, and the ability to transfer knowledge into real-life contexts (Zafirah et al., 2025; Rahmandani et al., 2025).

The success of in-depth learning is greatly influenced by the quality of the assessments used. Assessments serve not only as a tool for measuring final results, but also as an integral part of the learning process, encouraging students to think more deeply and reflectively. (Pedro et al., 2024).

However, assessment practices in elementary schools are still dominated by written test-based assessments and memorization, so they are not yet fully capable of revealing students' thinking processes and in-depth understanding. (Leslie, 2016; Brookhart, 2020).

The results of a needs analysis conducted through a questionnaire administered to teachers at Ketidur Elementary School in Mojokerto indicate that most teachers have a good understanding of the development of in-depth learning assessments. Of the 13 respondents, 61.5% stated they had a good understanding and 23.1% stated they had a very good understanding. However, teachers still experience difficulties in implementation, particularly in developing assessment instruments for learning processes and outcomes that align with the characteristics of in-depth learning. The questionnaire data also indicates that developing assessment instruments is one of the most challenging parts of developing in-depth learning.

This situation indicates a gap between teachers' conceptual understanding and practical skills in developing in-depth learning assessments. However, well-designed, authentic assessments can help teachers gain a comprehensive picture of student learning outcomes, including thinking processes, conceptual understanding, and reflective skills. (Hastuti et al., 2025; Dávila, 2017).

Based on these issues, systematic and ongoing mentoring activities are needed to help teachers develop in-depth learning assessments. Mentoring is considered effective because it provides teachers with opportunities to learn through direct practice, reflection, and continuous improvement (Darling-hammond et al., 2017).

Therefore, this community service activity focuses on assisting elementary school teachers in developing in-depth learning assessments that are applicable and appropriate to the learning context at SDN Ketidur Mojokerto. Specifically, this activity aims to identify teacher needs related to the development of in-depth learning assessments, improve teacher competency in developing in-depth learning assessment instruments, and assist teachers in implementing these assessments in the classroom.

**B. Method of Implementation**

The community service activity was carried out at SDN Ketidur, Mojokerto, involving elementary school teachers as partners. The method used was a participatory approach, which positions teachers as active participants in all stages of the community service activity. This participatory approach is considered effective in teacher professional development because it encourages direct involvement, collaboration, and ongoing reflection on learning practices (Kemmis & Mctaggart, 2005)

The activity stages include: (1) needs analysis using questionnaires to map teachers' understanding and difficulties related to in-depth learning assessment, in accordance with the principles of need-based professional development. (Yenen & Mustafa, 2020); (2) assistance in preparing in-depth learning assessment instruments through discussion and direct practice, in line with the concept of learning by doing in developing teacher competencies (Aslam et al., 2024) (3) limited implementation of assessment instruments in the classroom to test the applicability and relevance of assessments in real learning contexts; and (4) reflection and evaluation of activities as an effort to continuously improve teacher assessment practices, as emphasized in the professional reflective approach. (Aslam et al., 2024).

**C. Result and Discussion**

Analysis of the questionnaire administered to 13 teachers at SDN Ketidur Mojokerto revealed a clear need for in-depth learning assessment development. A summary of the questionnaire results is presented in Table 1.

**Table 1. Summary of the Results of the Questionnaire on Teacher Needs at SDN Ketidur Mojokerto**

| Measured Aspects | Key Results | Interpretation |
|---|---|---|
| Teachers' understanding of the development of in-depth learning assessments | 61.5% good category; 23.1% very good | The teacher has a relatively good conceptual understanding |
| Ability to develop in-depth learning assessments | Some teachers stated that they were not yet able to develop optimally | There is a gap between understanding and practical skills |
| The hardest part of deep learning | Preparation of assessment designs and instruments | Assessment is the main requirement for mentoring |
| Motivation to participate in mentoring/training | The majority is very high | Teachers have the readiness and commitment to develop |

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|---|---|---|
| Benefits of training | The majority is very good | Mentoring is considered relevant to teachers' needs |

The questionnaire results indicate that although teachers have a good initial understanding of in-depth learning, they still experience technical difficulties, particularly in developing assessment instruments capable of comprehensively assessing learning processes and outcomes. This situation underscores the importance of mentoring focused on developing in-depth learning assessments..

**Detailed Distribution of In-Depth Learning Assessment Aspects**

To obtain a more specific picture of teachers' assessment needs, further analysis was conducted on questionnaire items directly related to the development and implementation of in-depth learning assessments. A summary of the detailed distribution is presented in Table 2.

Table 2. Detailed Distribution of the Results of the In-Depth Learning Assessment Aspect Questionnaire

| Assessment Indicators | Dominant Category | Percentage | Meaning of Findings |
|---|---|---|---|
| Understanding the concept of in-depth learning assessment | Good | >50% | Teachers understand the basic concepts of in-depth learning assessment |
| Ability to develop learning process assessment instruments | Enough | >50% | Teachers experience technical difficulties in the assessment process |
| Ability to prepare assessment rubrics | Enough | >50% | The rubric has not been developed systematically |
| Ability to assess students' in-depth understanding | Enough | >50% | Assessment still focuses on the final result |
| Use of reflective assessment | Enough | >50% | Reflection is not yet a routine part of assessment |

The findings in Table 2 show that the main challenge for teachers lies not in understanding concepts, but rather in practical skills in designing and using in-depth learning assessment instruments. This condition is in line with the opinion of (Magdalena et al., 2023) who stated that teachers often

understand the objectives of higher-order thinking assessments, but experience difficulties in designing instruments that are able to reveal students' thinking processes authentically.

To address these needs, mentoring activities focused on developing authentic assessments that included context-based assignments, critical thinking assessment rubrics, and student learning reflection instruments. This approach aligns with the view (Dávila, 2017), which emphasizes the importance of authentic assessments for measuring in-depth understanding and knowledge transfer.

The results of the limited implementation indicate that teachers are beginning to develop assessment rubrics that assess students' thinking processes and conceptual understanding. Furthermore, teachers stated that reflective assessments help them gain a more comprehensive picture of their students' learning processes. These findings reinforce the findings of a study (Black & London, 2009) which asserted that formative assessment integrated into learning can improve the quality of the learning process and student understanding.

## D. Conclusion

This community service activity demonstrated that mentoring elementary school teachers in developing in-depth learning assessments at SDN Ketidur Mojokerto had a positive impact on improving teacher competency. Teachers were able to develop and implement assessments that assess students' in-depth understanding and thinking processes. It is recommended that this activity be continued on an ongoing basis to strengthen learning assessment practices in elementary schools.

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