



The Implementation of Diagnostic Assessment in Indonesian Language Learning for Fifth-Grade Students

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ARTICLE INFO	ABSTRACT
Received: 19 April 2026	Diagnostic assessment enables teachers to identify students' prior knowledge, understanding, learning readiness, and learning difficulties before instruction. This study aims to identify the forms of diagnostic assessment implemented in Indonesian language learning, examine its strengths and weaknesses, and explore its impact on students' understanding and learning engagement. This study employed a descriptive qualitative approach. Data were collected through observations, structured interviews, and documentation involving the fifth-grade homeroom teacher and ten student informants at SD Negeri 076688 Hiligawoni. Six classroom observations were conducted from January 30 to February 28, 2026. Data were analyzed through data reduction, data presentation, conclusion drawing, open coding, and thematic construction. Data validity was established through source, technique, and time triangulation and member checking. The findings show that diagnostic assessment was primarily implemented as cognitive diagnostic assessment through oral questions, written tests, and assignments. The assessment identified students' prior understanding, learning readiness, and difficulties and provided a basis for additional explanations or enrichment. Its strengths included increased student participation and enthusiasm and improved identification of learning needs. Its weaknesses included some students' lack of confidence in answering questions and the additional time required, which sometimes reduced time for subsequent materials. The findings indicate that diagnostic assessment positively supported students' understanding and learning engagement through follow-up instruction. The study recommends continuing diagnostic assessment while incorporating non-cognitive aspects and improving implementation efficiency.
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1. Introduction

Learning is an activity through which educators facilitate students' learning needs and support the achievement of learning objectives. It also develops through interaction, communication, and participation with others and within the community (Winataputra, 2021). Accordingly, Article 1, Point 20 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System defines learning as an interactive process between students and educators in a learning environment. In formal education, such interaction occurs across subjects, including Indonesian language. Within the Independent Curriculum, Indonesian serves as both a means of communication and a symbol of national identity and is therefore an important school subject.

Indonesian language learning develops students' listening, speaking, reading, and writing competencies (Wismanto, 2014). Because students have different levels of prior knowledge and learning abilities, teachers need information about their initial learning conditions, which can be obtained through diagnostic assessment (Septianto, 2024). Assessment is a systematic process of collecting and processing information to identify students' learning needs and determine their learning achievements (Ralph Tyler, in Razabi et al., 2024). It therefore functions not only to assign scores but also to provide information for understanding students' learning conditions and informing subsequent instructional decisions (Wolterinck-Broekhuis et al., 2024).

Klis et al. (2024) classify assessment into diagnostic, formative, and summative assessment. Diagnostic assessment identifies students' initial abilities, strengths, and weaknesses; formative assessment monitors learning progress during instruction; and summative assessment evaluates learning achievement at the end of an instructional period. Diagnostic assessment is particularly important at the beginning of instruction because it provides information about students' initial conditions before subsequent learning activities. It is administered at the initial stage of learning or before new materials are introduced to identify students' learning development and related characteristics (Devos et al., 2024). It may take the form of written or oral tests and assignments (Mustika, 2022), and in elementary education it can help identify students' initial understanding and learning needs (Pangestuningtyas et al., 2025).

Within the Independent Curriculum, diagnostic assessment is a systematic process for identifying students' learning needs. Anggraena (2022) describes its implementation as involving analysis of previous learning outcomes, identification of competencies and assessment focuses, development of relevant instruments, collection of additional information about students, administration and processing of assessment results, and use of the findings to adjust instruction to students' needs. These processes enable teachers to design learning that responds to individual differences (Nazilah, 2024; Wardhani, 2023).

Diagnostic assessment comprises cognitive and non-cognitive forms. Cognitive assessment measures students' knowledge and abilities to inform instructional planning, while non-cognitive assessment examines psychological and socio-emotional conditions, learning activities, learning styles, social interactions, and family environments (Wiguna & Tristaningrat, in Taliwang, 2023; Ridhiyalira, 2024). Cognitive assessment can also inform the provision of remedial or enrichment activities. Thus, both forms can provide information about students' initial learning conditions and support appropriate instructional planning.

Diagnostic assessment is particularly relevant to Indonesian language learning because students may differ in prior knowledge, understanding, readiness, and confidence (Wu et al., 2021). Its results can help teachers identify students experiencing learning difficulties and

provide additional explanations or enrichment before proceeding to new material (Devos et al., 2024; Rabbani & Husain, 2024). However, implementation may also require additional time and may be challenging when students lack confidence or experience difficulty responding to assessment questions.

Initial observations at SD Negeri 076688 Hiligawoni showed that diagnostic assessment had been implemented in the fifth-grade Indonesian language classroom, but it primarily involved cognitive assessment through oral questions, written tests, and assignments, while non-cognitive assessment was not observed. This condition provides a basis for examining the forms of diagnostic assessment used, the strengths and weaknesses encountered, and its contribution to students' understanding and engagement in Indonesian language learning. Therefore, this study focuses on diagnostic assessment implementation among the fifth-grade teacher and students at SD Negeri 076688 Hiligawoni.

Based on this background, this study aims to identify the forms of diagnostic assessment applied in Indonesian language learning, the strengths and weaknesses encountered during its implementation, and the impact of diagnostic assessment on students' understanding of Indonesian language learning materials. The study is expected to provide a comprehensive description of diagnostic assessment implementation and its contribution to more responsive learning based on students' needs.

2. Literature Review

Diagnostic assessment is a vital aspect of learning languages because it identifies the students' initial abilities, learning difficulties, strengths, and weaknesses and facilitates making instructional adjustments. According to Pertiwi & Rustam (2024), in Indonesian language learning diagnostic assessment can determine the trouble focuses of students in relation to grammar, spelling, reading, writing, and speaking. Then, it can facilitate learning strategies that respond to learner needs. The cognitive and non-cognitive components of diagnostic assessment have been defined as it includes the former examination of students' knowledge and competencies and the psychological, socio-emotional, learning-style, interest and family-related conditions as the latter. Amanda, Ramly and Sultan (2025) also found that cognitive assessment can be done through initial tests, while non-cognitive assessment can be done through questionnaires. However, its implementation is not optimal yet. Global research by Kahn-Horwitz and Goldstein (2024) indicates that diagnostic assessment can pinpoint the specific language components that are affecting learners' literacy performance as it bridges the gap between assessment and instructional planning. Thus, diagnostic assessment does not only assess achievement, but also the learning needs of the learner to allow an appropriate intervention.

A number of recent studies tell us that diagnostic assessment is increasingly applied to Indonesian language learning, particularly the Merdeka Curriculum. Pertiwi and Rustam (2024) stated that diagnostic assessment was carried out through written tests, interviews, observations, project assignments, oral assessments, and task evaluation, the results of which were used to determine the right learning to intervene. The assessment tools should be congruent with the learning competencies, and needs of the students. According to the results of Amanda et al. (2025), both cognitive and non-cognitive diagnostic assessments were carried out in Indonesian language learning. However, their implementation was impacted by students' changing motivations, limited interests, the time ceiling, and large class sizes. Thus, Septianto (2024) notes that diagnostic tests can be used to identify differences in students' abilities to comprehend Indonesian language teaching materials and serve as a basis for

implementing differentiated instruction. The results imply that diagnostic assessment has a pedagogical role which transforms knowledge regarding the student's initial abilities into appropriate teaching decisions.

The Literature also indicates that when results of assessment are followed up with timely instruction and intervention, outcomes improve. According to Pertiwi and Rustam (2024), the ability to understand the Indonesian language learning improves students' motivation and interest. Likewise, Devos, Nizonkiza, and Lynch (2024) found that students who received language support based on diagnostic assessment achieved higher communication grades, which demonstrates the importance of linking assessment results to a targeted intervention. Liu, Hashim, and Sulaiman (2025) likewise determined that students' linguistic knowledge, syntactic complexity, pronunciation, discourse management, and metacognitive processing improved after a 16-week intervention using cognitive diagnostic assessment. Diagnostic assessment also is not without difficulties.

In their research on barriers to multilingual assessment, Amanda et al. noted limited time, large class sizes, inconsistent motivation, and low levels of student interest. Similarly, Gantefort et al. pointed out issues regarding construct validity and linguistic fairness. Teachers must adapt feedback strategies to students' cultural and educational contexts Liu et al. (2025). Consequently, adequate instruments, teacher readiness, sufficient time, social context, and meaningful follow-up are of extreme importance.

The earlier researches suggest three major roles of diagnostic assessment: to help in identifying students' entry behaviour or learning difficulties, to assist in decisions about instructions and to help in improving learning. However, in Indonesia, existing studies have focused more on junior high school contexts, differentiated learning, or certain assessment techniques. Therefore, research on diagnostic assessment in Indonesian language learning in elementary schools is still rare. Moreover, there are fewer studies that look at forms, strengths and weaknesses, and impact of diagnostic assessment on students' understanding and classroom engagement. Being international in nature, the studies on which we report offer perspectives on language assessment, intervention, validity, multilingualism, metacognition, etc. However, they are often EFL, multilingual and higher-education studies. As a response to the gap, a study entitled *The Implementation of Diagnostic Assessment in Indonesian Language Learning*. This study is purposed to describe the implementation of diagnostic assessment on Indonesian language learning in grade V elementary school students which includes the form, strength, and weaknesses, also analyze the impact of diagnostic assessment on student understanding and interest in Indonesian language learning.

3. Methods

This study employs a qualitative, descriptive approach aimed at understanding and describing the phenomenon in depth based on real-world conditions, without manipulating research variables. The study was conducted at SD Negeri 076688 Hiligawoni (Hiligawoni State Elementary School 076688) in Hiligawoni Village, Alasa District, North Nias Regency; this site was selected due to its relevance to the research focus: the implementation of diagnostic formative assessment in fifth-grade Indonesian language instruction. The informants consisted of the fifth-grade homeroom teacher and ten students. In qualitative research, the number of informants is not fixed but is determined by the sufficiency and saturation of the data obtained.

Data collection was carried out through interviews, observation, and documentation. Structured interviews were used, wherein the researcher systematically prepared questions

to ensure the data collection process was focused and facilitated easier analysis. Participatory observation was employed, with the researcher directly involved in the observed activities to gain a realistic picture of how diagnostic formative assessment was implemented in the fifth-grade Indonesian language class. Meanwhile, documentation served as supplementary data, comprising documents, notes, reports, photographs, videos, and various written records related to the study. These three techniques were integrated to obtain comprehensive data on the phenomenon under investigation.

Data analysis proceeded systematically through three stages: data reduction, data presentation, and conclusion drawing. Data reduction involved selecting, focusing, simplifying, and organizing data relevant to the research focus. The reduced data were then presented in narrative descriptions, tables, or other formats that facilitated an understanding of the relationships between findings. Subsequently, conclusions were drawn based on the interpretation of empirical data and aligned with the research problem statement. Data validity was assessed using four criteria: credibility, transferability, dependability, and confirmability. Credibility was established through triangulation of sources, techniques, and time, as well as member checks with the fifth-grade teacher; transferability was addressed by providing a detailed description of the research; dependability was ensured through guidance and audits of the research process; Meanwhile, confirmability is ensured by basing the findings on the results of observations, interviews, and documentation.

4. Result

The findings were obtained through six classroom observations conducted between January 30 and February 28, 2026, as well as interviews with the fifth-grade homeroom teacher and ten students at SD Negeri 076688 Hiligawoni. The fifth-grade class consisted of 18 students, while ten students, comprising six males and four females, were selected as student informants. The interview data were analyzed through repeated reading, open coding, grouping of related codes, and construction of themes. The analysis generated three major themes corresponding to the objectives of the study: the forms of diagnostic assessment implemented in Indonesian language learning, the strengths and weaknesses encountered during its implementation, and its impact on students' understanding and learning engagement.

4.1 Forms of Diagnostic Assessment Implemented in Indonesian Language Learning

The findings indicate that diagnostic assessment had been implemented at the beginning of Indonesian language lessons in the fifth-grade classroom. According to the teacher, the assessment was conducted to identify students' prior understanding, monitor their learning development, and determine their readiness before new learning activities began. The assessment was primarily oriented toward students' cognitive understanding of previously learned materials.

Three forms of diagnostic assessment were identified: oral assessment, written assessment, and assignments. Oral assessment was conducted through direct questions and answers, allowing the teacher to obtain students' immediate responses and identify their ability to express ideas or opinions. Written assessment was administered at the beginning of learning activities to determine students' understanding of previously taught materials and could take the form of multiple-choice or essay questions. The third form consisted of assignments, including tasks or homework related to previously studied materials. These

assignments were used to examine students' understanding after they had completed learning activities.

The findings further show that the results of diagnostic assessment were recorded individually by the teacher, including in daily assessment records. The assessment results were used to identify students who had not yet understood particular learning materials (Kahn-Horwitz & Goldstein, 2024). Students experiencing difficulties subsequently received additional explanations or enrichment from the teacher concerning aspects of the material that they had not yet mastered. Thus, diagnostic assessment was not limited to the administration of assessment tasks but was followed by instructional responses based on students' identified learning needs.

The student informants generally demonstrated an understanding of the purpose and forms of diagnostic assessment used by the teacher. They reported that the teacher commonly administered oral questions, written tests, and assignments at the beginning of learning activities. The students also indicated that the teacher explained the purpose of the assessment before it was conducted.

4.2 Strengths and Weaknesses in the Implementation of Diagnostic Assessment

The findings revealed both strengths and weaknesses in the implementation of diagnostic assessment. One prominent strength was increased student participation during learning activities. The teacher reported that the implementation of diagnostic assessment encouraged students to become more active and enthusiastic in participating in classroom learning. This was particularly evident among students who had previously shown relatively limited participation. The assessment also enabled the teacher to identify students' learning difficulties and determine aspects of the material that required further explanation.

Another strength was its contribution to identifying students' readiness and prior understanding before new material was introduced. By obtaining information about students' understanding of previously learned material, the teacher could provide additional explanations to students who had not yet mastered the material. The assessment therefore provided information that could be used as a basis for subsequent instructional activities.

However, several weaknesses were also identified. Some students lacked confidence when responding to the teacher's questions, while others were unable to provide answers. This condition presented a challenge for the teacher because students' responses were an important source of information in identifying their level of understanding. In addition, the implementation of diagnostic assessment required additional classroom time. The teacher reported that the assessment process could reduce the time available for delivering subsequent learning materials, resulting in some planned material not being fully explained during the lesson.

Despite these limitations, both the teacher and students expressed a positive response toward the continued implementation of diagnostic assessment. The teacher considered the assessment useful for identifying students' knowledge and readiness, while students expressed a desire for the assessment to continue in subsequent learning activities.

4.3 Impact of Diagnostic Assessment on Students' Understanding and Learning

The findings indicate that diagnostic assessment had a positive impact on students' classroom learning, particularly in terms of identifying their understanding of Indonesian language learning materials and encouraging learning engagement. The teacher reported that diagnostic assessment enabled the identification of students who had not yet understood

previously learned materials. Students who demonstrated difficulties could subsequently receive additional explanations or enrichment from the teacher. This process allowed the teacher to respond to students' identified learning needs before proceeding to subsequent materials.

The assessment was also associated with increased student participation and enthusiasm during classroom activities. The teacher observed that students became more active following the implementation of diagnostic assessment, while the student informants similarly reported positive experiences with its implementation. The findings suggest that diagnostic assessment functioned not only as an initial assessment activity but also as a means of providing information for subsequent instructional responses.

The findings further indicate that assessment results were individually recorded by the teacher and could contribute to students' daily assessment records and final academic evaluation. Nevertheless, the primary impact identified in the field data was the teacher's ability to recognize students' learning difficulties and provide follow-up explanations. Thus, diagnostic assessment supported the learning process by providing information about students' prior understanding and enabling instructional adjustments according to their identified needs (Liu et al., 2025).

Overall, the findings demonstrate that diagnostic assessment in the fifth-grade Indonesian language classroom was implemented through oral tests, written tests, and assignments. Its major strengths were its ability to identify students' prior understanding and learning readiness, encourage classroom participation, and provide a basis for follow-up instruction. At the same time, its implementation was constrained by students' lack of confidence in responding and the additional time required for assessment. Despite these limitations, the findings show that diagnostic assessment contributed to identifying students' learning difficulties, supporting follow-up instruction, and encouraging greater student engagement in Indonesian language learning.

5. Discussion

Based on the findings and data analysis, three main themes were identified, namely the forms of diagnostic assessment implemented in learning, the impact of diagnostic assessment implementation, and the strengths and weaknesses of diagnostic assessment implementation. These three findings are subsequently interpreted based on relevant theories and compared with previous studies to provide a more comprehensive understanding of the implementation of diagnostic assessment in Indonesian language learning among Grade V students at SD Negeri 076688 Hiligawoni.

In the implementation of diagnostic assessment at the beginning of learning, the teacher uses cognitive diagnostic assessment in the form of oral questions, written tests, and assignments. These forms of assessment are used to determine students' level of understanding, learning progress, and readiness before the learning process begins. The findings indicate that the teacher attempts to obtain information about students' initial abilities as a basis for understanding their learning needs, which is consistent with the broader function of diagnostic assessment in supporting instructional decision-making (Thompson, 2024). This finding is consistent with Ridhiyalira's (2024) theory, which explains that diagnostic assessment generally consists of two types, namely cognitive and non-cognitive diagnostic assessments, each of which has different purposes. Cognitive diagnostic assessment aims to identify students' competency achievement by examining their abilities and learning development in relation to the achievement of learning objectives. Meanwhile,

non-cognitive diagnostic assessment aims to understand students' psychological and socio-emotional conditions, their activities during home-based learning, learning styles, social interactions, and social and family circumstances. Thus, the findings of this study indicate that the implementation of diagnostic assessment in Grade V at SD Negeri 076688 Hiligawoni remains more focused on the cognitive aspect and has not yet optimally addressed the non-cognitive aspect.

The implementation of diagnostic assessment also demonstrates a positive impact on students' engagement and learning process in the classroom. Based on the research findings, diagnostic assessment can encourage students to become more active in participating in learning activities. Through questions and assignments given at the beginning of learning, students have opportunities to demonstrate their initial understanding and abilities, while teachers obtain information about students who have or have not understood the material. Diagnostic assessment is most valuable when its results are connected to subsequent instructional support. In this regard, diagnostic information can help educators identify specific learning needs and provide targeted support rather than treating assessment merely as a measurement activity (Devos et al., 2024; Thompson, 2024). This finding is consistent with the theory of Aprilla and Fitria in Klis et al. (2025), which explains that the implementation of diagnostic assessment can affect student engagement and learning outcomes. Therefore, diagnostic assessment does not merely function as a tool for identifying students' initial abilities but can also become an integral part of the learning process that encourages students to be more active and engaged in classroom activities.

In addition to its positive impact, the implementation of diagnostic assessment also has strengths and weaknesses encountered during the learning process. The main strength identified is the increased participation of students in learning activities. Diagnostic assessment provides students with opportunities to respond to questions and demonstrate their understanding, thereby encouraging their involvement in the classroom. However, several weaknesses were also identified. Some students remain less confident in answering the questions provided by the teacher. This condition presents a challenge for teachers because they need to provide motivation and guidance to encourage students to participate actively in learning. Although diagnostic assessment provides valuable information for instructional decision-making, its implementation requires appropriate assessment procedures and teacher capacity, and may impose additional demands on classroom time and instructional planning (Thompson, 2024). The time spent asking questions, obtaining students' responses, and identifying their levels of understanding may reduce the time available for delivering subsequent learning materials. Consequently, the material planned for a particular lesson may not always be fully covered.

The findings concerning the strengths and weaknesses of diagnostic assessment are consistent with Nurhani's (2024) discussion of the implementation of diagnostic assessment. According to this theory, one of the strengths of diagnostic assessment is its ability to help teachers identify students' abilities and readiness to learn before the learning process begins. By identifying students' initial conditions, diagnostic assessment can provide teachers with information needed to adjust instruction to differences in students' abilities, interests, and learning needs (Sukanto et al., 2024). However, the implementation of diagnostic assessment also has several weaknesses, including the possibility of inaccurate assumptions, the relatively lengthy implementation process, and the need for teachers to possess specific skills or training to conduct assessments accurately and effectively. Thus, there is a clear correspondence between the findings of this study and the theory. The similarities are particularly evident in

the strength of diagnostic assessment in identifying students' learning readiness and its weakness in requiring considerable time to implement.

The findings of this study are also related to previous research findings. This study demonstrates that the implementation of diagnostic assessment can improve student engagement in learning while helping teachers determine students' levels of understanding and learning progress. This finding is consistent with Kuswanto's (2023) study, which showed that diagnostic assessment can influence students' engagement in learning. This similarity indicates that diagnostic assessment is not limited to measuring students' initial abilities but can also support their active involvement throughout the learning process.

Furthermore, Ridhiyalira's (2024) study conducted at MTs Mahdaliyah, Jambi City, examined diagnostic assessment in Indonesian language learning using the Project-Based Learning (PjBL) model. The study aimed to analyze the implementation of diagnostic assessment in Indonesian language learning through the Project-Based Learning model. The findings of that study are relevant to the present research conducted at SD Negeri 076688 Hiligawoni because both studies position diagnostic assessment as an important component in identifying students' initial conditions and learning needs. The similarity between the studies can also be observed in the use of diagnostic assessment to determine students' understanding, development, and readiness to learn, as well as to support improvements in the learning process following the implementation of diagnostic assessment.

Based on the comparison between the findings of this study, the theoretical framework, and previous research, it can be understood that diagnostic assessment plays an important role in supporting a learning process that is responsive to students' conditions and needs. The implementation of cognitive diagnostic assessment through oral questions, written tests, and assignments provides teachers with initial information regarding students' abilities. This information can be used to increase student engagement and help teachers provide appropriate follow-up to students who experience difficulties. Nevertheless, its implementation still faces challenges, particularly students' lack of confidence and the relatively considerable amount of time required. Therefore, diagnostic assessment should be implemented in a planned and efficient manner so that its benefits in identifying students' readiness and abilities can be achieved without reducing the effectiveness of delivering the learning materials.

6. Conclusion

Based on the findings, this study concludes that diagnostic assessment plays an important role in Indonesian language instruction for fifth-grade students at SD Negeri 076688 Hiligawoni. Its implementation at the beginning of learning enables teachers to identify students' prior knowledge, level of understanding, learning progress, and readiness before new instructional materials are introduced. The diagnostic assessment implemented in the observed classroom primarily consisted of cognitive assessment through oral questions, written tests, and assignments. The results of these assessments provided information that enabled the teacher to identify students' learning difficulties and provide additional explanations or follow-up support according to their needs.

The implementation of diagnostic assessment also demonstrated several benefits for the learning process. It encouraged students to participate more actively and showed positive indications in terms of their enthusiasm and engagement during classroom activities. In addition, the assessment provided a basis for teachers to respond to differences in students' understanding and to adjust subsequent instructional support. However, its implementation

was not without challenges. Some students lacked confidence in answering questions or were unable to respond to the assessment items, requiring additional teacher support. The assessment process also required additional instructional time, which could reduce the time available for delivering subsequent learning materials.

Practically, these findings indicate that diagnostic assessment can serve as an important instructional basis for teachers to recognize students' learning needs and provide appropriate follow-up during Indonesian language instruction. For students, its implementation can encourage active participation and support their understanding of learning materials by enabling difficulties to be identified and addressed through subsequent instruction. The findings may also provide a contextual reference for educators and future researchers interested in the implementation of diagnostic assessment in elementary education.

This study is subject to several limitations. The research was conducted over a relatively short period of approximately one month and was limited to one elementary school and a small number of informants. In addition, financial constraints and the researcher's limited experience may have influenced the scope of the research process. Therefore, future studies are recommended to involve longer observation periods, broader research settings, and a larger range of participants to obtain more comprehensive evidence regarding the implementation and effects of diagnostic assessment on students' learning. Despite these limitations, the study demonstrates that diagnostic assessment can function as a responsive instructional practice that helps teachers identify students' learning needs while encouraging greater student engagement and participation in Indonesian language learning.

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Conflict of Interest

The authors declare that there is no conflict of interest related to this research, its authorship, or publication.

Authors' Contributions

Jonelis Ndaha was responsible for conceptualization, research design, data collection, classroom observations, interviews, documentation, data analysis, interpretation of findings, and manuscript preparation. **Mastawati Ndruru** contributed through supervision, methodological guidance, critical review, and manuscript revision. **Dernius Hura** provided supervision, guidance on data analysis and interpretation, critical review, and manuscript revision. **Riana** contributed through supervision, guidance on research procedures and manuscript development, critical review, and manuscript revision. All authors reviewed and approved the final version of the manuscript.

Statement on the Use of AI

The authors used artificial intelligence (AI) tools for translation and proofreading purposes. AI tools were not used to generate or analyze the research data, determine the findings, or draw the research conclusions. The authors remain fully responsible for the accuracy, originality, interpretation, and final content of the manuscript.

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