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Management of Non-Academic Formative Assessment in Enhancing Self-Confidence and Collaboration in the Sunday School English Club

Icah Minarsih Simanjuntak [1], Eben Haezarni Telaumbanua[2], Rencan Carisma Marbun[3]
[123] Program Studi Magister Manajemen Pendidikan Kristen Program Pascasarjana, Institut Agama Kristen Negeri Tarutung, Indonesia
Correspondensi: simanjuntakicha90@gmail.com

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Abstract

This study aims to analyze the management of non-academic formative assessment by volunteer teachers in supporting the development of students' self-confidence and collaboration at the English Club of the HKBP Padang Bulan Sunday School. The background of this study stems from the importance of managing non-academic formative assessment in non-formal education, particularly in supporting the development of students' character and social skills. Although the English Club has served as a platform for nurturing children through language activities and social interaction, the implementation of student progress assessment still faces challenges in the form of limited assessment tools, a lack of a progress tracking system, and instructors' limited technical understanding of managing formative assessment. This study employs a qualitative approach using a case study design. The research was conducted at the HKBP Padang Bulan Sunday School English Club. The research data sources consisted of the English Club coordinator and three volunteer teachers as the main informants, while the students served as subjects of observation to track the development of their self-confidence and collaboration during the activities. Data collection techniques included in-depth interviews, observation, and documentation. Data analysis was conducted through the stages of data condensation, data presentation, and drawing conclusions. The research results indicate that the management of non-academic formative assessment was carried out through a process of planning the developmental aspects to be observed, conducting observations during the activities, providing feedback, and following up with student guidance. The assessment results were utilized by the teachers as a basis for understanding the students' needs and determining appropriate coaching strategies. The study also identified several obstacles, namely the diversity of student characteristics, teachers' time constraints, and the lack of standardized assessment instruments. To overcome these obstacles, teachers implemented adaptive strategies through a personalized approach, providing motivation, creating a safe learning environment, and coordinating among volunteers. This study concludes that the management of non-academic formative assessment in English Club activities serves not only as an evaluation process but also as part of students' character development by supporting the growth of self-confidence and collaboration skills within a non-formal, church-based educational setting.

Keywords: Formative Assessment Management, Non-Academic Assessment, Self-Confidence, Collaboration, Volunteer Teachers, Non-Formal Education

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INTRODUCTION

Assessment management governance in education is a crucial instrument that ensures that development goals are effectively achieved. Generally, assessment is divided into academic and non-academic dimensions. Academic assessment focuses on cognitive mastery, while non-academic assessment focuses on character development and social-emotional skills (soft skills). (Ahuja et al., 2022). In the context of character development, formative assessment management plays a vital role. Unlike summative assessments, which are conducted at the end of a period, formative assessments are conducted continuously to provide specific and adaptive feedback. Non-academic formative assessments are crucial because character development, such as self-confidence and collaboration, requires intensive process monitoring to determine the most appropriate next steps for student support. (Acosta-Gonzaga, 2023).

The importance of this assessment governance is particularly relevant when applied to non-formal education, such as that implemented at the HKBP Padang Bulan Sunday School English Club in Medan. This activity is a form of non-formal education within a church ministry environment that has been officially recognized by the church (Huria).The English Club is positioned as a forum for child development outside of formal school, combining language introduction activities with social interaction, in line with the goal of Christian education to develop children's character through a creative and needs-oriented learning process (Alzubi, Nazim, & Ahamad, 2024).

The operational dynamics at the research site involved two main groups. The first group consisted of students participating in English Club activities, aged Horong 2 to Horong 4. In this study, students were observed as part of the observation process for the development of self-confidence and collaboration. (Astiswijaya & Juandi, 2023) . Characteristically, despite their high enthusiasm for learning, these children often exhibit hesitance and passivity when asked to interact or speak in front of their peers. The second group consists of teaching staff, consisting of coordinators and volunteer teachers. These assistants demonstrate a high level of dedication to service, although they generally lack formal educational backgrounds in learning evaluation management. (Ambarwati & Widodo, 2023).

Socioeconomic and institutional conditions also influence practice in the field. The majority of students come from lower-middle class families, making the free English Club at the church a key resource for gaining access to self-development opportunities that are limited elsewhere. Involvement in this church community provides an important space for children to develop non-academic skills outside of formal school. However, institutionally, this program is not yet equipped with an adequate quality assurance system from the government. (Astiswijaya & Juandi, 2023).

Huria, so the entire evaluation system is left entirely to volunteer teachers without any standard guidelines. The specific phenomenon that forms the background of this research is the absence of systematic formative assessment management practices to measure students' soft skills, especially in the aspects of self-confidence and collaboration. Currently, the learning process tends to be one-way

without clear daily achievement indicators. This has an impact on students who do not know their progress, thus affecting internal motivation to experiment with new languages. In addition, time constraints and minimal technical knowledge regarding formative assessment management mean that teachers do not have objective instruments or individual development notebooks. (Beekman, Joosten-Ten Brinke, & Boshuizen, 2021).

Based on these conditions, it is clear that there is a gap between the importance of developing students' non-academic abilities and the assessment management practices that take place in non-formal education environments. (Goertzen, Schils, & Heeneman, 2023) . So far, studies on formative assessment have focused more on academic achievement in formal school environments, while the application of formative assessment management to develop children's character and social skills in non-formal educational communities has not been studied in depth. (Francis, Pritchard, Prytherch, & Rutherford, 2025). Therefore, this study was conducted to understand how non-academic formative assessment management practices are implemented by volunteer teachers at the English Club of HKBP Padang Bulan Sunday School, identify the obstacles faced, and formulate managerial strategies that are appropriate to the characteristics of church-based non-formal education.

RESEARCH METHODS

This research uses a qualitative approach with a case study. The qualitative approach was chosen because this research aims to understand in-depth a phenomenon that occurs in a natural context, specifically regarding how volunteer teachers manage non-academic formative assessments to support the development of self-confidence and collaboration of students at the English Club of the HKBP Padang Bulan Sunday School. (Hopfenbeck, Zhang, Sun, Robertson, & McGrane, 2023).

A qualitative approach allows researchers to gain a deeper understanding of the experiences, views, and practices carried out by informants in implementing research activities. In this study, this understanding was obtained through interviews with English Club coordinators and volunteer teachers, observation of activities, and documentation related to the implementation of non-academic formative assessments. In this study, a case study was used to understand how the process of planning, implementation, providing feedback, utilization of assessment results, obstacles, and adaptive strategies carried out by volunteer teachers in supporting student development. (Lawson, Maddix, & Estep, 2022).

This study uses an interpretive perspective to understand the data obtained from the field. This interpretive perspective is used to understand the meaning of the informants' experiences and actions based on the context of English Club activities. Thus, the study not only describes the activities undertaken but also seeks to understand how volunteer teachers interpret the non-academic formative assessment process as part of student development. (Laila & Salahudin, 2021).

Data collection techniques are a crucial step in qualitative research because through this process, researchers obtain information related to the phenomenon being studied. In this study, data collection techniques were used to gain a deeper understanding of the management of non-academic formative assessments by

volunteer teachers in supporting the development of student self-confidence and collaboration at the HKBP Padang Bulan Sunday School English Club.

Data collection was conducted using three main techniques: interviews, observation, and documentation. These three techniques were used in a complementary manner to obtain more comprehensive data and support the validity of the research results.

RESULTS AND DISCUSSION

This research was conducted at the HKBP Padang Bulan Sunday School *English Club.* The research location was chosen because it is a form of non-formal education that provides a space for students to develop their English skills while simultaneously fostering non-academic developmental aspects, such as self-confidence, collaboration skills, responsibility, and learning attitudes. (Li, 2025).

English Club is a program under the auspices of the HKBP Padang Bulan Sunday School. This program is a forum for additional learning for students through interactive and participatory activities. Different from formal English learning in schools, *English Club activities* are designed with a more flexible approach through conversation activities, language games, group work, speaking practice, and other activities that encourage students to be actively involved in the learning process. Based on the results of interviews with the *English Club coordinator (K1), English Club* activities began in March 2025. This program was formed as a form of service for children to get the opportunity to learn English for free.



Figure 1. Implementation of English Club Learning Activities at HKBP Padang Bulan Sunday School

Documentation shows the implementation of *English Club activities* involving *volunteer* teachers and students. Activities carried out include opening the lesson,

delivering material, providing activity directions, and student involvement during the learning process. The faces of teachers and students are disguised to maintain the confidentiality of the research informants' identities. Based on the documentation, it is clear that *English Club activities* are carried out in a learning atmosphere that involves interaction between teachers and students. (Lui & Andrade, 2022) . The teacher acts as a facilitator, providing guidance and accompanying students throughout the learning process. Meanwhile, students are given the opportunity to participate in various pre-designed learning activities.

Research Data Analysis

Based on the results of data collection through interviews, observations, and documentation, the researcher conducted an analysis of data related to the management of non-academic formative assessment by volunteer teachers *in* supporting the development of self-confidence and collaboration of students at the HKBP Padang Bulan Sunday School *English Club.*

Data analysis was carried out by identifying patterns, relationships, and meanings from various information obtained from the *English Club Coordinator* (K1) and Three volunteer teachers *(* G1, G2, G3). Based on the analysis results, it was found that the management of non-academic formative assessment in *English Club activities* does not stand as a separate evaluation activity, but is part of the student development process that takes place during learning activities. (McFeeters, Hammond, & Taylor, 2022) .

The results of the data analysis show several main aspects in the implementation of non-academic formative assessment management, namely: (1) Planning and implementation of non-academic formative assessment; (2) utilizing assessment results through providing *feedback* and assistance; (3) Obstacles in managing non-academic formative assessment; (4) Adaptive strategies of volunteer teachers in supporting student development.

Analysis of Planning and Implementation of Non-Academic Formative Assessment

Based on the results of data analysis, it is known that the process of planning non-academic formative assessments in *the English Club* is carried out by determining aspects of student development that are of concern to teachers. The assessment is not only directed at knowing students' English language skills, but also to see the development of non-academic aspects such as self-confidence, courage to speak, ability to work together, activeness, and attitude during the activities. Interviews show that the coordinator and teachers have the same understanding regarding the purpose of the assessment, namely to obtain an overview

Analysis of the Utilization of Assessment Results through *Feedback* and Mentoring

Based on data analysis, the results of non-academic formative assessments are not only used as information regarding student development, but also as a basis for teachers in determining mentoring actions. Teachers use the results of observations to provide *feedback,* motivation, appreciation, and direction to students. Data shows that *feedback* is given with a constructive approach. Teachers strive to ensure that students do not feel afraid when making mistakes, especially in using English.

Research Findings

Based on the results of research through interviews, observations, and documentation regarding the Management of Non-Academic Formative Assessment by Volunteer Teachers *in* Developing Student Self-Confidence and Collaboration at the HKBP Padang Bulan Sunday School *English Club,* several research findings were found.

The research findings were obtained through a data reduction process by grouping information based on the research focus, namely planning and implementation of non-academic formative assessments, utilization of assessment results, obstacles to implementation, and teacher strategies in supporting student development. (Morris, Perry, & Wardle, 2021) .

1. Non-Academic Formative Assessment is Conducted Through Continuous Observation of Student Development

The first finding shows that the management of non-academic formative assessment in *English Club* is carried out through a continuous process of observing student development. Teachers not only assess English language skills, but also pay attention to the development of non-academic aspects such as self-confidence, activeness, cooperation, responsibility, and student attitudes. The findings show that non-academic formative assessment in *English Club* is carried out through an observation process that aims to see the development of students as a whole.



Figure 2. Implementation of Student Development Observations by Coordinators and Volunteers

Documentation shows coordinators and *volunteers* observing student activities during *English Club activities.* Teachers recorded student progress as part of the non-

academic formative assessment process. The faces of teachers and students have been blurred to maintain confidentiality.

Discussion of Research Findings

Management of Non-Academic Formative Assessment in Supporting the Development of Student Self-Confidence

Based on the results of research conducted through interviews, observations, and documentation, it was found that the management of non-academic formative assessment at *the English Club* of the HKBP Padang Bulan Sunday School was implemented as a process that was not only oriented towards measuring students' abilities, but also as a means to monitor character development, especially students' self-confidence.

Assessments were conducted through observation of student behavior during the activity, providing feedback, and providing follow-up support and reinforcement. Research findings indicate that volunteer teachers *observed* student development through various learning activities, such as speaking practice, group activities, educational games, and interactions during the learning process. (Pancorbo, Primi, John, Santos, & De Fruyt, 2021) .

Research findings indicate that the non-academic formative assessment management process begins with determining the developmental aspects to be observed. In *English Club activities,* assessments are not only directed at academic abilities such as English language proficiency, but also pay attention to the development of students' speaking skills, interaction skills, involvement in activities, and confidence in their abilities.

These findings align with the concept of formative assessment, which explains that assessment is part of the learning process aimed at obtaining information about student development so that educators can determine subsequent learning activities. Formative assessment is used not only to determine final learning outcomes but also to provide support throughout the learning process (Van der Steen et al., 2022, pp. 1–2).

In the context of this research, the teacher's observations were used as a basis for understanding the students' conditions and determining appropriate support. Students who still had difficulty speaking or displayed a lack of confidence were given the opportunity to develop gradually through activities involving communication and interaction.

These findings demonstrate that formative assessment has a developmental function, not just a measurement one. Through continuous observation, teachers can track students' progress and provide appropriate interventions to meet their needs.

This is in accordance with the view of Van der Steen et al., who explained that the success of formative assessment is influenced by the relationship between assessment objectives, evidence of student development, the provision of feedback, and follow-up actions carried out by educators (Van der Steen et al., 2022, pp. 3–6).

In this study, this principle is seen through the practice of teachers who not only make observations, but also provide appreciation, motivation, and direction for improvement to students.

The research results also show that the development of students' self-confidence is seen through several behavioral changes, such as increased courage to answer questions, appear in front of groups, lead activities, and use English in the learning process.

These developments demonstrate that a supportive learning environment plays a crucial role in building student self-confidence. When students have the opportunity to try, receive appreciation, and are not afraid to make mistakes, they become more open to participating in learning activities.

Thus, the management of non-academic formative assessment in *English Club activities* functions as a coaching process that supports the development of students' self-confidence through observation, *feedback,* and ongoing mentoring.

Management of Non-Academic Formative Assessment in Supporting the Development of Student Collaboration

Based on the research results, it was found that non-academic formative assessment management also plays a role in supporting the development of students' collaborative skills. Collaborative skills are evident through students' involvement in group activities, their ability to communicate with peers, their division of tasks, and their responsibility in completing joint activities.

During *English Club activities,* volunteer teachers use group activities as a way to observe students' social development. Through these activities, teachers can see how students interact, contribute, and collaborate with other group members.

Research findings show that non-academic formative assessment not only functions to observe the development of individual students, but is also used to understand students' abilities in building social relationships with their surrounding environment.

These findings are in accordance with the concept of non-academic assessment which explains that student development can not only be seen through academic achievement, but also through social skills, communication skills, group involvement, and attitudes during the learning process (Ahuja et al., 2022, pp. 1–3).

In this study, students' collaboration skills were observed through several indicators, namely the ability to communicate with friends, willingness to share tasks, the ability to help group members, and responsibility in completing tasks together.

These findings are in line with research by Pancorbo et al., which explains that collaboration includes students' ability to participate in groups, listen to others' opinions, share responsibilities, help group members, and solve problems together (Pancorbo et al., 2021, pp. 6–8).

In the context of *English Club,* group activities provide students with hands-on experience in working together. Students are not only guided to complete learning tasks but also to understand their respective roles within the group.

Activities such as group games, discussions, dialogue practices, and joint assignment completion provide opportunities for students to develop their social skills. In addition, the role of volunteer teachers is an important factor in supporting the development of student collaboration. Teachers observe the group interaction process and provide guidance if there are students who still experience difficulties in working together. Thus, the results of the study indicate that non-academic formative

assessment management supports the development of student collaboration through group activities, observations of social interactions, and mentoring carried out by teachers.

Utilization of Non-Academic Formative Assessment Results as a Basis for Providing *Feedback* and Following Up on Student Development

Based on the research results, it was found that the results of non-academic formative assessments do not stop at the observation stage, but are used by teachers as a basis for providing *feedback* and determining follow-up on student development. Teachers use information from observations to understand students' needs, both in terms of self-confidence, communication skills, and the ability to work together in group activities.

Research findings indicate that *feedback* is provided directly during and after activities. Teachers acknowledge students' efforts, provide motivation, and offer guidance when students encounter difficulties. These findings are in line with the concept of formative assessment, which explains that *feedback* is an important part of the learning process because it provides information to students about their development and helps determine the next steps for improvement (Lui & Andrade, 2022, pp. 3–5).

In this study, the *feedback* provided by teachers included praise, motivation, simple corrections, and personal mentoring. This approach made students feel valued and more confident to keep trying. In addition to providing support to students, assessment results are also used by teachers to evaluate activities. Volunteers *coordinate* to discuss student progress and determine mentoring strategies for subsequent activities. This demonstrates that formative assessment serves as a basis for making learning decisions. Assessment information helps teachers tailor their approach to students' needs. This finding is in accordance with the opinion of Hopfenbeck et al. who explained that the effective use of assessment results can help educators adjust learning strategies and support the development of students' personal and social skills (Hopfenbeck et al., 2023, pp. 4–6). Thus, the results of the study show that the use of non-academic formative assessment results through providing *feedback* and follow-up is n important part of supporting the development of students at the HKBP Padang Bulan Sunday School *English Club.*

Supporting Factors and Constraints in the Implementation of Non-Academic Formative Assessment Management in *English Clubs*

Based on the research results, the implementation of non-academic formative assessment management at *the English Club* of the HKBP Padang Bulan Sunday School was influenced by several supporting factors and obstacles found during the research process. The primary supporting factor in implementing non-academic formative assessment is the commitment and coordination among *volunteers in running English Club* activities. Volunteer teachers play a crucial role in planning activities, observing student progress, providing *feedback,* and providing support tailored to student needs.

The research results show that coordination between *volunteers* is a crucial element in the success of the assessment. Each teacher has a responsibility to assist students, both during the learning process and in observing their progress.

Besides coordination between *volunteers,* another supporting factor is the active involvement of students in *English Club activities.* Students are given the opportunity to participate in various activities such as games, discussions, speaking practice, and group activities. This involvement provides teachers with the opportunity to directly observe student development. However, this study also found several obstacles in the implementation of non-academic formative assessment management. The first obstacle relates to the diverse characteristics of the students. Students attending *English Club* vary in age, English proficiency, self-confidence, and individual character.

These differences require teachers to employ different approaches to mentoring. Students who are more confident can participate more actively, while those who still feel afraid or shy require more time and support. The second obstacle relates to students' initial fear of making mistakes. When speaking English, some students still feel hesitant, worried about making mistakes in pronunciation or word usage.

According to Lui and Andrade, providing effective feedback in formative assessment can help students understand their own development and reduce anxiety in the learning process because students receive direction regarding the steps for improvement that need to be taken (Porcarelli & Guglielmi, 2025) . In this study, the strategies used by teachers to deal with these obstacles were through a personal approach, providing motivation, and creating a comfortable learning atmosphere. This approach demonstrates that managing non-academic formative assessments requires flexibility from teachers. Teachers need to understand individual student circumstances to ensure effective assessment and mentoring.

Adaptive Strategies of Volunteer Teachers in Implementing Non-Academic Formative Assessment Management

The research results show that volunteer teachers implemented adaptive strategies to maintain the continuity of the non-academic formative assessment process at *the English Club.* This strategy was implemented by adjusting the approach based on the students' conditions and observations during the activity. (Sethi, Chamberlain, Eisenberg, & Roehlkepartain, 2021) . The first strategy is to take a personal approach to students. When teachers encounter students experiencing difficulties, they first identify the cause of the difficulty before determining the type of support provided.

This strategy aligns with the principle of formative assessment, which emphasizes that assessment results should be used to understand student needs and determine subsequent learning actions (Sidabutar & Telaumbanua, 2023) . The second strategy is creating a safe and supportive learning environment. Teachers provide students with an understanding that making mistakes is part of the learning process. This encourages students to be more willing to try and not be afraid to participate.

This is in line with research by Pancorbo et al., which explains that a learning environment that supports social interaction can help students develop communication skills, cooperation, and active involvement in groups (Pancorbo et al., 2021, pp. 6–8). The third strategy is the use of group activities as a means of developing social skills. Through group activities, students have the opportunity to learn to work together, communicate, and support each other.

The fourth strategy is to coordinate between *volunteers.* This coordination is carried out to discuss student development and determine the mentoring steps to be taken in subsequent activities. (Sofiah, Rahmah, & Hidayat, 2025) . These findings indicate that volunteer teachers play a crucial role in the successful management of non-academic formative assessments. Teachers serve not only as learning guides but also as companions for students' character development.

Conclusion Discussion of Research Findings

Based on the results of the discussion of research findings, it can be concluded that the management of non-academic formative assessment at *the English Club* of the HKBP Padang Bulan Sunday School is a coaching process carried out through planning, observing student development, providing *feedback,* and follow-up mentoring.

Formative assessment in education not only serves as a tool to determine student achievement, but also as a process of obtaining information that educators use to improve learning and provide appropriate support to students' needs (Sortwell et al., 2024). Through this process, non-academic formative assessment supports the development of students' self-confidence through opportunities to perform, communicate, and gain appreciation. In addition, group activities support the development of student collaboration through experiences of working together and interacting with friends.

Although there are obstacles in the form of differences in student characteristics and levels of readiness in participating in activities, volunteer teachers are able to implement adaptive strategies through personal approaches, motivation, and coordination between *volunteers.* Thus, the results of the study show that the management of non-academic formative assessments in *the English Club* not only functions as an evaluation process, but also as part of character development of students in a non-formal educational environment.

Data Validity Check

Data validity is an important part of qualitative research to ensure that the data obtained truly describes the conditions that occur in the field. In this study, data validity checks were conducted to ensure that information regarding the management of non-academic formative assessments by volunteer teachers *in* supporting the development of self-confidence and collaboration of students at *the English Club* Sunday School HKBP Padang Bulan has a level of credibility that can be accounted for.

Checking the validity of the data in this study was carried out through source triangulation, technical triangulation, and checking the conformity between data from interviews, observations, and documentation.

Research Limitations

Every study has limitations related to the research process, field conditions, and the scope of the study. These limitations do not diminish the significance of the research findings, but rather serve as part of the researcher's reflection on the research process. (Creswell, 2018) .

This study has attempted to provide an in-depth description of the management of non-academic formative assessment by volunteer teachers *in* supporting the development of student self-confidence and collaboration at the HKBP Padang Bulan Sunday School *English Club.* However, there are several limitations that need to be considered.

Limitations on the Scope of Research Locations

This research was conducted at only one location, the HKBP Padang Bulan Sunday School *English Club.* The conditions and characteristics of the program, volunteer teachers, and students at this location differ from those at other non-formal educational institutions. (Yin, 2018).

Therefore, the findings of this study describe the conditions and practices of non-academic formative assessment management in the context of the HKBP Padang Bulan Sunday School *English Club* and are not intended to describe all non-formal education programs in general. (Sugiyono, 2020) .

Limitations on the Number and Characteristics of Informants

The informants in this study consisted of the *English Club Coordinator* and three volunteer teachers *who* were directly involved in implementing the activities. The limited number of informants meant that this study focused more on describing the perspectives of managers and teachers regarding the implementation of non-academic formative assessments. (Miles, Huberman, & Saldaña, 2014) . This study has not yet explored in depth the perspectives of the students' parents or all the students as direct recipients of the coaching process. However, the views of various parties can provide additional insight into the students' experiences in participating in *English Club activities.* (Zhao, Zheng, Pan, & Zhou, 2021) .

Time Limitations for Research Implementation

This research was conducted over a certain period of time so that observations of student development were carried out based on conditions found during the research period. The development of student self-confidence and collaboration skills is a process that occurs gradually and requires observation over a longer period of time. (Sopakua, Leinata, Matital, & Saimima, 2024) . Thus, this research does not fully describe all changes in student development in the long term.

Limitations on Research Focus

This study focuses on the management of non-academic formative assessments related to the development of students' self-confidence and collaboration. Other aspects such as the development of academic English language skills, quantitative learning outcomes, or the influence of *English Club activities* on students' academic achievement are not the main focus of this study. The limitation of focus is carried out so that the study can describe in depth the process of non-academic formative assessment management carried out by volunteer teachers.

Limitations of Research Data

Research data was obtained through interviews, observation, and documentation. During the interview process, the data obtained depended heavily on each informant's experience, memory, and understanding of the activities they had undertaken. (van der Steen, van Schilt-Mol, van der Vleuten, & Joosten-ten Brinke, 2023) . Even though researchers have checked the validity of the data through triangulation of sources and techniques, the possibility of differences in perspective between informants remains part of the characteristics of qualitative research.

Conclusion Research Limitations

Based on these limitations, this study provides an overview of non-academic formative assessment management practices in the context of the HKBP Padang Bulan Sunday School *English Club.* These limitations can be considered for further research to develop studies with a wider scope of locations, a more diverse number of informants, and a longer research period. (Waluyo & Rofiah, 2021) .

Despite its limitations, this study provides an understanding of how volunteer teachers manage the non-academic formative assessment process through observation, feedback, mentoring, and adaptive strategies to support the development of student confidence and collaboration.

CONCLUSION

Based on the results of research on the Management of Non-Academic Formative Assessment by Volunteer Teachers *in* Supporting the Development of Self-Confidence and Collaboration of Students at the HKBP Padang Bulan Sunday School *English Club,* it can be concluded that the management of non-academic formative assessment is a coaching process that is carried out continuously through observing student development, providing feedback, mentoring, and follow-up that is tailored to the needs of students. The conclusions of this study are based on the following four research questions: Planning and Implementation of Non-Academic Formative Assessment Management Planning and implementation of non-academic formative assessment management in

English Club is run by volunteer coordinators and teachers by determining aspects of student development that will be observed, including self-confidence, activeness, communication skills, cooperation, and attitudes in participating in activities. Assessments were conducted directly during the activity process through observations of student behavior in various activities such as speaking practice, educational games, group activities, and social interactions. The assessments were not focused on academic English achievement, but rather aimed at understanding the development of students' character and social skills. This aligns with the research focus that places non-academic formative assessment as a means to support the development of *soft skills,* particularly student self-confidence and collaboration.

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