

## ASSESSING ENGLISH TEACHERS' ASSESSMENT LITERACY IN INDONESIA CONTEXT

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### ABSTRACT

Assessment literacy, the thorough understanding of assessment, is essential in education. However, the development of teacher assessment literacy in Indonesia has been alarmingly slow. This study investigated the development of teacher assessment literacy in English classes using a descriptive qualitative research design with 33 items related to basic assessment concepts. The results showed that there has been no significant change in the literacy level of English teachers in Indonesia. This low literacy level has not been seriously addressed by the government or education units, which has had various negative consequences for students and teachers alike.

**Keywords:** assessment, assessment literacy, English teachers

### INTRODUCTION

In article 1 paragraph 17 of Chapter 1 concerning General Provisions of Law on Government Regulation No. 19/2005 concerning Standards National Education, it is stated that assessment is the process of gathering and processing data to gauge students' learning results " (Zainal, 2012). According to the law's provisions, the government has underlined that assessment is crucial to learning activities because it serves as an indicator of educational

success. Teachers must focus on a variety of assessment-related factors during the assessment process, whether they include measuring tools or observing students' conditions objectively (Toheri, 2014). In another perspective, in order to determine students' skills and knowledge, assessment is defined as the process of gathering information about students' abilities and competencies (Padmadewi, Artini & Suarnaja, 2019). It also aims to determine whether students have attained curriculum

goals and information that they must master in relation to the stated goals.

The teacher's involvement in deciding the assessment system in the classroom will have a significant impact on students, given the significance of the assessment that has been regulated by the law and the curriculum. Due to the fact that an assessment cannot be conducted arbitrarily, the teacher must have knowledge about assessment itself. Teachers must be able to create a continuous assessment system, which means that assessments are given before students begin their activities, moderately throughout those activities, and at the end of those activities with high-quality assessments. So, Teachers need to be skilled in assessment in order to provide high-quality assessments. 'Assessing Literacy' is the term used to describe this understanding.

'Assessment Literacy' is a term that was first proposed by Stiggins (2002). Assessment Literacy (AL) is the ability of a teacher to develop, manage, or apply appropriate assessments in the classroom as a measure of the individual abilities of their students (Popham, 2009; Harding & Kremmel, 2016; Michelle, 2018). In this context, AL serves as a foundation for teachers to conduct assessments, process data from assessments, use data, review, and develop solutions for future plans in an effort to better achieve educational objectives. The students' test results will reveal the AL that each teacher owns. how effectively AL teachers are able to raise the caliber of their students. AL has a significant influence on how students learn in the classroom. This supports the assertion made by Stiggins that "the quality of teaching in any classroom depends on the quality of the tests utilized there."

AL owned by a teacher can make it easier for them to obtain data on the

development of student education more effectively and efficiently. This is important because when teachers make misinterpretations, it can lead them to a wrong decision and students can suffer unintended negative consequences such as failing to promote deserving student to the next level or not providing adequate support to student who need additional assistance. Therefore, a teacher must master the assessment literacy itself. Especially an English teacher. English is one of the foreign language subjects that is determined as an international language and is also regulated in the curriculum. It is understandable that some students could have trouble comprehending it. It follows that one factor influencing students' ability to master the English language is teacher appraisal of literacy.

Many studies have been conducted to determine the ability of teachers who have low of AL levels. Even research results from countries in Southeast Asia state the same thing, for example based on a study by Yamtim and Wongwanich (2014), Thailand teachers' assessment literacy is still at a low level. Furthermore, Talib, R et.al., (2013) and Lian, Yew, and Meng (2015) found the same results in Malaysia. Some researchers followed up on this case by conducting research in Indonesia. The result of some research, teachers' assessment literacy was also found to be at a low level (Ananda, 2018; Umam & Indah, 2020; Luthfiyyah, Basyari & Dwiningsih, 2020).

These findings support Chen (2001) and William, Lee, Harrison, & Black's (2004) that, teachers spend most of their time in assessment activities, but it is done without professional understanding or training that affects the results. However, the teacher's ability to incorporate assessment into guided, effective, and efficient learning will depend on how well they understand

assessment (Cherie, 2019). Therefore, this study aims to determine the current level of assessment literacy of English teachers in Indonesia. To determine what actions or solutions can help the world of education in the future..

## METHOD

This study employed a quantitative descriptive research design. Descriptive research is characterized by the collection, analysis, and interpretation of data to describe the characteristics of a population or phenomenon. The participants were English teachers in formal Indonesian schools. Data were collected using a multiple-choice test adapted from Ananda's (2018) study. The test items were based on the provisions of PERMENDIKBUD RI NO. 23 of 2016 and the Classroom Assessment Literacy Inventory (CALI) standards by Mertler (2003).

Table 1. PERMENDIKBUD RI No. 23 of 2016 and Classroom Assessment Literacy Inventory standards.

Standards	Total Item	Standards	Total Item
PERMENDIKBUD NO. 23 of 2016		CALI Items by Campbell and Mertler (2003)	
Definition and Provision	3	Choosing an assessment method	5
Principle of Assessment	2	Administering, assigning, and interpreting learning outcomes	5
Objectives of Assessment	2	Using assessment outcomes in decision making	5
Form of Assessment	1	Communicating assessment outcomes	5
Mechanism of Assessment	3		

Procedure of Assessment	1	
Technique of Assessment	1	
Total items	13	20
		33

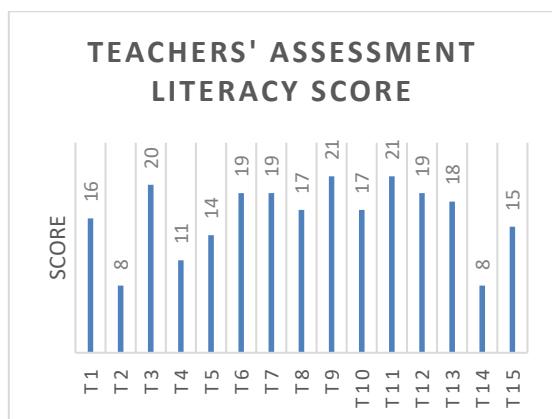
Data analysis used percentage technique based on *Penilaian Acuan Patokan II* (Mudjijo, 1995) and the results will be described descriptively. PAP II as described in table below;

Table 2. *Penilaian Acuan Patokan (PAP) II* by Mudjijo (1995).

Percentage of AL	Standard Number	Categories
81% - 100%	AL 4	Excellent
66% - 80%	AL 3	Good
56% - 65%	AL 2	Enough
46% - 55%	AL 1	Poor
<46%	AL 0	Very Poor

## FINDINGS AND DISCUSSION

The test questions consist of 33 questions based on the standards listed in PERMENDIKBUD RI NO. 23 of 2016 and the Classroom Assessment Literacy Inventory standards (CALI). A number is worth one point for a correct response, while a wrong answer is worth zero points. From the results that have been done by the teachers as respondents, the lowest score is 8 points and the highest score is 21 points out of a total of 33 points, which is illustrated in the graph of the results below.



Picture 1. result teachers' assessment literacy

This picture illustrates that of 15 English teachers studied, 2 people with the lowest score got 8 points correct, then 1 person each with a total of 11, 14, 15, 16, and 20 correct points, then 3 people with 19 points correct, and finally 2 people with the highest score of 21 points out of 33 total questions. From these results, it will be classified in the PAP II criteria to classify the literacy level of the English teacher assessment in this study, the following table explains.

Table 3. Level of assessment literacy

Score	Categories	Frequency	%
27 – 33	Excellent (AL4)	0	0%
22 – 26	Good (AL3)	0	0%
19 – 21	Enough (AL2)	6	40%
15 – 18	Poor (AL1)	5	33%
<15	Very Poor (AL0)	4	27%
Total		15	100%

This table describes the classification of literacy levels of teacher assessments that have been tested in this study. The level categorization is divided into five levels from the lowest, namely Very Poor, Poor, Enough, Good, and Excellent. At each level the level represents a rate score that is in accordance with the *Penilaian Acuan Patokan II* (Mudjijo, 1995). At the Very poor (AL0) level, the rate value that meets this criterion is less than 15 correct points. At the Poor (AL1) level, the value that meets this criterion is 15 to 18 correct points. At the Enough (AL2) level, the value that meets this criterion is 19 to 21 points correctly. At the Good (AL3) level, the value that meets this criterion is 22 to 26 correct points. Finally, the Excellent level (AL4) rate value that meets this criterion is 27 to 33 correct points.

According to the description in the table above, four of the research participants satisfied the requirements for proper points in the Very Poor (AL0) level group. If it is related to the previous figure 1, respondents who reached the Very Poor level criteria with the lowest correct points 8 and the highest 14. This explains that 27% of respondents are classified in the Very Poor level category of this study.

Additionally, according to the data, 5 respondents satisfy the requirements for the category of Poor level (AL1). This indicates that respondents in this area scored the lowest with 15 accurate answers and the most with 18. This explains why 33% of respondents fell into the study's Poor level group.

Last, there are 6 of the respondents who meet the criteria in the Enough level category (AL2). The respondents met the level criteria with the lowest point value 19 and the highest point 21. So 40% of the respondents reached the Enough level in this study.

Based on these findings, it can be said that English teachers in Indonesia are still lower level in terms of assessment literacy. It has been proven that none of the participating teachers exceeded the criteria for the two highest ratings, Good (AL3) and Excellent (AL4). The correct point from the results of the tests carried out by the respondents showed that their basic knowledge in the assessment was still relatively low. This also proves that there is no increase in the literacy level of teacher assessment from previous studies.

Based on research conducted by Yamtim and Wongwanich (2014), it is stated that the results of the measurement of teacher literacy level assessment in Thailand are still at a low level. This study also emphasizes that the ability of teachers to conduct assessments is an important factor in improving the quality of students. Even in a study conducted by Tsagari and Vogt (2017), it is stated that the literacy rate of assessment of English teachers in three European countries (*Cyprus, Germany, Greece*) is still at a low level too. The significance of training in enhancing English teachers' assessment literacy is emphasized in this study. Lack of training in the proper use of assessment in the classroom negatively affects the development and continuity of teachers in helping students improve their quality. According to Umam and Yani (2020), teacher assessment literacy is still at a concerning level. The findings of this study might show that there hasn't been any advancement in Indonesian teachers' assessments of literacy if you compare them to research done two years earlier by Umam and Yani. In fact, the research also states that literacy assessment affects their professionalism as teachers. Another study found that even pre-service teachers currently do not fully comprehend and are not quite familiar one of the assessments, namely authentic assessments that should

be mastered by students who are in charge of education science majors (Jaelani & Umam, 2021).

The National Assessment policy was one of the significant decisions made by the Minister of Education and Culture in 2020. In contrast to the *Ujian Nasional* (UN), the National Assessment analyzes and places the educational system in terms of inputs, procedures, and results rather than assessing the attainment of specific student learning outcomes. The *Asesmen Kompetensi Minimum* (AKM) measures the fundamental skills required of all students in order for them to grow as individuals and contribute constructively to society. The competencies assessed cover logical-systematic thinking abilities, the capacity to reason utilizing previously taught concepts and knowledge, as well as the capacity to filter and process information.

Literacy Assessment aims to measure the ability to understand, use, evaluate, and reflect on various types of texts to solve problems and develop individual qualities. One of the variables influencing a teacher to adapt to new materials and procedures in the classroom is changes in the curriculum. Curriculum changes can reflect many and varied objectives and forms of assessment must also change, changes in assessment practice make a major contribution to the conceptualization of teacher assessment literacy (Jing & Zonghui, 2016). However, if you pay close attention, the assessment does not differ much from any curriculum that has ever been applied in Indonesia, which means that the basic concept of assessment has not changed, only the way it is applied and its objectives are growing. This can be interpreted if until now teachers in Indonesia are still at a low level, then from the start there have been problems in understanding their basic concepts.

Students who carry out assessments from the teacher must experience various problems if there is a mismatch of understanding in the proper assessment. In a study it was found that so far teachers have focused more on the use of summative assessments than formative assessments (Hattie, 2016). It can be interpreted that the teacher focuses more on the results of the exams taken at the end of the semester rather than processing information from daily grades. In fact, according to Hattie (2016), when teachers include continuous formative assessment during instruction to give students high-quality feedback, student success and enthusiasm to learn can rise. Other research also shows that student anxiety increases and achievement gaps widen when teachers prioritize summative assessment and provide little descriptive feedback to students (Von DerEmbse, Barterian, & Segool, 2013). Supporting this statement, excerpts from the research of Chi, Wendi, and Abi (2018), "Students' mental well-being is threatened because of the assessment given by their teacher". The quote can be interpreted that students' mentality can be affected by the teacher's assessment literacy. There is an increase in anxiety among students, which has the potential to lead to other mental health issues. This proves that the assessment has a considerable influence in the world of education, not only on the teacher's side but also on the students feel the impact. Students experience mental anguish because of the assessments given by their teachers.

In this matter, there should be better action from the government or the educational unit in providing a good understanding for teachers in understanding basic concepts to the latest developments in the application of assessments that are in accordance with educational goals. One way that can be

suggested is intensive training specifically for assessment literacy given to teachers in various groups. The various groups in this case are defined for senior, middle, and pre-service teachers. The influence of age on teachers also affects their mindset in determining the assessments they use in the classroom (DeLuca, Coombs, and LaPointe, 2019). A better focus may be on senior and secondary teachers, considering that they only acquire knowledge from training, seminars, and the like to understand new information related to education. For pre-service teachers, they can gain an understanding of their campus curriculum, because they are future teachers.

## CONCLUSION

The findings of this study indicate that teacher assessment literacy in Indonesia is still a cause for concern. This is despite the fact that research on this topic has been conducted for many years by researchers who recognize the importance of assessment literacy in education. This is concerning because this issue has not been adequately addressed by various stakeholders. In fact, it is important to instill a strong awareness of assessment literacy in teachers and future teacher candidates, given that most classroom learning activities involve assessment. If this awareness is cultivated and put to good use, there will be a greater opportunity to improve the quality of students in the future.

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