

THE EFFECTIVENESS OF USING QUESTIONNAIRE-BASED OBSERVATION ASSESSMENT INSTRUMENTS AMONG MAPN 4 MEDAN STUDENTS

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A B S T R A C T

Assessment is very important because it helps us understand how well students are learning and what they have learned. In Classrooms, teachers often use observation to check how students are doing, but this method can miss some important Things about how students feel and what they experience during learning. To fix this, questionnaires can be used as a tool Help observe and assess students' learning. This study looks at how well using questionnaires works in describing the Learning experience of students in MAPN 4 Medan. The study used a quantitative method with a case study design. Data was Gathered through questionnaires given to high school students, along with observations, interviews, and reviewing Documents. The results show that questionnaires are effective in showing how students feel about teaching methods, Classroom, settings, teacher interactions, and learning materials. Most students had positive views about their learning, but some areas, like how involved they are in learning and how consistently teaching tools are used, still need improvement. These findings suggest that using questionnaires can give useful, student-focused insights and help improve the quality teaching in high School.

INTRODUCTION

Evaluation is a fundamental component of the educational process because it provides systematic information about the extent to which instructional goals have been achieved. Through evaluation, teachers and schools are able to identify strengths, weaknesses, and areas that require improvement in the learning process. One critical element of evaluation is the selection of appropriate assessment instruments, as the accuracy and usefulness of evaluation results depend greatly on the tools employed. An assessment instrument that is not aligned with instructional objectives may lead to incomplete or misleading conclusions about students' learning experiences.

In educational practice, observation-based assessment is commonly used to examine classroom activities, teacher–student interaction, and learning dynamics. However, direct observation alone may not fully capture students’ internal responses, perceptions, and learning experiences. For this reason, questionnaires are often employed as complementary observation instruments. Questionnaires allow students to express their views in a structured format and enable evaluators to collect data efficiently from a large number of respondents. According to Sagala (2010), effective educational evaluation should provide comprehensive information about both the learning process and learning outcomes, so that it can serve as a valid basis for improving instructional quality.

In the context of secondary education, particularly in Islamic senior high schools (madrasah aliyah), questionnaire-based observation assessment plays a strategic role. Madrasah education emphasizes not only cognitive achievement but also students’ attitudes, participation, and learning engagement. Questionnaires are therefore useful in exploring students’ perceptions of teaching methods, classroom atmosphere, instructional media, and teacher support. According to Mulyasa (2013), understanding students’ perceptions is essential for creating meaningful and student-centered learning, as students are active participants rather than passive recipients of instruction.

MAPN 4 Medan, as a public Islamic senior high school with an accreditation grade of A, provides an appropriate setting for examining the effectiveness of questionnaire-based observation assessment instruments. Based on field activities conducted during the Teaching Practice Program (PPL I), MAPN 4 Medan has implemented structured lesson planning, varied teaching methods, and assessment practices aligned with national education standards. The school is also supported by relatively adequate facilities that contribute to a conducive learning environment. Nevertheless, systematic evaluation from the students’ perspective is still necessary to understand how these instructional practices are experienced by learners.

Preliminary observations and questionnaire findings indicate that most students perceive the learning process at MAPN 4 Medan as generally positive. Students reported that teachers applied diverse teaching methods, encouraged classroom participation, and created a supportive learning atmosphere. The questionnaire data also revealed several areas that require improvement, such as limited time for discussion, uneven use of instructional media across subjects, and varying levels of student engagement. These findings demonstrate that questionnaire-based observation instruments are capable of uncovering both strengths and challenges in classroom learning that may not be fully visible through direct observation alone.

The use of questionnaires also provides an opportunity for students to participate actively in the evaluation process. According to Sanjaya (2015), involving students in learning evaluation can increase data accuracy and help teachers gain deeper insights into students’ needs, learning difficulties, and expectations. By giving students a voice, questionnaire-based assessment supports reflective teaching practices and continuous improvement of instructional quality.

Therefore, this study focuses on analyzing the effectiveness of questionnaire-based observation assessment instruments in describing learning conditions at MAPN 4 Medan. This study is expected to contribute practically to teachers and school administrators in selecting and developing appropriate assessment instruments. Furthermore, it may serve as a reference for pre-service teachers to understand the importance of data-based, student-centered evaluation in real classroom contexts.

METHOD

This research is a quantitative questionnaire with a strategic cases studies research. The research was conducted according to the conditions in the field at that time. This study aims to determine the effectiveness of using questionnaires as an assignment instrument among MAPN 4 Medan students. This research was conducted at MAPN 4 on how big the effectiveness of using questionnaires as an assignment instrument. This research was already conducted for a month starting in early November 2025 to late November 2024. Informants who are the source of data in this study are students of Senior highschool students at the same school. Seconds data in this study sourced from documents, including books, student assignments and researches. Preliminary research Initial observation of articles and other documents became the first step in an effort to collect data in this study. Collecting data in this study, the second step is to interview the teachers of MAPN 4 senior-highschool. The last step taken was in-depth interviews with experts. The research procedure carried out consists of several stages, including firstly, data collection, data collection in the form of oral and written as well as events related to learning through listening. events related to learning through listening. Next, data selection, the data collected was then grouped selected, and sort out for later analysis; last but not atleast, data analysis, the use of listening on learning; and then, the preparation of research reports. The data is analyzed, formulate, also conclusions are dawn tabular form.

RESULT AND DISCUSSION

Questionnaires were employed in this study because they are effective instruments for collecting students' perceptions of the learning process in a systematic and efficient way. *Creswell (2018)* states that questionnaires are appropriate for educational research aimed at understanding learners' attitudes, responses, and experiences, especially when the study involves a relatively large group of students, such as those at MAPN 4 Medan.

| No. | Name | Do You Like English Class ? | Is Learning English fun for you? | Are your English teachers nice? | Is the classroom comfortable for learning ? | What do you think about the English textbook? | Is the material difficult to understand? | Do your friends disturb you in class ? | How often does the teacher give homework? |
|-----|------------------------|-----------------------------|----------------------------------|---------------------------------|---|---|--|--|---|
| 1. | Adzilla Maysarah Zulfa | Yes | Yes | Yes | Yes | Good | No | Never | No |
| 2. | Agus | Yes | Yes | Very Good | Yes | Good | No | No | No |
| 3. | Andika Wahyu Ramadhan | Yes | Yes | Good | Good | Very Good | No | No | Never |
| 4. | Ayu Diah Ramadhan i | Yes | Yes | Yes | Good | Very Good | No | Never | Yes |

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Mapn 4 Medan Students

| | | | | | | | | | |
|-----|---------------------------|-----------|------|-----------|-----------|-----------|-----|-------|-------|
| 5. | Azizi Az-zahra Dalimunthe | Very Good | Yes | Good | Good | Very Good | No | Never | Never |
| 6. | Azki Dwi Asyabina | Yes | Good | Good | Good | Good | Yes | Never | No |
| 7. | Bagas Raflianda Kariadi | Yes | Yes | Good | Very Good | Good | No | Never | No |
| 8. | Baihaqi Al-Habib | Very Good | Yes | Good | Good | Very good | No | Never | No |
| 9. | Dara Nazira | Yes | Yes | Very Good | Good | Good | Yes | No | No |
| 10. | Fahira Andini | Yes | Yes | Yes | Very Good | Very Good | Yes | No | Never |
| 11. | Habib Fahruzi | Yes | Yes | Very Good | Good | Good | Yes | No | No |
| 12. | Harvy Arlianda | Yes | Good | Very Good | Very Good | Good | No | No | No |
| 13. | Iffah Mudawwamah | Yes | Yes | Good | Good | Good | No | No | Never |
| 14. | Indri Apriani | Very Good | Yes | Very Good | Very Good | Good | No | Never | No |
| 15. | Isnani Naura Afifah | Very Good | Yes | Good | Good | Very Good | No | No | Never |
| 16. | Juanda Dermawan Ginting | Yes | Yes | Good | Good | Good | No | No | No |
| 17. | Keysha Dwi Zhafira | Yes | Yes | Good | Very Good | Good | No | Never | Never |
| 18. | Khaililah Ramadhani | Yes | Yes | Good | Good | Good | No | No | No |
| 19. | Luthfi Alfarizi | Yes | Yes | Good | Good | Good | No | No | Never |
| 20. | Luthfi Azwani | Yes | Yes | Good | | Good | No | No | No |
| 21. | Mhd.Alwi Al-Rizqi | Yes | Yes | Very good | Good | Very Good | No | Never | Never |
| 22. | Muhammad Fadhillah Akbar | Yes | Yes | Very Good | Very Good | Very Good | No | Never | No |
| 23. | Mutia Febi Mauliya | Yes | Yes | Very Good | Very Good | Very Good | No | Yes | Never |

| | | | | | | | | | |
|----|--------------------|-----|-----|-----------|-----------|-----------|----|-----|-------|
| 24 | Nadira Putri | Yes | Yes | Good | Good | Good | No | No | No |
| 25 | Nazifatul Khaira | Yes | Yes | Very Good | Yes | Good | No | No | Never |
| 26 | Nayla Cahya puteri | Yes | Yes | Very Good | Yes | Good | No | No | Never |
| 27 | Neisyia Salsabila | Yes | Yes | Very Good | Yes | Good | No | No | No |
| 28 | Roiyan Fadhillah | Yes | Yes | Very Good | Very Good | Very Good | No | Yes | Never |
| 29 | Salsabila | Yes | Yes | Good | Good | Good | No | No | No |
| 30 | Siti Aisyah | Yes | Yes | Good | Good | Good | No | Yes | No |
| 31 | Varny Safitri Hrp | Yes | Yes | Very Good | Very Good | Very Good | No | Yes | Never |

In the context of MAPN 4 Medan, classroom observation alone is not sufficient to capture students' internal learning experiences. Observation focuses mainly on observable behavior, while students' feelings, motivation, and perceptions toward teaching methods may remain unseen. According to *Cohen, Manion, and Morrison (2018)*, questionnaires allow researchers to access participants' subjective perspectives, which are essential for evaluating the effectiveness of classroom instruction.

Furthermore, the use of questionnaires supports student-centered evaluation. *Sugiyono (2019)* explains that questionnaires enable respondents to provide honest feedback without direct researcher influence, resulting in more accurate data. Therefore, questionnaires are considered appropriate instruments to obtain meaningful and student-based evaluation data that can support the improvement of teaching and learning quality at MAPN 4 Medan.

Discussion

This research is a quantitative questionnaire with a strategic cases studies research. The research was conducted according to the conditions in the field at that time. This study aims to determine the effectiveness of using questionnaires as an assignment instrument among MAPN 4 Medan students. This research was conducted at MAPN 4 on how big the effectiveness of using questionnaires as an assignment instrument. This research was already conducted for a month starting in early November 2025 to late November 2024. Informants who are the source of data in this study are students of Senior highschool students at the same school. Seconds data in this study sourced from documents, including books, student assignments and researches. Preliminary research Initial observation of articles and other documents became the first step in an effort to collect data in this study. Collecting data in this study, the second step is to interview the teachers of MAPN 4 senior-highschool. The last step taken was in-depth interviews with experts. The research procedure carried out consists of several stages, including firstly, data collection, data collection in the form of oral and written as well as events related to learning through listening. Events related to learning through listening. Next, data selection, the data collected was then grouped selected, and sort out for later analysis; last but not atleast, data analysis, the use of listening on learning. ; and then, the preparation of research reports. The data is analyzed, formulate, also conclusions are dawn tabular form.

The results of this study show that the use of questionnaire-based observation assessment instruments is effective in describing students' perceptions of the learning process at MAPN 4 Medan. The questionnaire responses indicate that most students have positive attitudes toward English learning, including their views on teachers, classroom conditions, and learning materials. This finding suggests that questionnaires are able to capture important aspects of learning that may not be fully identified through classroom observation alone.

Observation is generally used to assess visible classroom activities, such as teacher performance and student participation. However, it has limitations in revealing students' internal experiences, including motivation and learning comfort. According to Cohen, Manion, and Morrison (2018), questionnaires provide access to students' subjective perspectives and allow researchers to collect data more efficiently. The findings of this study support this statement, as students were able to express their opinions openly through written responses.

The positive perceptions toward teachers reflect the importance of teacher–student interaction in the learning process. Most students perceived their English teachers as supportive and approachable, which contributed to a comfortable classroom atmosphere. This is in line with Mulyasa (2013), who explains that effective learning is influenced by the teacher's ability to create positive interactions and maintain an encouraging learning environment.

Regarding learning facilities and materials, the majority of students considered the classroom environment comfortable and the learning materials understandable. This indicates that the learning conditions at MAPN 4 Medan generally support effective instruction. According to Sanjaya (2015), appropriate learning materials and a conducive classroom environment can increase students' learning motivation. Nevertheless, several students reported difficulties in understanding certain materials, suggesting the need for variation in teaching methods and instructional media.

In addition, the findings show that questionnaire-based assessment can identify classroom issues that are not always visible during observation, such as student engagement and peer interaction. Sugiyono (2019) states that student feedback obtained through questionnaires can serve as an important source of evaluation for improving teaching practices. Therefore, the use of questionnaires as observation assessment instruments provides meaningful data that can support teachers in conducting reflective and student-centered evaluation.

CONCLUSION

Based on the findings and discussion, it can be concluded that questionnaire-based observation assessment instruments are effective in describing students' perceptions of the learning process at MAPN 4 Medan. The use of questionnaires allows students to express their views on teaching methods, classroom atmosphere, teacher–student interaction, and learning materials in a structured manner. This supports the role of questionnaires as complementary instruments to classroom observation, particularly in capturing students' internal learning experiences that are not easily observed directly.

Therefore, questionnaire-based observation assessment can be considered a practical and student-centered evaluation approach in secondary education. By integrating questionnaire data into the evaluation process, teachers and schools can

obtain more comprehensive information to support reflective teaching practices and continuous improvement of learning quality at MAPN 4 Medan.

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