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# Adaptive Assessment Pathways for Achieving SDG 4: Strengthening Motivation and Self-Efficacy in Indonesian Nonformal Education

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## ABSTRACT

**Objective:** To examine how adaptive assessment pathways strengthen learner motivation and self-efficacy in Indonesian nonformal education, particularly in community learning centers (PKBM). It focuses on how diagnostic assessment, authentic evaluation, and personalized feedback support learners who have experienced exclusion from formal schooling. **Method:** A qualitative multi-site case study was conducted over ten months at two PKBM institutions in Indonesia. The study involved 57 participants, including institutional leaders, tutors, administrative staff, and learners. Data were collected through participatory observation, semi-structured interviews, and portfolio analysis. The data were analyzed thematically to identify patterns related to adaptive assessment, motivation, self-efficacy, and learner engagement. **Results:** The findings revealed that adaptive assessment pathways contributed to three main psychological outcomes. First, diagnostic and contextual assessment created meaningful learning experiences that enhanced intrinsic motivation. Second, portfolio-driven evaluation helped learners recognize their progress, develop self-efficacy, and build a positive learning identity. Third, personalized feedback cycles encouraged learners to monitor their own progress and develop self-regulated learning behaviors. **Novelty:** Offering a novel perspective by conceptualizing adaptive assessment pathways as both pedagogical and psychological mechanisms for restoring learner confidence in nonformal education. The findings highlight adaptive assessment as a transformative strategy for advancing equity, inclusion, and SDG 4 oriented learning in Indonesian PKBM contexts.

## INTRODUCTION

Achieving Sustainable Development Goal 4 (SDG 4) requires education systems to provide inclusive, equitable, and quality learning opportunities that enable all learners to develop their full potential throughout life (United Nations, 2015). Beyond expanding educational access, SDG 4 emphasizes the importance of ensuring meaningful learning experiences that accommodate learner diversity and promote lifelong learning. Within this agenda, assessment has evolved from a tool for measuring learning outcomes into a strategic component that supports learning improvement, learner engagement, and educational equity. The concept of Assessment for Learning (AfL) positions assessment as an integral part of teaching and learning by providing continuous evidence to guide instructional decisions rather than merely evaluating achievement at the end of instruction (Black & Wiliam, 1998). Similarly, UNESCO (2021) emphasizes that learning assessment should improve the quality, equity, and inclusiveness of education by informing teaching practices, curriculum development, and learner support, thereby contributing directly to the realization of SDG 4.

Within this perspective, adaptive assessment has emerged as an important approach for creating inclusive learning environments because it enables educators to adjust instruction according to learners' readiness, prior knowledge, interests, and learning