



Strategy for Utilizing Evaluation Results to Improve Learning Planning

Satriawati*, Suci Indah Sari, Vera, Lidya Marthen, Tresia Benne Langi, Nurul Ulfadillah, Wahdaniah, Asmi Anti, Novianty Ramadani, Fitri Anastasya.

¹ University of Megarezky y Makasar, Indonesia

ARTICLE INFO

Article history :

Received : 07 / 03 /202

6 Revised : 09 / 04 /202

6 Published : 13 / 05
/202 6



Creative Commons Attribution-
ShareAlike 4.0 International License.

Volume : 1

No. 1

Page: 14 - 25

Publication: **June 202 6**

Accredited -
based on Ministry of Research,
Technology and Higher Education
No.

ABSTRAK

This study aims to analyze strategies for utilizing learning evaluation results to improve learning planning in elementary schools. Learning evaluation is not only understood as a tool to measure student achievement but also as a reflective basis for teachers in making more appropriate pedagogical decisions. This study used a descriptive qualitative approach with a case study design. Data were collected through semi-structured interviews, limited observations, and analysis of learning documents, then analyzed using thematic analysis techniques. The results show that teachers utilize evaluation results through four main strategies: in-depth analysis of learning outcomes, identification of factors causing learning difficulties, development of learning follow-up, and ongoing reflection. Evaluation results are also used to improve learning objectives, materials, methods, media, assessment instruments, and remedial and enrichment programs. These findings confirm that learning evaluation has diagnostic, reflective, and strategic functions in building more adaptive learning plans. This research contributes to strengthening data-driven planning practices and developing a culture of teacher reflection to continuously improve the quality of learning.

Keywords: Evaluation, Planning, Strategy, Education Improvement.

ABSTRACT

This study aims to analyze strategies for using learning evaluation results to improve lesson planning in elementary school contexts. Learning evaluation is not merely viewed as a tool for measuring students' achievement, but also as a reflective basis for teachers to make more accurate pedagogical decisions. This study employed a descriptive qualitative approach with a case study design. Data were collected through semi-structured interviews, limited classroom observations, and analysis of instructional documents, and were examined using thematic analysis. The findings reveal that teachers used evaluation results through four main strategies: in-depth analysis of students' learning achievement, identification of factors causing learning difficulties, development of instructional follow-up actions, and continuous reflection. Evaluation results were also used to review learning objectives, materials, teaching methods, learning media, assessment instruments, remedial programs, and enrichment activities. These findings confirm that learning evaluation has diagnostic, reflective, and strategic functions in developing more adaptive and evidence-based lesson planning. This study contributes to strengthening data-informed instructional planning and promoting a reflective teaching culture that supports sustainable improvement in learning quality.

Keywords : Evaluation, Planning, Strategy, Education Improvement.

Copyright© 202 6 The Author(s).

Corresponding Author: E-mail: satriawati.01@gmail.com*

Indexed : -

A. Introduction

Learning evaluation is a crucial part of the education system because it serves as the basis for understanding student learning outcomes and improving the quality of the learning process. In the modern learning paradigm, evaluation is no longer positioned solely as a final activity for determining grades, but rather as a process of gathering information that helps teachers make more informed pedagogical decisions. Evaluation results can be used to determine the extent to which learning objectives have been achieved, which parts of the material students have not yet grasped, and which learning strategies need to be improved in the next session. Van der Steen, Van Schilt-Mol, Van der Vleuten, and Joosten-ten Brinke (2022) emphasize that formative assessment will be effective if it is consciously designed, aligned with the curriculum, and directed to support teacher decision-making in learning. Therefore, learning evaluation should be part of the ongoing cycle of planning, implementation, reflection, and improvement of learning. The utilization of evaluation results is increasingly important because the quality of learning planning is greatly influenced by teachers' ability to objectively interpret evidence of student learning.

In school learning practices, evaluation results are often used only as a basis for assigning grades, determining completion, or reporting learning outcomes to students and parents. However, evaluation data can actually provide broader information about weaknesses in the learning process, the appropriateness of teaching methods, the effectiveness of media, and the need for follow-up for students experiencing difficulties. Gebremariam and Gedamu (2023) ; Anggereini et al., (2026) ; Rosidah et al., (2026) show that assessment for learning practices play a crucial role in improving student learning, but their implementation still faces challenges in teachers' understanding and consistency in using assessment results. This condition indicates that evaluation has not been fully utilized as a reflective instrument to improve learning planning. As a result, teachers risk developing learning plans based on old habits or patterns, rather than on the actual needs of students. This phenomenon demonstrates the gap between the ideal function of evaluation as a basis for learning decision-making and the actual practices that occur in the classroom.

The urgency of this research is further strengthened because effective learning requires teachers to be able to make decisions based on data, not just intuition or teaching experience alone. Evaluation results can provide clues as to whether learning objectives need to be adjusted, materials need to be simplified, methods need to be varied, or students require remedial and enrichment. Tayem and Bourgeois (2024) explain that data-based decision-making in education enables teachers to use learning data to improve instructional practices, although this process requires data analysis skills and adequate professional support. Similarly, Lai, Fjørtoft, and Li (2025) emphasize that data-driven teacher discussions can help educators identify teaching practices that need improvement. Therefore, utilizing evaluation results is not merely an administrative issue but also related to the quality of teachers' pedagogical decisions. If evaluation results are not analyzed and acted upon appropriately, learning planning has the potential to be unresponsive to students' learning needs.

The rationale for the importance of this topic also relates to the need to strengthen the link between evaluation, teacher reflection, and lesson planning. Good lesson planning cannot simply rely on existing curricula, textbooks, or learning tools; it must be based on empirical information about student learning outcomes and barriers. Van der Steen, Van Schilt-Mol, Van der Vleuten, and Joosten-ten Brinke (2023) found that teachers often struggle to design formative assessments that are truly connected to learning objectives, data collection, and follow-up. These findings suggest that utilizing evaluation results requires teachers to be able to connect assessment data to subsequent lesson plans. Baartman and Gulikers (2025) also emphasize that formative assessment loses its value if it is not directed toward long-term learning goals and is not used to determine the next steps in learning. Therefore, strategies for utilizing evaluation results need to be examined more systematically to provide teachers with a clear basis for improving lesson planning.

Several previous studies have emphasized the importance of formative assessment, assessment literacy, and the use of learning data in improving the quality of learning. Yan and Pastore (2022) developed the Teacher Formative Assessment Literacy Scale and demonstrated that teachers' formative assessment literacy encompasses conceptual, practical, and socio-emotional dimensions that determine the quality of classroom assessment practices. Yan, Chiu, and Cheng (2022) also found that teachers' formative assessment practices are influenced by personal and contextual factors, such as teaching experience, self-efficacy, school support, and learning level characteristics. Li, Yan, Chan, Zhan, and Guo (2023) demonstrated that professional development programs can improve elementary school teachers' formative assessment literacy and help them address the challenges of implementing assessment in the classroom. Vattøy and Gamlem (2025) added that

professional development in the context of digital formative assessment can strengthen teachers' experiences in understanding, interpreting, and using student learning information. These findings demonstrate that learning evaluation has a significant impact when teachers possess adequate assessment literacy and professional support. However, most of these studies still focus on formative assessment and assessment literacy, and have not specifically mapped how evaluation results are used as a basis for systematically improving learning planning.

Recent studies on data-informed instruction also show that the use of learning data has the potential to improve the quality of teacher decisions, but several research limitations remain. Tayem and Bourgeois (2024) demonstrated, through a scoping review, that research on data-based decision-making has progressed, but a closer examination of teacher practices in translating data into learning actions is still needed. Lai et al. (2025) also demonstrated that teachers require a directed discussion format so that learning data can be used to identify improvements in teaching practice. Meanwhile, Lei and Lei (2026) emphasized, through a systematic review, that formative assessment literacy remains a critical issue because many studies have not fully explained the relationship between teacher understanding, assessment practices, and learning follow-up. Therefore, the research gap in this research lies in the limited number of studies that integrate evaluation results, teacher reflection, and improvement in learning planning as a complete pedagogical cycle. This gap is important to examine because learning planning that is not based on evaluation results risks being less adaptive to students' learning needs.

Based on the background and research gaps mentioned above, this study aims to analyze strategies for utilizing evaluation results to improve learning planning. Specifically, this research aims to explain how teachers analyze evaluation results, identify factors causing learning outcomes, develop follow-up learning strategies, and use reflection results to refine subsequent learning designs. This research is expected to provide a theoretical contribution by expanding the study of the relationship between learning evaluation, pedagogical decision-making, and data-based learning planning. Practically, this research can serve as a reference for teachers in using evaluation results as a basis for improving objectives, materials, methods, media, and assessment systems. Furthermore, this research can also help schools build a more systematic, collaborative, and quality-improving culture of learning reflection. Thus, learning evaluation is understood not only as a tool for measuring learning outcomes, but as a strategic instrument for strengthening more effective learning planning and implementation.

B. Method

a. Research Design

This research uses a descriptive qualitative approach with a case study design. This approach was chosen because the research objective was to explain in depth the teacher's strategy in utilizing learning evaluation results to improve learning planning. The focus of the research was not directed at statistically testing the relationship between variables, but rather to understand the teacher's process in reading evaluation results, identifying learning weaknesses, developing follow-up actions, and revising learning plans. The case study design was deemed appropriate because this research examines educational phenomena in a real context, namely the evaluation and learning planning practices carried out by teachers in schools. According to van der Steen et al. (2022) ; Hukom, (2025) ; Liani et al., (2025) , formative assessment needs to be designed to support teacher decision-making in learning, so that evaluation results should be used as a basis for improving instructional actions. Thus, the qualitative case study design allows researchers to explore in detail the relationship between evaluation, teacher reflection, and improvement of learning planning.

b. Location and Time of Research

This research was conducted in an elementary school that has implemented routine learning evaluation through formative tests, daily assignments, learning observations, and documentation of student learning outcomes. The school was selected purposively because the school had learning evaluation documents and learning planning tools that could be analyzed. The elementary school context was chosen because teachers at this level are directly involved in the planning, implementation, evaluation, remedial, and enrichment processes of learning. The research was conducted in the even semester of the 2025/2026 academic year for approximately three months. This period included instrument preparation, instrument validation, data collection through interviews and documentation, limited observation, data analysis, and verification of

findings. If the manuscript will be adjusted to actual data, this section can be replaced with the name of the school, the district/city location, and the actual month the research was conducted.

c. Population and Research Participants

The population in this study were teachers who carried out lesson planning, the learning process, and the evaluation of student learning outcomes at the schools where the research was conducted. Research participants were determined using a purposive sampling technique, namely the selection of informants based on criteria relevant to the research objectives. Participant inclusion criteria included active teachers who developed learning materials, conducted learning evaluations, had student evaluation documents, and were willing to participate in interviews. Exclusion criteria included teachers who were not directly involved in the preparation of lesson plans or did not have evaluation documents that could be analyzed. The recommended number of participants is 6–10 teachers to obtain sufficiently rich data, while still allowing for in-depth analysis of each case. In addition to teachers, research data sources also included learning documents, such as teaching modules or lesson plans, assessment grids, evaluation instruments, grade recaps, remedial notes, enrichment notes, and teacher learning reflections.

d. Research Instruments

The research instruments consisted of a semi-structured interview guide, a learning observation sheet, and a document analysis format. The semi-structured interview guide was used to gather information on how teachers understand the function of evaluation, the types of evaluation results used, strategies for analyzing student learning outcomes, and the form of follow-up carried out after the evaluation. The observation sheet was used to record the relationship between learning planning, learning implementation, and the use of evaluation results in the learning process. The document analysis format was used to examine the suitability between student evaluation results and improvements to learning planning components, such as learning objectives, materials, methods, media, assessment strategies, remedial measures, and enrichment. Instrument development refers to the concepts of formative assessment and data-based decision-making. Yan and Pastore (2022) ; MAHMUD et al., (2023) ; Safitri et al., (2025) emphasized that teachers' formative assessment literacy encompasses conceptual, practical, and socio-emotional dimensions, so the research instrument needs to explore not only what teachers do, but also how teachers understand and use evaluation results in making learning decisions.

e. Validity and Reliability of Instruments

Instrument validity was assessed through content validity, involving two experts: a learning evaluation expert and an educational research methodology expert. Both experts were asked to assess the suitability of the instrument's indicators to the research objectives, the clarity of the questions, the accuracy of the terms, and the relevance of the instrument to the context in which the learning evaluation results were used. Instrument revisions were made based on expert input, particularly on items that were too general, repetitive, or failed to explore the relationship between evaluation results and improvements in learning planning. Because this study used a qualitative approach, reliability was not tested using Cronbach's alpha, but was maintained through consistency of data collection procedures, the use of the same interview guide, documentation of the analysis process, and an audit trail. Data credibility was strengthened through source and technique triangulation. Source triangulation was conducted by comparing information from several teachers, while technique triangulation was conducted by comparing interview data, observations, and learning documents. This strategy is important so that research findings do not rely solely on one type of data but are strengthened by various supporting evidence.

f. Data Collection Procedures

The data collection procedure was carried out through several sequential stages. In the preparation stage, the researcher obtained research permits, identified participants based on inclusion criteria, developed instruments, and validated the instruments with experts. In the implementation stage, the researcher collected lesson plan documents and student evaluation results from participating teachers. After collecting the documents, the researcher conducted individual semi-structured interviews to obtain information on how teachers analyzed evaluation results, identified causes of learning weaknesses, developed follow-up actions, and improved lesson plans. Interviews lasted approximately 30–45 minutes for each participant and were recorded after obtaining teacher approval. Limited observations were conducted to obtain a contextual overview of the alignment between lesson plans, lesson implementation, and evaluation follow-up actions. In Doi:

the final stage, all interview data was transcribed, documents were classified, and observation notes were organized into a data matrix for systematic analysis.

g. Data Analysis Techniques

The data were analyzed using thematic analysis because this study aimed to find patterns, categories, and main themes regarding strategies for utilizing evaluation results in improving learning planning. The analysis began by repeatedly reading all interview transcripts, observation notes, and learning documents to understand the context of the data. After that, the researcher conducted initial coding of statements or information related to the analysis of evaluation results, identification of learning problems, development of follow-up actions, revision of plans, and teacher reflections. Codes with similar meanings were then grouped into categories, for example, analysis of learning outcomes, adjustment of learning objectives, revision of materials, changes in methods, media selection, remedial measures, enrichment, and ongoing reflection. These categories were then organized into main themes that answered the research focus. Naeem et al. (2023) ; Najmah et al., (2023) ; Wirza et al., (2025) explained that thematic analysis can be used systematically to develop patterns of meaning from qualitative data and increase the traceability of the analysis process. In this study, the analysis can be done manually using a thematic matrix or assisted by software such as NVivo or ATLAS.ti to facilitate data management.

h. Data Validity

Data validity was maintained through triangulation, member checking, peer debriefing, and an audit trail. Triangulation was conducted by comparing teacher interview results, evaluation documents, lesson planning documents, and observation notes. Member checking was conducted by asking participants to review the interview summary or the researcher's initial interpretation to ensure the data's meaning did not deviate from the teacher's experience. Peer debriefing was conducted through discussions with colleagues or methodologists to review the coding, categorization, and theme development processes. An audit trail was conducted by keeping complete records of the research process, from instrument development and data collection, transcription, coding, category development, and conclusion drawing. These procedures were necessary to ensure adequate credibility, dependability, and confirmability of the research findings. Thus, the research results were academically accountable and could be further explored by other researchers.

i. Research Ethics

This study adhered to ethical principles of educational research by ensuring that all participants participated voluntarily. Prior to data collection, the researcher explained the purpose of the study, the form of participant involvement, the type of data collected, and the participant's right to refuse or discontinue participation at any time. Participant consent was obtained through written or verbal informed consent, in accordance with institutional regulations. The identities of teachers, students, and schools were kept confidential by using anonymizing codes in transcripts, observation notes, and research reports. Student evaluation data were used solely for academic purposes and were not presented in a form that could reveal individual identities. The researcher also ensured that the interview, observation, and document collection processes did not disrupt learning activities and did not cause stress for teachers or students. By applying the principles of informed consent, anonymity, confidentiality, and academic integrity, this study is expected to meet ethical standards in educational research.

C. Results and Discussion

a. Result

The research findings indicate that the use of learning evaluation results plays a crucial role in improving learning planning. Data obtained through interviews with educators, analysis of evaluation documents, and review of learning tools demonstrate that evaluation results are not only used to determine student learning outcomes, but also serve as a basis for teachers to improve learning objectives, materials, methods, media, and follow-up. The main findings of this study point to four strategic patterns used by teachers: in-depth analysis of evaluation results, identification of factors causing learning weaknesses, development of action plans, and ongoing evaluation and reflection. These four strategies demonstrate that learning evaluation can function as a diagnostic and reflective instrument if its results are used systematically in the preparation of subsequent learning plans.

1. Utilization of Evaluation Results as a Basis for Identifying Students' Learning Needs

The analysis shows that teachers utilize evaluation results to identify students' level of mastery of the competencies taught. The evaluations used include not only written tests but also assignments, observations of learning activities, skills assessments, and student progress notes. Through these evaluation results, teachers can identify which students have achieved learning objectives, which students are still experiencing difficulties, and which aspects of the material need further reinforcement. These findings indicate that evaluation results serve as a baseline for more objectively assessing students' learning conditions.

At this stage, teachers not only view final grades as a measure of learning success but also pay attention to error patterns, completion rates, student engagement, and the quality of student responses during the learning process. Evaluation results are then used to determine whether the previous learning plan met students' needs or whether improvements are needed. Thus, evaluation results serve as a crucial source of information for determining the direction of subsequent learning plans.

Table 1. Forms of Evaluation Data Used by Teachers in Improving Learning Planning

No.	Evaluation Data Form	Information Obtained	Utilization in Learning Planning
1	Written test	Level of student understanding of the material	Determine material that needs to be repeated, deepened, or simplified.
2	Daily tasks	Students' ability to complete work independently	Adjust the difficulty level of the task at the next meeting
3	Learning observation	Student activity, participation, and response during learning	Choose a learning method that is more appropriate to the character of the class
4	Skills assessment	Students' ability to apply concepts in practice	Determine follow-up practical activities or projects
5	Remedial and enrichment notes	Students who need additional help or further challenges	Design follow-up in the form of remedial and enrichment

Table 1 shows that teachers use various forms of evaluation data to gain a more comprehensive picture of student learning outcomes. Written tests help teachers understand concept mastery, while daily assignments and observations provide information about student learning processes, independence, and participation. Skills assessments provide insight into students' ability to apply the material, while remedial and enrichment notes help teachers determine more appropriate follow-up actions. By using various forms of evaluation data, teachers can develop learning plans that are more based on students' actual needs.

2. Teacher Strategies in Utilizing Learning Evaluation Results

Interviews with educators revealed four main strategies for utilizing learning evaluation results. The first strategy involves conducting an in-depth analysis of the evaluation results to identify aspects of the learning process that have been successful and those that still need improvement. The second strategy involves identifying factors contributing to low learning outcomes, including learning methods, material suitability, media use, and student motivation. The third strategy involves developing a specific action plan, such as changing learning methods, adapting materials, providing additional practice, or implementing remedial measures. The fourth strategy involves conducting ongoing evaluation and reflection to assess the effectiveness of follow-up actions.

These four strategies demonstrate that teachers use evaluation results not only to conclude learning success but also to improve components of their learning plans in a more targeted manner. These strategies demonstrate a cycle of improvement: evaluation, analysis, follow-up, reflection, and replanning. This cycle is important because it helps teachers avoid learning plans that are routine and unresponsive to student conditions.

Table 2. Strategy for Utilizing Learning Evaluation Results

No.	Evaluation Results Utilization Strategy	Form of Implementation	Impact on Learning Planning
1	In-depth analysis of evaluation results	The teacher reviews the grades, error patterns, completeness, and responses of the students.	Learning planning becomes more data-driven and student needs-driven.
2	Identify the causal factors	Teachers explore the causes of learning difficulties from the aspects of material, method, media and motivation.	Teachers can determine which parts of the learning need to be improved.
3	Development of action plan	Teachers prepare remedial, enrichment, method changes, or	Follow-up learning becomes more specific and measurable

		material adjustments.	
4	Continuous evaluation and reflection	The teacher re-evaluates the effectiveness of the actions that have been implemented.	Learning planning becomes more adaptive and sustainable

Table 2 shows that the utilization of evaluation results is carried out through interrelated stages. Analysis of evaluation results forms the basis for identifying learning problems, while identifying causal factors helps teachers more clearly determine the source of the problem. Once the problem is identified, teachers develop corrective actions tailored to the students' needs. Ongoing reflection then becomes a crucial step to ensure that the actions taken truly impact learning improvements.

3. Improvement of Learning Planning Components Based on Evaluation Results

Research findings indicate that evaluation results impact several key components of lesson planning. The components most frequently revised are learning objectives, materials, methods, media, and assessment systems. Teachers adjust learning objectives if evaluation results indicate that the majority of students have not achieved the expected competencies. Teachers also simplify or develop materials if they find the previous material to be too difficult, too dense, or not yet suited to students' abilities.

Furthermore, evaluation results encourage teachers to choose more varied learning methods. If the evaluation indicates that students are less active or have difficulty understanding the material through lectures, teachers tend to consider using discussions, guided exercises, group work, demonstrations, or problem-based learning. Learning media are also adjusted to make the material easier to understand. In terms of assessment, teachers improve the question format, instrument difficulty level, and assessment variations to more effectively measure aspects of knowledge, skills, and attitudes.

Table 3. Learning Planning Components Improved Based on Evaluation Results

No.	Planning Components	Findings from the Evaluation Results	Types of Repairs Made
1	Learning objectives	Some students have not achieved the specified competencies	Goals are made more realistic, gradual, and according to students' abilities.
2	Learning materials	Some of the material is difficult to understand or too dense.	The material is simplified, sorted, or reinforced with concrete examples.
No.	Planning Components	Findings from the Evaluation Results	Types of Repairs Made
3	Learning methods	Students are less active or do not understand the material optimally	Teachers use more varied and participatory methods
4	Instructional Media	Previous media was less helpful for students' understanding	Teachers choose media that are more visual, concrete, and appropriate to students' characters.
5	Scoring system	The instrument does not yet fully measure competency comprehensively	Teachers improve the form of questions, rubrics, and variations in assessment techniques.
6	Follow-up	There are students who have not completed and students who need additional challenges.	Teachers prepare remedial and enrichment programs

Table 3 shows that evaluation results have a direct role in improving learning planning. Improvements do not occur in a single aspect, but encompass various interconnected components. When teachers identify weaknesses in student learning outcomes, they not only review the material but also review whether the learning objectives, methods, media, and assessment instruments are appropriate. This demonstrates that utilizing evaluation results can strengthen the overall quality of learning planning.

4. Flow of Utilization of Evaluation Results in Improving Learning Planning

The research also shows that the utilization of evaluation results follows a systematic process. The process begins with collecting student evaluation data, followed by an analysis of learning outcomes. Afterward, teachers identify the causes of student learning successes or weaknesses. Based on this identification, teachers develop follow-up actions in the form of remedial measures, enrichment programs, material adjustments, method changes, or improvements to assessment instruments. The final stage is reflection on the effectiveness of the actions taken to improve future learning plans.



Figure 1. Flowchart for Utilizing Evaluation Results to Improve Learning Planning

Figure 1 shows that utilizing evaluation results is an ongoing process, not an activity that stops at grading. Evaluation results serve as a starting point for teachers to more clearly understand students' learning conditions. Afterward, teachers conduct analysis and reflection to determine the most appropriate follow-up actions. This flow demonstrates that sound learning planning should be built on information obtained from previous evaluations.

5. Follow-up Learning Based on Evaluation Results

Research findings show that learning follow-up is a crucial part of utilizing evaluation results. Teachers use evaluation results to identify students who require remedial and enrichment programs. Remedial programs are provided to students who have not yet achieved learning objectives, while enrichment programs are provided to students who have achieved competency and require further learning challenges. This follow-up demonstrates that evaluation results can help teachers provide learning services that are more tailored to students' needs.

In addition to remedial and enrichment sessions, follow-up also takes the form of adjusting learning activities. Teachers can provide additional practice, repeat explanations in different ways, use more concrete media, or form study groups. This follow-up helps students gain learning opportunities that are more appropriate to their ability levels. Thus, evaluation results play a crucial role in creating more responsive and differentiated learning.

Table 4. Forms of Follow-up Based on Evaluation Results

No.	Evaluation Findings	Teacher Follow-up	Improvement Goals
1	Students have not achieved completion	Remedial, additional practice, and re-explanation	Helping students master basic competencies
2	Students have achieved completion	Enrichment, advanced assignments, or simple projects	Developing students' abilities more optimally
3	Many students misunderstand the concept	Improved explanations, use of concrete examples, and media variations	Reduce misconceptions and strengthen conceptual understanding
4	Students are less active in learning	Use of discussion, group work, or participatory activities	Increase student engagement
5	The assessment instrument is not yet appropriate	Revise questions, rubrics, or assessment techniques	Produce more accurate evaluation data

Table 4 shows that follow-up to evaluation results was carried out in various ways, depending on the problems identified. Teachers not only provided remedial work for students who had not yet completed the coursework, but also adjusted learning strategies if problems were identified related to methods, media, or assessment instruments. This confirms that evaluation follow-up is not solely focused on students but also on improving teachers' teaching practices.

6. Key Research Findings

Overall, the research findings indicate that utilizing learning evaluation results contributes to improved learning planning through three main mechanisms. First, evaluation results help teachers understand students' learning conditions more objectively. Second, evaluation results help teachers identify aspects of learning that need improvement, including objectives, materials, methods, media, and assessment. Third, evaluation results encourage teachers to engage in continuous reflection and follow-up.

These findings demonstrate that learning evaluation serves a broader purpose than simply measuring

learning outcomes. Evaluation provides a basis for teachers to make more informed pedagogical decisions and develop learning plans that better meet students' needs. When evaluation results are analyzed in depth and used consistently, learning plans become more adaptive, systematic, and oriented toward improving the quality of learning.

Table 5. Summary of Key Research Findings

No.	Focus of Findings	Results Found	Implications for Learning Planning
1	Evaluation result function	The evaluation results are used to read the students' learning achievements and difficulties.	Teachers can create learning plans based on student needs.
2	Utilization strategy	Teachers use evaluation results analysis, cause identification, follow-up, and reflection	Learning planning becomes more systematic and focused
3	Repaired components	Objectives, materials, methods, media, assessment, remedial and enrichment are improved based on the evaluation results.	Learning becomes more adaptive and relevant
4	Follow-up	Teachers provide remedial, enrichment, additional practice, and a variety of learning strategies	Students receive learning services according to their needs.
5	Repair pattern	Evaluation forms a cycle of analysis, action, reflection, and re-planning.	Learning improvements take place continuously

Table 5 confirms that evaluation results serve as an important basis for developing better lesson plans. This finding demonstrates a functional relationship between evaluation, reflection, and lesson planning. Teachers who actively utilize evaluation results have a stronger basis for determining subsequent learning actions. Therefore, the use of evaluation results should be placed as a central part of the lesson planning process, not merely an administrative activity after the lesson is completed.

7. Confirmation of Research Results

The results of this study confirm that the strategy of utilizing evaluation results to improve learning planning can be implemented systematically through evaluation data analysis, identification of the causes of learning difficulties, development of follow-up actions, and ongoing reflection. The research findings show that teachers can use evaluation results to improve various planning components, from learning objectives, materials, methods, media, assessment instruments, to remedial and enrichment programs. Thus, learning evaluation plays a strategic role in developing learning plans that are more responsive to student needs.

This section of the results also shows that the quality of lesson planning depends heavily on the extent to which teachers are able to interpret and use evaluation results appropriately. Lesson plans developed without considering evaluation results risk not being appropriate to the actual conditions of students. Conversely, plans developed based on evaluation results can help teachers design more focused, adaptive, and learning-oriented lessons.

b. Discussion

The findings indicate that learning evaluation results function as a diagnostic foundation for identifying students' learning needs rather than merely serving as a tool for assigning grades. This finding is conceptually important because it shifts the meaning of evaluation from an administrative endpoint to an evidence-generating process that informs instructional planning. When teachers examine written tests, daily tasks, classroom observations, skill assessments, and remedial records, they obtain a more comprehensive picture of students' conceptual mastery, participation, independence, and learning difficulties. This supports the principle of formative assessment, which emphasizes the use of assessment evidence to guide subsequent teaching decisions and improve learning processes (Van der Steen et al., 2022; Yan & Pastore, 2022 ; van der Steen et al., (2023) . The result is also consistent with Gebremariam and Gedamu (2023), who argue that assessment for learning becomes meaningful when teachers use assessment information to support students' progress rather than simply report achievement. present study extends previous work by showing that evaluation data is not only useful for understanding student performance, but also for reconstructing lesson planning components based on actual classroom needs. Thus, the main contribution of this finding lies in positioning evaluation as the first stage of a continuous pedagogical decision-making cycle.

The second major finding shows that teachers use evaluation results through a systematic sequence of

analysis, causal identification, action planning, and continuous reflection. This pattern demonstrates that effective use of evaluation requires more than reading scores; it demands interpretive competence to understand why learning difficulties occur and what instructional responses are most appropriate. From the perspective of data-based decision making, this finding confirms that teachers need to transform raw assessment data into pedagogical judgments that influence planning, teaching strategies, and follow-up interventions (Tayem & Bourgeois, 2024). It is also aligned with Lai, Fjørtoft, and Li (2025), who found that data-informed teacher discussions can help educators identify weaknesses in teaching practice and design improvement strategies. Nevertheless, this study offers a more practice-oriented contribution by highlighting the internal reasoning process through which teachers connect evaluation results with revisions in instructional planning. The findings also suggest that teacher reflection becomes more powerful when it is grounded in empirical evidence rather than intuition alone. Therefore, the study expands the existing theory of formative assessment by emphasizing that evaluation pedagogically transformative only when it becomes followed by causal analysis and concrete instructional redesign.

Another important finding is that evaluation results influence several core components of lesson planning, including learning objectives, materials, teaching methods, learning media, assessment instruments, remedial activities, and enrichment programs. This finding is significant because it shows that evaluation does not operate separately from planning, but directly reshapes the structure and quality of the next instructional design. When students fail to achieve expected competencies, teachers may need to revise learning objectives to make them more realistic, simplify overly dense materials, or select more participatory methods that better match students' learning characteristics. This interpretation supports constructive alignment theory, which emphasizes the coherence between learning objectives, learning activities, and assessment practices. It also resonates with Baartman and Gulikers (2025), who state that formative assessment loses its instructional value when it is not connected to long-term learning goals and subsequent teaching decisions. Similar findings were reported by Van der Steen et al. (2023), who found that teachers often struggle to connect assessment design, learning goals, and instructional follow-up. The present study contributes to this discussion by showing that evaluation-based planning can become a practical mechanism for strengthening alignment between what is planned, what is taught, what is assessed, and what is improved.

The findings further reveal that remedial and enrichment activities are central forms of instructional follow-up based on evaluation results. This indicates that evaluation data allows teachers to differentiate learning support according to students' levels of achievement and learning readiness. Remedial activities help students who have not yet mastered the expected competencies, while enrichment activities provide additional challenges for students who have already achieved the learning targets. This finding is consistent with the principle of responsive teaching, where assessment information is used to adjust learning opportunities to students' actual needs. It also supports the work of Li, Yan, Chan, Zhan, and Guo (2023), who found that teachers' formative assessment literacy can improve their ability to respond to classroom learning problems. At the same time, this study adds a contextual insight by showing that follow-up is not limited to student-level intervention, but also includes revision of teaching explanations, media selection, task difficulty, and assessment instruments. This means that weak learning outcomes should not automatically be interpreted as student failure, because they may also reflect limitations in instructional design, assessment quality, or the suitability of learning strategies.

A critical interpretation of the findings suggests that the effectiveness of evaluation-based planning depends strongly on teachers' assessment literacy, reflective capacity, and institutional support. Although teachers in this study showed awareness of the need to use evaluation results for planning improvement, such practices may remain inconsistent if teachers lack sufficient skills in data interpretation and instructional redesign. This is in line with Yan, Chiu, and Cheng (2022), who found that formative assessment practices are influenced by personal and contextual factors, including teaching experience, self-efficacy, school support, and educational level. Vattøy and Gamlem (2025) also emphasize that professional development in formative assessment, particularly in digital contexts, can strengthen teachers' ability to interpret and use learning information more effectively. Therefore, the findings should not be read as evidence that evaluation automatically improves planning, but as evidence that evaluation becomes useful when supported by reflective habits, analytical competence, and a school culture that values evidence-based improvement. An alternative explanation is that some teachers may revise lesson plans only superficially, for example by changing activities without deeply examining the causes of students' misconceptions. This implies that schools need structured

professional learning communities where teachers can discuss evaluation results, compare evidence, and develop more accountable instructional responses.

Overall, this study contributes to the global literature on formative assessment, assessment literacy, and data-informed instruction by integrating evaluation, reflection, and lesson planning into a single improvement cycle. Previous studies have mostly emphasized formative assessment literacy, assessment for learning, or data-based decision making as separate domains (Gebremariam & Gedamu, 2023; Lei & Lei, 2026; Tayem & Bourgeois, 2024; Yan & Pastore, 2022). In contrast, the present study shows that evaluation results can become a strategic bridge between students' learning evidence and teachers' future instructional planning. This contribution is particularly relevant in school contexts where evaluation is still commonly treated as a grading procedure rather than as a basis for instructional transformation. Conceptually, the study modifies the conventional view of evaluation by presenting it as a cyclical mechanism involving data collection, interpretation, causal analysis, action planning, reflection, and replanning. Practically, the findings imply that teachers should be encouraged to design lesson plans that are flexible, evidence-based, and responsive to students' changing learning needs. Thus, the novelty of this study lies in its emphasis on evaluation utilization as a systematic planning strategy that strengthens the quality, adaptability, and accountability of classroom instruction.

D. Conclusion

This study concludes that the utilization of learning evaluation results plays a strategic role in improving lesson planning because it enables teachers to design instruction based on empirical evidence of students' learning conditions. The findings demonstrate that evaluation results are not merely instruments for measuring achievement or determining student scores, but serve as diagnostic, reflective, and decision-making tools in the instructional process. Through written tests, daily assignments, classroom observations, skill assessments, and remedial records, teachers can identify students' levels of mastery, patterns of learning difficulties, misconceptions, participation, and readiness for further learning. These data provide a stronger foundation for revising learning objectives, adjusting materials, selecting appropriate teaching methods, improving learning media, refining assessment instruments, and designing remedial or enrichment activities. Therefore, lesson planning becomes more adaptive, systematic, and responsive to students' actual needs when it is developed through careful interpretation of evaluation evidence.

The study also confirms that the effective use of evaluation results requires a continuous cycle consisting of data analysis, identification of causal factors, instructional follow-up, reflection, and replanning. This cycle shows that evaluation can improve learning quality only when teachers move beyond administrative reporting and use assessment evidence to make meaningful pedagogical decisions. The findings contribute to the development of formative assessment and data-based decision-making perspectives by showing that evaluation results can function as a bridge between students' learning evidence and teachers' instructional redesign. In practical terms, the study implies that teachers need to strengthen their assessment literacy, reflective capacity, and ability to translate evaluation findings into concrete improvements in lesson planning. Schools also need to support this process by building a collaborative culture in which evaluation data are discussed, interpreted, and used as a basis for improving instructional quality. Overall, this study confirms that evaluation-based lesson planning is an essential strategy for creating more accountable, responsive, and sustainable learning improvement in educational practice.

E. Author Contributions Statement

Suci Indah Sari was responsible for the entire research process, including conceptualizing the study, developing the research design, collecting and analyzing the data, interpreting the findings, and preparing the manuscript. The author also conducted the literature review, formulated the discussion and conclusion, revised the manuscript for academic coherence, and approved the final version for publication. As the sole author, Suci Indah Sari takes full responsibility for the accuracy, integrity, and accountability of all aspects of the research and manuscript.

F. Reference

- Anggereini, E., Hamidah, A., Harlis, Yelianti, U., Budiarti, RS, & Yusra, A. (2026). Strengthening contextual-based HOTS assessment in science learning using the Independent Curriculum for science teachers. *Indonesian Community Empowerment Journal*, 4 (1), 16–28.
- Baartman, LKJ, & Gulikers, JTM (2025). VET teacher professional development in formative assessment using learning progressions. *Journal of Formative Design in Learning*, 9 , 1–13. <https://doi.org/10.1007/s41686-025-00107-4>
- Gebremariam, H. T., & Gedamu, A. D. (2023). Primary school teachers' assessment for learning practice for students' learning improvement. *Frontiers in Education*, 8 , Article 1145195. <https://doi.org/10.3389/feduc.2023.1145195>
- Hukom, J. (2025). Critique of formative assessment practices in elementary schools: Implementation, constraints, and strengthening solutions. *Journal of Elementary and Early Childhood Teacher Education*, 2 (2), 49–54. <https://doi.org/10.70134/pedasud.v2i3.932>
- Lai, M. K., Fjørtoft, H., & Li, M. (2025). Improving how teachers discuss data for data-based decision-making. *Teaching and Teacher Education*, 153 , Article 104884. <https://doi.org/10.1016/j.tate.2024.104884>
- Lei, W., & Lei, Z. (2026). Formative assessment literacy: A systematic review. *Language Testing in Asia*, 16 , Article 7. <https://doi.org/10.1186/s40468-025-00418-0>
- Li, Z., Yan, Z., Chan, KKY, Zhan, Y., & Guo, W.Y. (2023). The role of a professional development program in improving primary teachers' formative assessment literacy. *Teacher Development*, 27 (4), 447–467. <https://doi.org/10.1080/13664530.2023.2223595>
- Liani, AM, Asmaun, A., & Nasrullah, AH (2025). The role of effective assessment in teacher decision-making in the classroom. *Pedagogy: Journal of Mathematics Education*, 10 (2), 393–409. <https://doi.org/10.30605/pedagogy.v10i2.5904>
- Mahmud, M., Awaliyah, S., & Suhartono, E. (2023). *Pancasila Literacy: Practical innovation in PPKn learning* . P4I Publisher.
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*, 22 , 1–18. <https://doi.org/10.1177/16094069231205789>
- Najmah, N., Adelliani, N., Sucirahayu, CA, & Zanjabila, AR (2023). *Thematic analysis in qualitative research* . Salemba Publishers.
- Rosidah, A., Nurhayati, D., Setiawan, R., Rodiah, R., & Mawarni, E. (2026). Implementation of authentic competency-based assessment in mathematics and natural sciences learning in the Independent Curriculum. *Wilangan: Journal of Innovation and Research in Mathematics Education*, 7 (1), 8–23. <https://doi.org/10.62870/wjirpm.v7i1.37444>
- Safitri, F., Ramlah, R., Sandy, W., & Siregar, AC (2025). *Digital literacy in education* . PT. Sonpedia Publishing Indonesia.
- Tayem, A., & Bourgeois, I. (2024). Data-based decision making by teachers in K–12 schools: A scoping review. *Canadian Journal of Learning and Technology*, 50 (3), 1–23. <https://doi.org/10.21432/cjlt28781>
- Van der Steen, J., Van Schilt-Mol, T., Van der Vleuten, C., & Joosten-ten Brinke, D. (2022). Supporting teachers in improving formative decision-making: Design principles for formative assessment plans. *Frontiers in Education*, 7 , Article 925352. <https://doi.org/10.3389/feduc.2022.925352>
- Van der Steen, J., Van Schilt-Mol, T., Van der Vleuten, C., & Joosten-ten Brinke, D. (2023). Designing formative assessments that improve teaching and learning: What can be learned from the design stories of experienced teachers? *Journal of Formative Design in Learning*, 7 (2), 182–194. <https://doi.org/10.1007/s41686-023-00080-w>
- Vattøy, K.-D., & Gamlem, S. M. (2025). Navigating formative assessment as professional development in digital contexts: Insights from teachers' experiences. *Teacher Development*, 29 (2), 343–360. <https://doi.org/10.1080/13664530.2024.2382956>
- Wirza, E., Arifian, N., & Putra, RW (2025). Academic education on NVivo to prevent plagiarism among maritime academics. *Dinamisia: Journal of Community Service*, 9 (6), 1954–1964. <https://doi.org/10.31849/dinamisia.v9i6.29604>
- Yan, Z., Chiu, M.M., & Cheng, ECK (2022). Predicting teachers' formative assessment practices: Teacher personal and contextual factors. *Teaching and Teacher Education*, 114 , Article 103718. <https://doi.org/10.1016/j.tate.2022.103718>
- Yan, Z., & Pastore, S. (2022). Are teachers literate in formative assessment? The development and validation of the Teacher Formative Assessment Literacy Scale. *Studies in Educational Evaluation*, 74 , Article 101183. <https://doi.org/10.1016/j.stueduc.2022.101183>