

APPENDICES

Appendix 1. Blueprint of Questionnaire

Table 3.2 Blueprint of Teacher Assessment Literacy Questionnaire

No	Dimension	Description	Items
1	Choosing	Choose appropriate assessment method with the learning objectives.	1, 5, 15, 26
2	Developing	Develop appropriate assessment method with the learning objectives.	2, 6, 7, 8
3	Administering	Conducting assessments, scoring, and interpreting assessment results both those made by external parties or assessment methods made by teachers.	3, 9, 16, 21
4	Using-Decision	Using assessment results in making decision about students learning outcomes, teaching planning, curriculum development, and school building.	4, 10, 13, 17, 22
5	Using-Grading	Developing valid students' ranking procedures.	11, 18, 19, 25
6	Communicating	Communicating assessment results to stakeholders.	12, 20, 23, 24, 27
7	Recognizing Ethics	Knowledge of assessment methods and unethical, illegal, and inappropriate use of appraisal information.	14, 28, 29, 30

Adopted from: Plake, B. S., Impara, J. C., & Fager, J. J. (2005). *Assessment Competencies of Teachers: A National Survey. Educational Measurement: Issues and Practice*, 12(4), 10–12.

Appendix 2. Blueprint of Interview Guide

Blueprint of Interview Guide TAL

Research Question	Dimension	Indicators	Items	Number of items
What factors influence EFL English teachers' assessment literacy in..?	Professional Development including assessment training, certification influences teachers' assessment literacy, and practices, in which teachers who have adequate training or certification perceive themselves more capable in implementing assessment (Said H., 2013; Alkharusi, 2011)	Professional development experience includes teachers' involvement in assessment training or certification in a particular period.	1) Apakah anda pernah mengikuti seminar/workshop/training yang berkaitan dengan asesmen? 2) Kapan terakhir kali mengikuti seminar/workshop/training yang berkaitan dengan asesmen? 3) Dalam kurun waktu 1 tahun, berapa kali anda mengikuti seminar/workshop/training yang berkaitan dengan asesmen? 4) Bagaimana pengalaman selama training tersebut dapat membantu anda dalam melaksanakan penilaian?	1, 2, 3, 4
		Professional development materials include assessment training's ideal knowledge practice.	1) Materi/pembaharuan ilmu/praktek apa saja yang telah anda dapatkan selama mengikuti seminar/workshop/training yang berkaitan dengan asesmen tersebut?	5, 6

			2) Bagaimana Anda menggunakan materi tersebut dalam melaksanakan penilaian?	
		Professional development significance includes the significant difference felt by teachers before and after having assessment training and certification.	1) Apakah ada perbedaan yang signifikan yang anda rasakan dalam melaksanakan asesmen setelah anda mengikuti seminar/workshop/training berkaitan dengan asesmen?	7
	Professional Experience includes teachers' teaching experience, grades/level taught by teachers, obstacles in assessment practices, and teachers' knowledge of assessment principles. The more experienced teachers tend to be skillful and have better assessment practices (Zolfaghari & Ashraf, 2015; Chalachew & Terefe, 2020; Muhammad et al., 2020)	Teaching experience includes grade/level taught by teachers and assessment practices done by teachers based on particular assessment principles.	1) Berapa lama anda sudah mengajar? 2) Pada jenjang apa sajakah anda mengajar? 3) Apakah institusi tempat anda mengajar menekankan praktik asesmen? 4) Apakah anda mengetahui prinsip prinsip dalam melaksanakan asesmen? 5) Apakah anda melaksanakan proses asesmen berdasarkan prinsip-prinsip yang ada?	8, 9, 10 11, 12

		Teaching difficulties found by teachers in classroom assessment practices.	1) Apa sajakah kesulitan yang anda temui dalam penerapan praktik asesmen?	13
	Institutional Support includes how institutions treat teachers to maximize their capabilities in assessment practices through assessment training provision/certification, giving rewards to teachers' performance, and material given during learning in university. Institutional condition and support are one of the most essential reported factors of teachers' assessment intention and practices (Yan et al., 2021)	This factor includes institutional support of assessment training/certification provision, teachers' rewards, and assessment-related material given in university.	1) Apakah sekolah/institusi tempat anda mengajar aktif memberikan informasi yang berkaitan dengan pengembangan diri khususnya mengenai seminar/workshop asesmen? 2) Apakah ada reward atau penghargaan terhadap kinerja guru yang akan guru dapatkan berdasarkan hasil evaluasi kinerja guru dalam melaksanakan pengajaran khususnya asesmen? 3) Apakah ketika anda kuliah dikenalkan dengan proses asesmen dalam mengajar?	14, 15, 16
Total Items				16



Appendix 3. Questionnaire Items

KUESIONER LITERASI ASESMEN GURU

Kuesioner ini bertujuan untuk mengukur pemahaman literasi asesmen guru Bahasa Inggris tingkat SMP dan SMA/SMK dalam kaitannya dengan perencanaan dan pelaksanaan penilaiannya. Kuesioner ini terdiri dari 30 butir soal yang dikembangkan berdasarkan standar literasi asesmen guru. Lengkapi identitas Bapak/Ibu sebelum mengisi kuesioner. Kemudian, pilihlah salah satu jawaban benar sesuai dengan kasus yang diberikan. Terima kasih.

Nama Lengkap :
NIP :
Instansi :
Email :
No. HP :

Pertanyaan

1. Apakah pertimbangan yang paling penting dalam memilih metode untuk menilai prestasi siswa?
 - a. Kemudahan penskoran dalam penilaian
 - b. Kemudahan mempersiapkan penilaian
 - c. Ketepatan menilai ketercapaian tujuan pembelajaran**
 - d. Kesesuaian dengan permintaan administrasi sekolah
2. Apakah maknanya ketika skor - skor tes baku dikatakan “reliabel”?
 - a. Skor-skor siswa dari tes itu dapat digunakan dasar evaluasi pendidikan.
 - b. Jika siswa mengulang tes yang sama, dia akan memperoleh skor yang hampir sama.**
 - c. Skor tes adalah pengukuran yang lebih valid daripada penilaian guru.
 - d. Skor tes secara tepat mencerminkan isi dari apa yang sudah diajarkan.
3. Ibu Ayu ingin menilai siswa-siswanya dalam memahami metode pemecahan masalah yang sedang diajarkannya. Strategi asesmen mana yang paling sesuai (valid)?
 - a. Memilih buku teks yang berisi tes yang dikembangkan oleh penulisnya
 - b. Mengembangkan asesmen yang sesuai dengan rencana pembelajaran**
 - c. Menetapkan tes baku yang menilai keterampilan memecahkan masalah
 - d. Menentukan instrumen yang mengukur sikap siswa terhadap strategi pemecahan masalah

4. Apa yang dapat dilakukan guru dari hasil penilaian yang meminta siswa melakukan unjuk kerja? (misalnya, cara mereka memberikan solusi masalah atau logika yang digunakan untuk menarik kesimpulan)?
- Memberi nilai tentang bagaimana memecahkan masalah.
 - Menyampaikan umpan balik pembelajaran kepada para siswa.**
 - Memotivasi siswa untuk berinovasi dalam memecahkan masalah.
 - Memberikan pengayaan dengan penugasan yang lebih sulit.
5. Seorang kepala sekolah sedang menilai kinerja mengajar seorang guru Bahasa Inggris. Salah satu yang ingin diketahui adalah apakah siswa terdorong menggunakan keterampilan berpikir tingkat tinggi (HOTS). Dokumen apa yang paling valid yang dapat membantu kepala sekolah dalam mengambil keputusan?
- Media pembelajaran.
 - Pedoman kurikulum nasional.
 - Instrumen penilaian pembelajaran.**
 - Lembar kerja siswa.
6. Seorang guru ingin mendokumentasikan validitas hasil penilaian kelas. Informasi apa yang dapat memberikan bukti atas tujuan tersebut?
- Meminta guru lain menilai apakah strategi asesmen itu menilai apa yang diajarkan
 - Membandingkan tujuan pembelajaran pelajaran dengan isi asesmen sebenarnya**
 - Meminta siswa di kelas itu menunjukkan apakah menurut mereka asesmen sudah valid
 - Menanyakan pada orang tua murid apakah asesmen sudah mencerminkan hasil belajar yang dirasa penting
7. Mana di antara di bawah ini paling memungkinkan meningkatkan reliabilitas tes pilihan ganda?
- menggunakan sebuah kisi-kisi untuk mengembangkan soal tes
 - mengubah format tes menjadi soal Benar-Salah
 - Menambahkan lebih banyak butir dalam tes**
 - menambahkan komponen esai dalam tes
8. Seorang guru ingin menilai keterampilan siswanya dalam mengorganisasi ide ketimbang hanya mengulangi fakta. Kata kerja operasional mana yang harus digunakannya dalam merumuskan latihan esai untuk mencapai tujuan ini?
- membandingkan, membedakan, mengkritik
 - mengidentifikasi, menspesifikasi, menyebutkan
 - menyusun, menulis, membuat**
 - mendefinisikan, mengingat, menyatakan kembali

9. Pak Agus ingin siswa-siswanya mengapresiasi karya sastra Andrea Hirata. Yang mana dari butir penilaian di bawah ini yang paling baik digunakan untuk mengukur tujuan pembelajarannya?
- Siapakah pemeran utama dari novel Laksar Pelangi?
 - Benar atau Salah: Ikal adalah seorang anak yatim, dan tidak pernah mengenal orang tua biologisnya.
 - Andrea Hirata adalah seorang penulis.... (A. Novel, B. Komik, C. Koran)
 - Bahas secara singkat pandangan kamu terhadap kontribusi Andrea Hirata kepada sastra Amerika!**
10. Beberapa orang siswa di kelas Bu Anggun mendapat skor rendah pada tes ulangan harian. Beliau ingin mengetahui siswa mana yang memiliki masalah yang sama. Strategi mana yang paling tepat digunakan untuk mengelompokkan siswa-siswanya?
- menggunakan tes yang terdapat dalam "pentunjuk guru."
 - meminta siswa mengambil ulang tes yang memiliki soal-soal terpisah untuk masing-masing topik.
 - melihat hasil kerja dan skor tes siswa untuk melihat topik mana yang belum dikerjakan dengan baik sebelumnya.**
 - Memberikan siswa teks rumpang dan meminta mereka memperlihatkan apa mereka kerjakakan.
11. Banyak guru memberi skor tes dengan rentangan 0 – 100. Pada umumnya, apa maknanya apabila seorang siswa (Sukma) memperoleh skor 90 pada sebuah tes pilihan ganda?
- Sukma menjawab 90% dari butir tes ini dengan benar.**
 - Sukma mengetahui 90% dari isi pelajaran yang dicakup tes ini.
 - Sukma mendapat skor lebih tinggi dari 90% dari semua siswa yang ikut tes.
 - Sukma mendapat skor 90% lebih tinggi dari siswa rata-rata dalam kelas itu.
12. Siswa-siswa di kelas Pak Adi ditugaskan membuat sebuah pementasan drama untuk tugas akhir semester. Prosedur mana di bawah ini yang dapat meningkatkan objektivitas penilaian?
- Ketika pementasan dilakukan, Pak Adi mengidentifikasi pementasan dan memberikan penilaian menurut urutan kualitas pementasan dari yang tertinggi sampai yang terendah.
 - Pak Adi meminta guru lain di sekolah itu menilai masing-masing pementasan berdasarkan kualitasnya.
 - Sebelum pementasan, Pak Adi membuat sebuah kunci jawaban berdasarkan hal-hal penting dari pementasan yang ditentukan oleh siswa dengan kinerja tertinggi di kelas itu.
 - sebelum pementasan, Pak Adi mempersiapkan sebuah standar penilaian berdasarkan ciri-ciri penting mengenai pementasan drama dan menggunakannya untuk pemberian skor.**

13. Pada akhir bulan pertama tahun pelajaran, Ibu Dwi memberi sebuah tes yang dibuatnya sendiri. Tes ini dibuat mengikuti tes Bahasa Inggris baku. Tes ini berisi teks-teks dan siswa menjawab pertanyaan dari teks tersebut. Ketika tes ini diskor, Beliau melihat bahwa dua orang siswa (yang mendapat skor tinggi pada tugas sehari-hari) mendapat skor yang jauh lebih rendah dari siswa lainnya. Yang mana di bawah ini informasi tambahan yang akan sangat membantu dalam menafsirkan hasil tes ini?
- a. Kuesioner motivasi belajar siswa
 - b. Nilai rapot siswa sebelumnya
 - c. Reliabilitas tes yang diberikan**
 - d. skor membaca setiap siswa
14. Dalam sebuah tes baku terdapat suruhan bahwa waktu pengerjaan tes tersebut diatur secara terpisah-pisah dan berurutan untuk setiap bagiannya (Bagian I, II, III, dst). Manakah berikut ini yang merupakan perilaku siswa yang dapat diterima?
- a. Budi menyelesaikan Bagian I sebelum waktu habis; dia kemudian memeriksa kembali bagian sebelumnya.
 - b. Putri menyelesaikan Bagian I sebelum waktu habis; dia melihat tes Bagian II tetapi tidak menandai lembar jawaban untuk bagian itu.
 - c. Agus menyelesaikan Bagian I sebelum waktu habis; dia kemudian memeriksa kembali jawabannya dalam bagian itu.**
 - d. Erna belum menyelesaikan Bagian I; dia melanjutkan menjawab bagian itu ketika waktu sudah habis.
15. Seorang guru Bahasa Inggris memulai semester baru dengan materi *Recount Text*. Sebelum memulai unit baru, guru meminta siswa untuk menceritakan pengalamannya di masa lampau secara tertulis. Mana dari hal berikut yang menjadi alasan guru melakukan hal di atas?
- a. Guru ingin melaporkan hasil penilaian kepada penyelenggara tes daerah.
 - b. Guru ingin melatih siswa mengerjakan soal di awal semester.
 - c. Guru ingin mengetahui pengetahuan awal siswa sebelum memulai unit baru.**
 - d. Guru ingin mengukur perkembangan kompetensi siswa dalam menulis.
16. Untuk mengevaluasi keefektifan proses pembelajaran Bahasa Inggris di kelas satu, guru memberikan tes baku dengan standar untuk kelas tiga. Guru menggunakan kriteria penilaian kelas tiga untuk menilai siswa kelas satu. Mengapa pelaksanaan penilaian ini keliru?
- a. Tes tersebut tidak reliabel untuk siswa kelas satu.
 - b. Tes tersebut tidak valid untuk siswa kelas satu.**
 - c. Butir soal kelas tiga terlalu sulit bagi siswa kelas satu.
 - d. Alokasi waktu terlalu pendek bagi siswa kelas satu.

17. Skor siswa pada tes baku terkadang tidak selaras dengan kinerjanya dalam penilaian kelas. Di mana di bawah ini yang TIDAK DAPAT menjadi penjelasan yang relevan mengenai perbedaan ini?
- a. Beberapa siswa gugup dalam tes baku, tetapi mereka dapat mengerjakan penilaian kelas dengan baik.
 - b. Siswa sering kurang serius mengikuti tes baku dibandingkan dengan penilaian kelas.
 - c. Tes baku hanya mengukur keterampilan mengingat sementara penilaian kelas mengukur keterampilan berpikir yang lebih kompleks.
 - d. **Tes baku memiliki validitas kurikulum yang kurang valid dibandingkan dengan penilaian kelas.**
18. Mana dari pernyataan berikut yang memberikan informasi paling reliabel bagi guru dalam melakukan penilaian terhadap kinerja siswa?
- a. Skor dari tes yang berisi dua atau tiga soal esai yang berkaitan langsung dengan tujuan pembelajaran.
 - b. **Skor dari tes pilihan ganda dengan 20 butir soal yang dirancang untuk mengukur tujuan pembelajaran tertentu.**
 - c. Tanggapan lisan siswa terhadap pertanyaan-pertanyaan selama pembelajaran.
 - d. Nilai harian yang menunjukkan kualitas partisipasi di dalam kelas selama pembelajaran.
19. Seorang guru memberikan tiga tes selama masa penilaian. Ia memberikan bobot yang sama untuk ketiga tes tersebut. Tujuannya adalah meranking siswa berdasarkan prestasinya. Untuk melakukan hal ini, manakah berikut ini yang harus disetarakan?
- a. Jumlah butir soal
 - b. Jumlah siswa dalam tes
 - c. **Skor rata-rata**
 - d. Variasi (kisaran) skor
20. Ketika orang tua siswa meminta guru untuk menjelaskan dasar pemberian nilai anaknya, guru harus....
- a. menjelaskan bahwa nilai diberikan secara adil berdasarkan kinerja siswa dan faktor-faktor terkait lainnya
 - b. menanyakan kembali kepada orang tua apa yang menurut mereka harus dijadikan dasar dalam penilaian
 - c. **menjelaskan dengan rinci bagaimana nilai ditentukan dan menunjukkan contoh kinerja siswa kepada orang tuanya**
 - d. menunjukkan bahwa skala penilaian diatur oleh dewan sekolah dan guru tidak memiliki kendali terhadap hal itu
21. Manakah praktik-praktik penilaian berikut yang hasilnya paling TIDAK MENCERMINKAN prestasi siswa?
- a. Guru meminta siswa untuk mengumpulkan PR-nya; namun, guru hanya menilai butir soal bernomor ganjil saja.

- b. Guru menggunakan kuis mingguan dan tiga tes utama untuk melakukan penilaian di kelas.
 - c. Guru mengizinkan siswa untuk mengulang tugasnya beberapa kali jika mereka belum mampu mencapai skor minimal.**
 - d. Guru mengurangi 5 poin dari nilai ujian siswa untuk perilaku yang menyimpang.
22. Selama masa penilaian, guru tidak menilai pekerjaan rumah siswa dan hanya memberikan satu tes. Nilai akhir semester siswa hanya berdasarkan pada tes tersebut. Manakah dari hal berikut yang merupakan KRITIK UTAMA tentang cara penilaian tersebut?
- a. Siswa mungkin berkinerja lebih baik saat mengerjakan tugas mingguan.
 - b. Keputusan pemberian nilai harus didasarkan pada lebih dari satu informasi.**
 - c. Fokus dalam tes belum meliputi keseluruhan konten kurikulum.
 - d. Tidak ada kritik yang signifikan terhadap metode pelaksanaan tes.
23. Dalam pertemuan rutin dengan orang tua siswa, guru menyampaikan bahwa kemampuan Bahasa Inggris dalam suatu penilaian di sekolah menunjukkan bahwa siswa mendapatkan nilai yang lebih baik dalam keterampilan membaca daripada keterampilan menulis. Ini mungkin berarti bahwa....
- a. skor siswa pada tes keterampilan membaca Bahasa Inggris di bawah rata-rata
 - b. siswa tersebut sangat baik dalam membaca dan sangat lemah dalam menulis
 - c. skor membaca dan menulis siswa berada dalam kategori nilai yang berbeda**
 - d. tes keterampilan membaca lebih valid mengukur kemampuan Bahasa Inggris
24. Sebuah sekolah melaksanakan perbaikan terhadap program pengembangan kemampuan berbahasa Inggris siswa. Hal ini dilakukan untuk menjelaskan penyebab perbedaan kemampuan siswa. Berikut adalah hal-hal yang perlu dipertimbangkan dalam menentukan penyebab perbedaan tersebut, KECUALI....
- a. jumlah siswa
 - b. status sosial ekonomi siswa
 - c. ras / etnis siswa**
 - d. pengetahuan awal siswa
25. Berikut ini ditampilkan data hasil tes siswa kelas enam setelah mengikuti ulangan akhir semester (UAS) Pelajaran Bahasa Inggris di sekolahnya.

Aspek penilaian	Nilai
sa kata	7
ta bahasa	7

embaca pemahaman	7
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Yang mana dari yang berikut ini adalah interpretasi yang valid dari nilai UAS tersebut?

- a. Siswa menjawab dengan benar jumlah soal yang sama dari butir - butir tes UAS
- b. Skor tes siswa ekuivalen dengan kinerja tes anak kelas tujuh
- c. **Siswa memiliki presentase ranking (*percentile rank*) yang sama pada ketiga aspek penilaian**
- d. Siswa mendapat nilai di atas rata-rata untuk masing-masing aspek penilaian

26. Pak Toni melakukan penilaian Bahasa Inggris siswanya lebih banyak dari PR dan tes. Sedangkan Pak Agus melakukan penilaian siswanya lebih banyak dari hasil pengamatan terhadap siswa selama pelajaran berlangsung. Perbedaan utama dari kedua strategi asesmen yang diterapkan kedua guru adalah....

- a. **asesmen formal dan informal**
- b. asesmen kinerja dan asesmen tradisional
- c. asesmen baku dan asesmen tidak baku
- d. asesmen sumatif dan formatif

27. Dalam penilaian kemampuan Bahasa Inggris siswa, sudah selayaknya prosedur penilaian, kriteria penilaian, dan dasar pengambilan keputusan dapat diketahui oleh pihak yang berkepentingan. Persyaratan semacam itu dikenal sebagai prinsip penilaian yang

- a. sistematis
- b. akuntabel
- c. **terbuka**
- d. terpadu

28. Seorang guru Bahasa Inggris ingin siswanya mengetahui hasil tes mereka secepatnya. Beliau mengatakan kepada para siswa bahwa lembar jawaban yang sudah diperiksa akan diletakkan di atas kursi di luar ruangnya pada jam pulang sekolah dan siswa dapat mengambilnya. Apa yang keliru mengenai tindakan guru tersebut?

- a. **Siswa dapat melihat hasil tes temannya yang menyebabkan pelanggaran terhadap hak privasi siswa.**
- b. Siswa harus menunggu sampai akhir sekolah, sehingga tindakan itu tidak adil bagi siswa yang harus segera pulang.
- c. Guru terburu-buru melakukan penilaian sehingga mengalami kesulitan untuk mengidentifikasi siswa yang memerlukan bantuan khusus.
- d. Siswa yang tidak hadir saat tes akan mendapat keuntungan yang tidak adil, karena Tindakan guru itu memungkinkan siswa tersebut menyotek.

29. Dalam sebuah tes Bahasa Inggris, guru mencatat bahwa beberapa siswa tidak dapat menjawab soal dalam tes tersebut. Tindakan guru yang dianggap etis sesuai dengan situasi tersebut adalah....
- a. Guru memberikan nilai tambahan untuk Tono (siswa dengan kemampuan di bawah rata-rata) tanpa memberikan remidi.
 - b. Guru mengisi lembar jawaban dengan cara seperti apa yang biasanya dilakukan oleh Faisal karena Faisal dalam kondisi tidak sehat saat mengikuti tes.
 - c. **Guru mengumpulkan lembar jawaban seperti apa adanya, meskipun dia tahu bahwa Rini mungkin akan mendapat nilai yang lebih tinggi dari pada kemampuannya.**
 - d. Guru memperbaiki jawaban pada lembar jawaban Adi sehingga dia dapat mencapai skor rata-rata.
30. Seorang guru Bahasa Inggris merasa prihatin jika pada saat ujian nasional siswanya tidak dapat memperoleh nilai Bahasa Inggris yang bagus. Suatu saat guru mendapatkan salinan lembar soal ujian Bahasa Inggris yang akan digunakan saat ujian nasional berlangsung. Guru tersebut melakukan setiap hal dibawah ini untuk meningkatkan nilai siswa. Tindakan yang manakah yang tergolong TIDAK etis?
- a. Mengajarkan siswa strategi mengerjakan soal pilihan ganda, termasuk bagaimana menggunakan lembar jawaban.
 - b. Memberikan berbagai contoh soal alternatif yang mirip dengan butir-butir tes yang terdapat pada salinan tes ujian nasional.
 - c. Merencanakan suatu pembelajaran yang berfokus pada konsep-konsep yang tercakup pada salinan tes ujian nasional.
 - d. **Mengambil beberapa butir soal dari salinan tes ujian nasional tersebut untuk dibahas bersama.**

Appendix 4. Results of Questionnaire

NO	Total Score	Kategori	Jumlah				
			Sangat Baik	Baik	Cukup	Kurang	Sangat Kurang
T1	12	Kurang				1	
T2	14	Cukup			1		
T3	9	Kurang				1	
T4	18	Baik		1			
T5	15	Cukup			1		
T6	23	Sangat Baik	1				
T7	17	Cukup			1		
T8	17	Cukup			1		
T9	12	Kurang				1	
T10	18	Baik		1			
T11	19	Baik		1			
T12	18	Baik		1			
T13	16	Cukup			1		
T14	19	Baik		1			
T15	18	Baik		1			
T16	18	Baik		1			
T17	19	Baik		1			
T18	16	Cukup			1		
T19	19	Baik		1			
T20	14	Cukup			1		
T21	17	Cukup			1		
T22	18	Baik		1			
T23	18	Baik		1			
T24	13	Cukup			1		
T25	20	Baik		1			
T26	17	Cukup			1		
T27	13	Cukup			1		
T28	18	Baik		1			
T29	18	Baik		1			
T30	21	Baik		1			
T31	18	Baik		1			
T32	15	Cukup			1		
T33	16	Cukup			1		

T34	14	Cukup			1		
T35	12	Kurang				1	
T36	19	Baik		1			
T37	15	Cukup			1		
T38	15	Cukup			1		
T39	12	Kurang				1	
T40	13	Cukup			1		
T41	18	Baik		1			
T42	12	Kurang				1	
T43	14	Cukup			1		
T44	16	Cukup			1		
T45	15	Cukup			1		
			1	18	20	6	0
			2,3%	40%	44,4%	13,3%	0%

Appendix 5. Result of Interview

INTERVIEW TRANSCRIBE

Code : Teacher 11 (T11)

Time : February, 1st 2022 & April, 21st 2022

Type of Interview : Online

Researcher : Have you ever joined a seminar or workshop about assessment before?

Teacher 11 : I have not joined a seminar/workshop about assessment yet.

Researcher : Alright. May I know how many years have you been teaching and in what level?

Interviewee : I have been teaching for 6 years in Vocational school. Also, I am teaching kindergarten until general students in informal school.

Researcher : Does the school where you teach emphasize assessment practices?

Teacher 11 : Yes, of course. Assessment practice on daily test, middle test, and final test.

Researcher : Related with assessment practices, do you already know the assessment principles and implement them in your assessment practices in the classroom?

Teacher 11 : Yes. I tried hard to implement those assessment principles before the pandemic even though it was not maximal yet. But, when the pandemic happen not all the basic competencies can be discussed. So, it cannot be assessed thoroughly, at least only half of the existing basic competencies, even the indicators cannot all be achieved.

Researcher : Is this due to limited class meetings, Ms? So, the assessment practices is also limited?

Teacher 11 : Yes.

Researcher : Alright, Ms. From the school itself, have you ever and regularly provided information related to self-development such as seminar or workshop especially on assessment?

Teacher 11 : If it is specifically about assessment, no. The other self-development like the use of IT, it was quite often.

Researcher : So, you study assessment just in the college?

Teacher 11 : Yes.

Researcher : One more question, Ms. Are there any awards given to teachers whose performance evaluation results are good, especially in assessment practice?

Teacher 11 : Sometimes, there is an assessment of teaching equipment from the principal and a teacher in the field of study.

Researcher : How does the assessment done?

Teacher 11 : So, they assess the learning tools thoroughly including the assessment used. It does not specialized on assessment. I have seen the rubric, the point is whether or not there are learning tools. Yet, there is no one in assessment only.

Researcher : So, it was kind like a thorough evaluation who covers the assessment too, right?

Teacher 11 : It can be said like that.

Researcher : When the teacher adds more items to the multiple choice test, do you think the reliability will increase or not?

Teacher 11 : If the multiple choice is added, the reliability should increase

Researcher : Which one do you think is more influential in increasing the reliability of a multiple choice test? By developing multiple choice questions using grids or by adding more questions?

Teacher 11 : For me is by using grids.

Researcher : Alright, Ms. When conducting assessments during teaching, have you ever encountered students who got quite a significant difference in scores during class assessments with scores during tests?

Teacher 11 : Of course, very often, when students take a test, they are usually supervised by another teacher. So I don't know if they really do it themselves or maybe they're cheating. Especially during the pandemic, tests via google forms that can be done at home, so many students' test grade are not in accordance with the class assessment.

Researcher : What do you think is the main reason why these things often happen? Is it possible that there is a difference between class assessment and tests that students' grades are out of alignment?

Teacher 11 : 1. The final test is not supervised by the teacher directly, so maybe the children can work together.

2. Children's readiness for the test (some students did not prepare well for the test so their scores decreased)

Some students whose grades drop during the final test are actually sometimes have good grades, because when they are in class they pay attention to the learning seriously so that they understand the

topic. However, during the final test, the student may not have prepared their self well.

Researcher : How about the validity of the standardized test curriculum with class assessment, does it affect MS?

Teacher 11 : What do you mean, Bintang?

Researcher : I mean, is there one of the two assessment methods above in terms of curriculum which is more valid, Ms? So that the results of the assessment will be different

Teacher 11 : So far, I have always used these two values as a comparison. If their daily score and final test are good, it means that this student is really smart. But, if the daily scores are good, while the final tests have always been lacking, I concluded that she/he is not well prepared for the tests

Researcher : Ok, Ms.

Of the following forms of assessment, which one according to you is the most reliable for measuring student abilities?

1. 2-3 essay questions
2. Oral test during the lesson
3. 20 multiple choice questions
4. Daily test

Teacher 11 : I think the option No. 1, Bintang.

Researcher : Can you explain why did you choose the option number 1 as the most reliable?

Teacher 11 : Because they can write their answers according to their understanding, other than that it is a bit more difficult to cooperate

Researcher : Okay, Ms.

Then, in terms of assessment, so far, do you know what the two assessments (class assessment and test assessment) are, Ms?

Teacher 11 : Formative and summative test

Researcher : In your opinion, is it the right thing to do for a teacher who openly gives the test results to students to share with their friends?

Teacher 11 : For me, it's back again with the policy of each teacher, but it would be better if the teacher distributed it him/her self

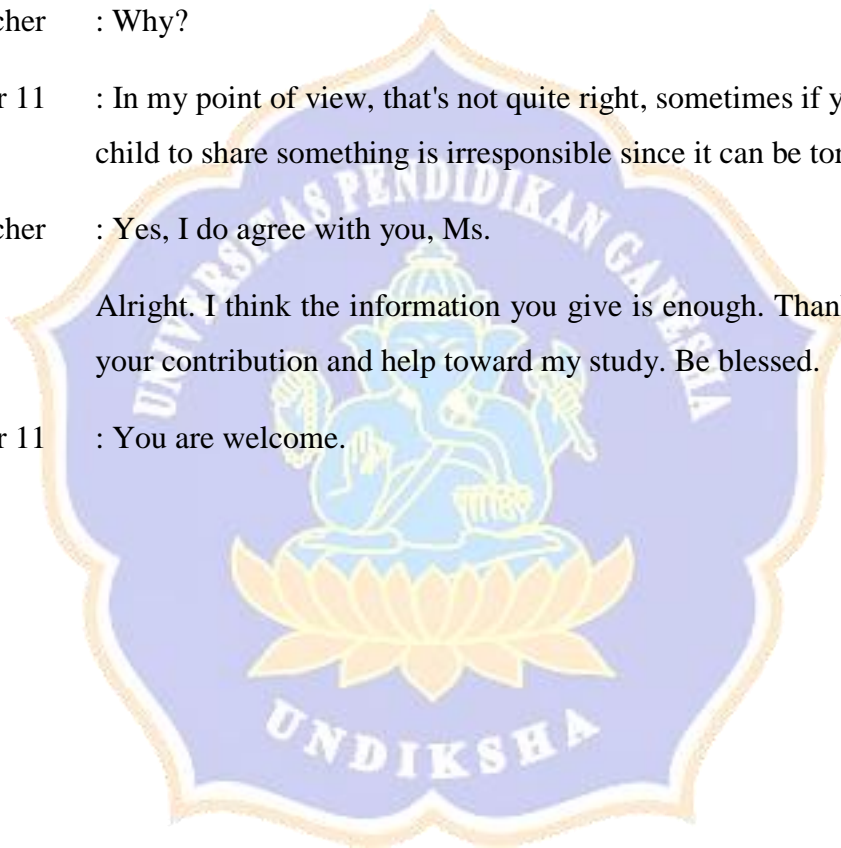
Researcher : Why?

Teacher 11 : In my point of view, that's not quite right, sometimes if you give a child to share something is irresponsible since it can be torn or lost.

Researcher : Yes, I do agree with you, Ms.

Alright. I think the information you give is enough. Thank you for your contribution and help toward my study. Be blessed.

Teacher 11 : You are welcome.



Code : Teacher 1 (T1)

Time : February, 2nd 2022 & April 24th 2022

Type of Interview : Online

Researcher : Have you ever joined a seminar or workshop about assessment before?

Teacher 1 : Yes, I have.

Researcher : In one year, how many times did you usually joined the workshop/seminar and when did the last time?

Teacher 1 : One time, in the last 2021

Researcher : How was your experience during the training, ma'am? Does it help you in carrying out the assessment?

Teacher 1 : Yes, it really help

Researcher : What material or knowledge did you get during the training?

Teacher 1 : Knowledge about how to assess students based on the situation

Researcher : Then, how did you implement those knowledge in your classroom assessment practice?

Teacher 1 : Give an open assessment for students

Researcher : Before and after you join the training, is there any significant differences in doing the assessment?

Teacher 1 : Yes

Researcher : Can you give a brief explanation about the differences you have experience?

Teacher 1 : The difference is in the way teacher give score toward students' works.

Researcher : May I know how long have you been teaching and in what level?

Teacher 1 : 31 years, in elementary school, junior high school, and vocational school.

Researcher : Does the school where you teach emphasize assessment practices?

Teacher 1 : Yes, of course.

Researcher : Does this mean that you have known the principles of implementing the assessment so far? Have you carried out the assessment in accordance with these principles?

Teacher 1 : Yes, already.

Researcher : What kind of difficulties did you face during your assessment practice?

Teacher 1 : I don't find any difficulties

Researcher : Alright, Ma'am. Does the school where you teach regularly provide information related to personal development, especially in the field of assessment?

Teacher 1 : Yes

Researcher : Then, does the school provide rewards or something like that to teachers whose evaluation results are good, especially in assessing Ma'am?

Teacher 1 : Yes, the school give reward in form of praise and stationary.

Researcher : It means that the school pays attention to its teachers so that they can always improve their performance.

Teacher 1 : The school always pay attention to performance of its teacher for mutual progress.

Researcher : One more thing that I would like to ask. Does in your college, the institution introduce you with assessment?

Teacher 1 : Sure, although the term is different but the goal is the same.

Researcher : Do you know the term reliable in assessment?

Teacher 1 : Getting to know

Researcher : What do you think is reliable?

Teacher 1 : A real assessment

Researcher : For example, if a student's test scores are said to be reliable, if the test is repeated, what do you think will happen, ma'am?

Teacher 1 : There must be an increase

Researcher : Yes. If at the time of teaching certain material, then what kind of assessment should be given by the teacher so that the assessment becomes valid, ma'am?

Teacher 1 : A real assessment with the material being taught, although there are variations in how to make the questions which stimulate students to think creatively

Researcher : Ok. As for the multiple choice test, what is a more appropriate way to increase its reliability according to your mother? Is it by using a grid or by increasing the number of questions?

Teacher 1 : By using a grid of questions, because it is a goal that students must know

Researcher : Have you ever encountered a student case during a class assessment with a test assessment with a significant difference in score?

Teacher 1 : Once

Researcher : If your mother understands, what do you think caused this to happen?

Teacher 1 : Due to the concentration of students during the assessment

Researcher : It means that the student may be able to afford it every day, but not during the test because of lack of concentration. Is that so?

Teacher 1 : Yes, because of concentration, the condition of students during the test is very important

Researcher : Okay, ma'am.

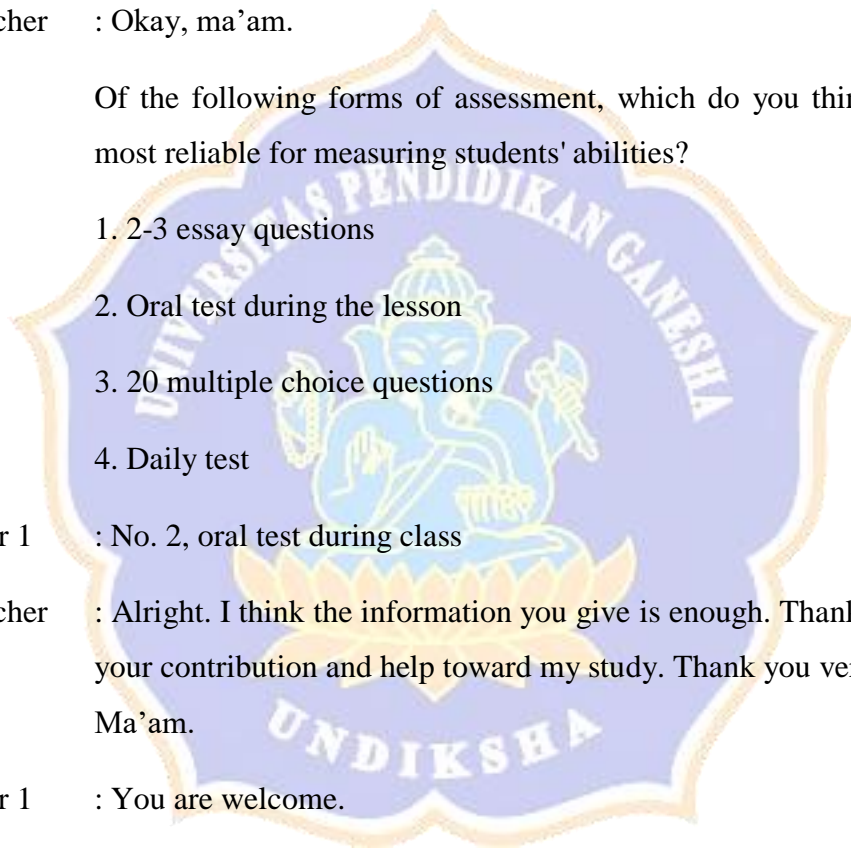
Of the following forms of assessment, which do you think is the most reliable for measuring students' abilities?

1. 2-3 essay questions
2. Oral test during the lesson
3. 20 multiple choice questions
4. Daily test

Teacher 1 : No. 2, oral test during class

Researcher : Alright. I think the information you give is enough. Thank you for your contribution and help toward my study. Thank you very much, Ma'am.

Teacher 1 : You are welcome.



Code : Teacher 6 (T6)

Time : February, 1st 2022 & April, 21st 2022

Type of Interview : Online

Researcher : Have you ever joined a seminar/workshop related to assessment before?

Teacher 6 : Yes, I have.

Researcher : How many times did you joined that kinds of activity in a year?

Interviewee3 : Only once

Researcher : What kind of experiences did you get from the training? Does it help you in carrying out the assessment in the classroom?

Teacher 6 : For me, that assessment training was interesting because I learnt a lot of new things, especially in assessment practice. It helps me to a lot in practicing the assessment even though it's not maximal yet.

Researcher : Alright then, what kind of practical knowledge updates have you received so far after participating in the assessment-based activities?

Teacher 6 : We as teachers must provide an objective not subjective assessment. We must provide an assessment in a planned, integrated and continuous manner. We must provide a transparent assessment with clear procedures and criteria. Assessment must be accountable to both internal and external parties. The assessment must also consider the Minimum Completeness Criteria / KKM determined by the education unit.

Researcher : After getting the knowledge, how do you apply it in learning? Is there a significant difference before and before you attended the assessment seminar/training?

Teacher 6 : I try to implement them, but it cannot be maximal. The differences are not too significance I think.

Researcher : How long have you been teaching and in what level?

Teacher 6 : 15 years. In senior high school and junior high school.

Researcher : Does the school where you teach emphasize the practice of assessment? So far, do you know and apply these assessment principles in giving an assessment?

Teacher 6 : To follow the rules or according to the principles of assessment, I don't think so. Maybe the teacher only conducts an assessment as a sequence after the implementation of the learning process. Trying to be objective, but sometimes many students score below the KKM, so they need remedial. However, sometimes value control is carried out to achieve the KKM. If I'm not mistaken, the principles of assessment include: Objective, Integrated, Open, Systematic, Accountable, Valid, Comprehensive & sustainable, Fair and based on criteria. If to apply it, I don't think it's too much.

Researcher : What kind of difficulties did you face during your assessment practice?

Teacher 6 : Difficulties that I experienced during the assessment process included the lack of student discipline in taking (written) tests. Some students seem to want to copy their friends' work. For performance appraisal, there are still many students who are embarrassed or maybe afraid to come to the front of the class. In terms of the results of the written test assessment, if strictly maintained, the deviation of the scores is very high. There are values that are too good, some are far below. So I

need to do remedial, and sometimes it will take time. And finally their value must be raised in order to meet the KKM

Researcher : Does this mean that schools routinely provide information related to assessment trainings like that, sir?

Teacher 6 : I rarely hear information related to assessment training

Researcher : It means that the school has provided related information but rarely does it, sir. Then, usually each institution conducts a kind of evaluation at the end of the semester or the end of the school year. So, according to your own experience, are teachers with good performance, especially in the field of assessment, given awards or the like?

Teacher 6 : There is no award for teachers in the field of assessment.

Researcher : Alright, sir. Then the last thing I want to ask is, were you introduced to assessment during your lectures?

Teacher 6 : Yes. I got a C grade

Researcher : It's okay, sir. The most important thing is the practice.

Teacher 6 : The important thing is that it's done. Sometimes in the field far from our expectations.

Researcher : When a teacher teaches a certain material in class, then when giving an assessment, according to you, what kind of assessment should the teacher give to produce valid assessment?

Teacher 6 : The assessment carried out is adjusted to the competencies to be achieved. We adjust it to the learning objectives, so that we can assess what we want to assess with the right assessment tool.

Researcher : Ok, sir

Then, if the test is multiple choice. In your opinion, do you think using grids to develop questions can increase the reliability of the test compared to adding the number of questions?

Teacher 6 : Yes

Researcher : In your opinion, which one of the factors contributes more? Using grids or adding questions?

Teacher 6 : Using grids

Researcher : Ok sir

In case, if the teacher allows students to do remedial actions repeatedly until their scores meet the KKM, and if there are teachers who deduct points on the test results of students who violate the class. In your opinion, do these two actions reflect student achievement according to you?

Teacher 6 : No

Researcher : Which of the two cases above does not reflect the student's achievement based on your opinion?

Teacher 6 : Point deduction on student's violation

Researcher : Can you give the reason why?

Teacher 6 : Examples of violations such as cheating in books, or from friends, reflect the inability of students. This can be proven by everyday life in class, seen from daily activities compared to test results that can get higher points. So sometimes the teacher deducts the student's points.

Researcher : Thank you very much for your information, Sir. It really helpful.

Code : Teacher 16 (T16)

Time : February, 1st 2022 & April, 23rd 2022

Type of Interview : Online

Researcher : Previously, have you attended any training/workshop/seminar on assessment?

Teacher 16 : Yes, I have.

Researcher : In one year, how many times did you attend the training? And when was the last time you followed him?

Teacher 16 : only once.. Through the learning teacher portal in 2021 but I forget the month

Researcher : What experiences did you get in the training? Does it help you in carrying out assessments in class?

Teacher 16 : Because the material is very dense, so it's a little difficult to understand in detail.. I only caught the outline at that time. But it also helps in the assessment that I do on students.

Researcher : How do you think you will apply the knowledge you have learned in the assessment process?

Teacher 16 : In implementing the assessment, I put more emphasis on assessing the learning process rather than the results of the learning. For example, I focus more on how serious and disciplined students are in doing the given exercises/tasks/projects.
I am not too focused on the results of the exercises/tasks/projects they are doing. Something like that.

Researcher : Alright, sir. Then is there a significant difference that you feel before and after participating in the assessment training?

Teacher 16 : There must be... if in the past I focused on the assessment based on the level of understanding students got from the presentation of the subject matter which was shown by how much they could answer questions, but now I focus on whether they are disciplined in doing the assigned tasks/tests. The measure is "Timeliness of work and how much they do" and not tied to the "right/wrong" answers they give.

Researcher : Yes, sir. I also agree with your statement. May I know, how long have you been teaching and at what level?

Teacher 16 : 32 years... all levels have been... but now I teach 7th and 8th grade

Researcher : So, does the institution where you teach now emphasizes the practice of assessment?

Teacher 16 : yes, of course.

Researcher : As far as you teach, do you know the principles of assessment and have you applied them in making assessments?

Teacher 16 : I think they are: communication, interpret client requirements and write them down, cooperation, problem solving, initiative, planning & organizing, self-management, willingness to learn, the ability to adapt to technology.

Researcher : It means that those principles have been applied during the assessment, sir. So far, have you encountered any difficulties during your assessment? If so, can you give an example of what kind of difficulties do you have?

Teacher 16 : Most of them haven't.

Researcher : If I may ask, does the institution where you teach actively provide information related to personal development, especially in the field of assessment?

Teacher 16 : Yes, it does.

Researcher : Okay. Then, usually at the end of each semester or the end of the school year there is an evaluation. So, at the institution where you teach teachers whose evaluation results are good, especially in the field of assessment, are there any kind of awards or rewards, sir?

Teacher 16 : Hehehehe... never before.

Researcher : Hehe, no problem, sir. Does that mean you've been familiar with assessment since you were in college, sir?

Teacher 16 : When I was in college in the 80s... maybe the assessment model was different... at that time maybe the terms were different... I forgot the detail.

Researcher : Are you familiar with the term reliable in assessment?

Teacher 16 : Never but not too deeply.

Researcher : What do you think reliable is?

Teacher 16 : In the class that I teach...not 100%. Still considering other things

Researcher : Are you familiar with the reliability of the test?

Teacher 16 : Familiar

Researcher : Ok sir. If the student's test scores are said to be reliable, then what will happen if the test is repeated?

Teacher 16 : Strengthening understanding of the material that occurred

Researcher : For the multiple choice test, in order to increase the reliability, according to you, what strategies can be used by the teacher? Is it by using grids to develop questions, or by adding more items?

Teacher 16 : I think it's better to use a grid to expand it, to add questions... I don't think it's guaranteed

Researcher : Then, if there is a teacher who gives a grade 9 test to grade 7, which one can be sure is wrong. In your opinion, where is the error in the test?

Teacher 16 : I don't think it's wrong. It doesn't matter as long as the 7th grade teacher for some reason has given the material development to the 7th grader

Researcher : So, is the test valid or reliable, sir?

Teacher 16 : When it comes to "Test Validity" in theory, I think maybe not, because the questions for grade 9 are for grade 7, but this is according to my experience, for the English material that I teach, sometimes the material for grades 7 and 9 is a little biased, sometimes "material in grade 7" is taught back in grade 9. Take for example "Simple Present Material" at a certain stage re-taught in grade 9...only added with concepts that require more understanding in the 9th grade. I think so. While the problem of "Test Reliability" goes back to the teacher who gives the test to students.

Researcher : Yes, sir, I got the points.

Teacher 16 : Sorry, maybe my sentence is a bit difficult to understand...

Researcher : No, sir. Can be understood

Out of the following forms of assessment, which do you think is the most reliable in measuring students' abilities?

1. 2-3 essay questions
2. Oral test during the lesson
3. 20 multiple choice questions
4. Daily test

Teacher 16 : Oral test during the lesson

Researcher : Can you give the reasons why you chose the oral test?

Teacher 16 : If the test is oral and is given directly during direct learning, we can measure the speed of thinking of the student and the speed of understanding a problem at hand, especially for English. This can be used as a benchmark for students' abilities in "How to use the Language" not just "How to learn about the Language"

Researcher : Ok sir. I will continue

Does the teacher who allow students to do remedial repeatedly until their scores meet the KKM and the teacher also deducts points on the test results of students who violate the class rules can reflect student's achievement in your opinion?

Teacher 16 : I don't think so. Especially reducing the test results because of a violation in class

Researcher : Does that mean that the reduction in grades does not reflect the student's achievement, sir?

Teacher 16 : I think "yes"

Researcher : In your opinion, is it the right thing to do for a teacher who openly gives test results to students to share with their friends?

Teacher 16 : In my opinion, this is not correct, because it can affect some students in their psychology. Good if the results are good, if not... in some children who have a shy character, for example, this can have a negative impact

Researcher : It means it's better for the teacher to share it him/herself, sir?

Teacher 16 : Exactly.

Researcher : Alright, Sir. Thank you very much. I think the information you have provided is sufficient.

Code : Teacher 5 (T5)

Time : February, 5th 2022 & April, 24th 2022

Type of Interview : Online

Researcher : Okay. Have you ever attended a seminar/workshop/training on assessment before?

Teacher 5 : I have never attended training on assessment

Researcher : How about the other seminars that one of the topic was assessment?

Teacher 5 : No, I have never attended a seminar or anything related to assessment except for courses

Researcher : May I know how long have you been teaching and at what level?

Teacher 5 : I've only been teaching for 7 months. 7 months in junior high school and 4 months in vocational school

Researcher : Does the institution where you teach emphasize the practice of assessment?

Teacher 5 : No, because the assessment depends on the respective teacher because those who know the students' abilities, especially the pandemic situation, are more difficult to assess students from all aspects

Researcher : It means that the teacher is given the authority to judge depending on the situation and condition of the students, right?

Teacher 5 : Teachers have an assessment form according to KD which is related to skills and knowledge. If in a situation like the current one, there must be one aspect that is not fulfilled according to the standards that have been set.

Researcher : Okay, ma'am. If so, do you know the principles of the assessment?

Teacher 5 : Don't know much

Researcher : But have you applied the basics of assessment that you know so far in giving an assessment?

Teacher 5 : Yes, already

Researcher : Can you tell us a little about the difficulties that you usually encounter when carrying out the assessment practice?

Teacher 5 : I don't have too many difficulties if PTM can be implemented well but if it's still online I have difficulty judging the originality of student work

Researcher : Does the institution where you teach regularly provide information related to personal development such as seminars or trainings on assessment?

Teacher 5 : During my teaching period, I have never been given any information related to assessment training.

Researcher : Do you know the term reliable in assessment?

Teacher 5 : I only heard about it when I was in college

Researcher : In your opinion, what reliable is?

Teacher 5 : Same result from every measurement

Researcher : It means that if a student's test result is said to be reliable and the same test is repeated, is it possible that the score will change?

Teacher 5 : Most likely the value will change

Researcher : Ok. As a teacher who is teaching certain material in class and wants to give a test, what kind of assessment would you give so that your assessment is valid?

Teacher 5 : I use a scale in the assessment that is in accordance with the KD to be achieved

Researcher : Ok ma'am. If you want to give a multiple choice test, how do you increase the reliability of the test? Is it by using the grid to develop the test or by increasing the number of questions?

Teacher 5 : I give the students a grid

Researcher : Alright. Then, if there is a teacher who gives a grade 9 test to grade 7, which one can be sure is wrong. In your opinion, where is the error in the test?

Teacher 5 : Actually it is not wrong unless the teacher knows the students' abilities, because grade level does not guarantee students are able or not to complete the given test. Indeed, the ability of students cannot be assessed equally while the tests given are the same as the abilities of different students, but that is where the teacher must be able to adjust what type of test should be given to his students.

Researcher : But if you look at the reliability and validity of the question. Is the question unreliable or invalid, ma'am?

Teacher 5 : Invalid

Researcher : From the following forms of assessment, which do you think is the most reliable for measuring students' abilities?

1. 2-3 essay questions
2. Oral test during the lesson
3. 20 multiple choice questions
4. Daily test

Teacher 5 : I think there is an oral test during the lesson

Researcher : What do you think is the reason, ma'am?

Teacher 5 : Because as a teacher who wants to know the real abilities of students by giving oral tests during the lesson, whether the student pays attention to the teacher's explanation or not

Researcher : Ok ma'am

If there is a teacher who allow students to do remedial actions repeatedly until their scores meet the KKM and the teacher also deducts points on the test results of students who commit violations in class reflect the student's achievement according to you?

Teacher 5 : No, because in my opinion student achievement cannot be measured by grades because grades are only numbers written to show ability. For repeated remedies and deduction of points when students commit violations in my opinion it is a way to show students' responsibility towards themselves, if students carry out remedies it means they have fulfilled their obligations because they did not study optimally and if the students violated and I reduced the student's grades it means they are not honest with themselves

Researcher : Alright. So far, do you know the types and strategies of assessment in class?

Teacher 5 : Written test, assignment, individual, group

Researcher : What terms are you familiar with by observing the learning process and assessing through assignments and tests?

Teacher 5 : Assignment: portfolio

Researcher : Ok. In your opinion, is it the right thing to do for a teacher who openly gives test results to students to share with their friends?

Teacher 5 : I myself rarely give test results to students, but seeing the situation with students' scores that have not increased, of course I will give their test results to enable them to judge themselves.

Researcher : Yes, ma'am. I think the information that you have provided is sufficient

Teacher 5 : OK

Researcher : Thank you very much for your help, ma'am



Code : Teacher 8 (T8)

Time : April, 22nd 2022

Type of Interview : Online

Researcher : First of all, I want to ask, have you ever attended seminars/trainings related to assessments before?

Teacher 8 : Yes, I have.

Researcher : In a year, how many times do you usually attend seminars or similar activities?

Teacher 8 : For poles, on average, the seminar participation is approximately once a year.

Researcher : Alright, sir. Do the experience after attending the seminar help the assessment process in class, sir?

Teacher 8: It helped. We get new methods and knowledge to adapt to the latest assessment developments in the world of education

Researcher : Can you mention a little bit of the renewal of knowledge that you have received during the training?

Teacher 8 : An example of the transition from the KTSP Curriculum to the 2013 Curriculum, where there was an assessment reform. Which in the previous curriculum (KTSP), the emphasis of the assessment was only on the cognitive aspect, changing in the 2013 curriculum to assessment in the aspects of cognition, skills, and attitudes.

Researcher : Does that mean that the renewal of knowledge has a significant impact, sir, in implementing assessments in the classroom?

Teacher 8 : Yes, that's right.

Researcher : Okay. It means that if you look at your experience, in general, you already know the principles of assessment?

Teacher 8 : It can be said like that

Researcher : Can you mention a few assessment principles that you know?

Teacher 8 : Maybe like this. The assessment is made as a barometer of learning achievement, where the assessment is made with an instrument that adjusts the learning achievement. It is designed fairly for all students, and at the end of the assessment it is presented to students in a simple and informative way.

Researcher : Okay, so in applying it, is it in accordance with the assessment principles that you mentioned above? Is there a problem during the implementation, sir? If so, what obstacles did you encounter?

Teacher 8 : It's in accordance. Well for the constraints, so far there haven't been.

Researcher : That's good, sir. It means it's going well. From the institution where you teach, have you ever provided information related to personal development, especially training in the field of assessment?

Teacher 8 : Yes. It usually every new school year starts, the institution training is held in the field of curriculum, including assessment.

Researcher : As for teachers who have good achievement in the field of assessment, is there any kind of reward from the institution?

Teacher 8 : None

Researcher : Alright, sir. Do you know the term reliable? In your opinion, what is meant by reliable?

Teacher 8 : Yes, reliable means the score is consistent

Researcher : In assessment context, if a student's score is said to be reliable, then what will happen if the same test is repeated, sir?

Teacher 8 : If you do the same test, the score will not change

Researcher : In the multiple choice test, if the number of questions is increased, will the reliability increase, sir?

If it is compared to using grids and adding questions, which one is more influential in increasing the reliability of multiple choice tests?

Teacher 8 : Adding options does not increase reliability.

Using grids is more influential in increasing the reliability of multiple choice

Researcher : Okay, sir.

In conducting the assessment, have you ever encountered a case of students whose class assessment scores and test scores had significant differences?

Teacher 8 : Fortunately, no

Researcher : Sometimes there are teachers who encounter similar things, what do you think are the factors that cause this to happen, really?

Teacher 8 : According to the pole, one of the reasons could be the condition of the students during the test. Example There may be students who did not have enough rest the previous day, when the focus test was not good so that the test score was not optimal.

Researcher : From the following forms of assessment, which do you think is the most reliable for measuring students' abilities?

1. 2-3 essay questions
2. Oral test during the lesson

3. 20 multiple choice questions

4. Daily test

Teacher 8 : In my opinion, the oral test.

Researcher : Why did you choose the oral test, sir?

Teacher 8 : The reason is because the oral test directly measures students' competence in a real and direct way. So even if you repeat it, the results will likely be the same.

Researcher : It means that the oral test according to you is the most reliable.
Ok sir

I will continue

Does the teacher allow students to do remedial repeatedly until their scores meet the KKM and the teacher also deducts points on the test results of students who violate the class can reflect high student achievement in your opinion?

Teacher 8 : Yes, Sis.

Researcher : Why?

Teacher 8 : Remedial until the score meets the KKM means that students get repetition of materials and assessments, so with repetition they will automatically increase students' understanding of the material that will have an effect on achievement.

Meanwhile, the deduction of points for students who commit violations can be said to be one of the disciplines of education that will also be available in the real world. So it also affects achievement in this case discipline.

Researcher : A different point of view from you, sir. So I can see a different side of this case after reading your answer.

Researcher : Then I wants to ask

What causes students' scores in speaking (for example) to be higher than in reading? If a parent or student asked this, what would you do?

Teacher 8 : If asked like this, I would probably answer that every child is unique, some are more interested in speaking skills than reading, and some are the opposite. So the value of speaking is greater because the child's interest is greater in the skill. That is the example

Researcher : Have you previously communicated similar things with the parents?

Teacher 8 : Not yet.

Researcher : Alright, sir. This means that as far as the difference in grades in each student's skill is not a big problem, it's ok.

Teacher 8 : Yes, incidentally, there are no problems in the pole classes

Researcher : As far as I know and have experienced, teachers usually use 2 kinds of assessments in class, namely assessment by observing the learning process and assessment through assignments and tests.

So from your experience, what did you usually call these two tests, what is the term in the assessment strategy?

Teacher 8 : So far, the daily class assessment is a daily assessment, while assignments and tests are called final tests.

Researcher : Ok, sir. Thank you very much for being willing to help me with this interview, sir. It means a lot for me

Teacher 8 : You're welcome. Good luck going forward. All the best for the thesis.

Researcher : Astungkara. Keep healthy, sir. Once again, thank you very much for your help. Hope to see you in another occasion.

Teacher 8 : You're welcome

Code : Teacher 30 (T30)

Time : February, 1st 2022 & April, 21st 2022

Type of Interview : Online

Researcher : Have you ever attended a seminar/training related to assessment?

Teacher 30 : I have never attended a seminar or workshop that specifically discusses assessment. However, when attending a workshop on designing learning, there is a section that discusses assessment. But not too deep. More on rubrics and assessment guidelines.

Researcher : How many times in a year? And when was the last time you participated in this activity?

Teacher 30 : Related to the workshop, I regularly attend it, in a year it can be 3-4 times. The last activity I participated in was the Activating Teacher Education Program Batch 2. 2021.

Researcher : Did the experience during the training help the assessment process in the classroom?

Teacher 30 : Very helpful, because in English there are 4 skills that we value and these require different rubrics.

Researcher : What material did you get through the activity and how to apply it in class assessment?

Teacher 30 : As what I said, there has never been any special training on assessment. However, during the training, I received information on how to formulate an assessment rubric and scoring guidelines for each skill that must be implemented, especially for English subjects.

Researcher : Is there a significant difference before and after the training? If yes, what are the differences?

Teacher 30 : A significant change is that I can arrange various rubrics and scoring guidelines according to the skills that I value from students.

Researcher : How long have you been teaching and at what level?

Teacher 30 : I have been teaching since 2006. From elementary, junior high, high school/vocational school, D1 & D2 (Food and Beverage and Housekeeping) and S1 Nursing. And now as of 2022, he has been given additional duties as Principal.

Researcher : Does the institution where you teach apply assessment practices?

Teacher 30 : Sure, because it is an integral part of learning from the lowest to the highest levels.

Researcher : Do you know the principles of assessment and have you applied them in class assessment?

Teacher 30 : In detail I do not know it, but as a teacher I am obliged to know and implement it. And I get more information related to the assessment through the internet which I try as much as possible to apply it in the class that I am capable of. And the last thing I read was about diagnostic assessment, in relation to mapping students' learning needs in terms of their learning readiness. As a reference for us to carry out content differentiation from the student's learning readiness later.

- Researcher : What are the difficulties that you encounter in conducting assessments in class?
- Teacher 30 : The first difficulty I experienced was of course the lack of competent friends to share with each other, especially regarding the issue of the assessment. Which I can use as a reflection for future improvements.
- Researcher : Does the institution where you teach regularly provide information related to personal development in the field of assessment in particular?
- Teacher 30 : Of the many institutions, no one has specifically provided information related to the assessment.
- Researcher : Is there any reward for teachers who have good performance, especially in the field of assessment?
- Teacher 30 : Specifically nothing. However, the reward given is generally about the main task as a teacher, in the “Favourite Teacher” event every year to commemorate national teacher day. And in that case, of course, there is an inseparable part, namely the assessment.
- Researcher : Were you introduced to assessment during college?
- Teacher 30 : During my undergraduate studies, I did not get any material about assessment. Because I majored in general not education. As for the Teaching D IV, there is material on the assessment and it only has 2 credits if I'm not mistaken. So the results are not optimal for me.
- Researcher : Alright. Are you familiar with the term reliable in assessment? If so, then when the student's score is said to be reliable, what will happen if the test is repeated?
- Teacher 30 : Yes, I know it. It is said to be reliable if students are given the same test anytime, anywhere and by anyone, they will get the same score.

Researcher : For multiple choice questions, will the reliability increase if the number of questions is increased?

What affects the reliability of multiple choice questions more? Is it by arranging using a grid or by increasing the number of questions?

Teacher 30 : Yes, the reliability will increase if the number of questions is added. By increasing the number of questions. What affects multiple choice questions, in addition to the number of questions, is also the number of alternative answers.

Researcher : Have you ever met a student whose class assessment scores and test scores showed a significant difference? If so, what factors underlie it?

Teacher 30 : Yes. The underlying reason is that student development is not the same. There are fast learners, slow learners also middle. In that case, the amount of slow learners / fast learners is larger so that it will affect the high and low of the class average.

Researcher : Which of the following options is the most reliable in your opinion in assessing each learning objective:

- 2-3 essay questions
- Oral test during the lesson
- 20 multiple choice questions
- Daily tests

Teacher 30 : In my opinion, 20 multiple choice questions.

Researcher : If students are allowed to do remedies repeatedly until their scores meet the KKM, and the teacher deducts points from the test results of students who violate the class, can it reflect the student's presentation?

Teacher 30 : No. Because in the 2013 Curriculum, we recognize 3 types of assessment, attitudes (spiritual and social), knowledge and skills. So we cannot mix knowledge with attitude. However, in practice, attitude values often affect the value of knowledge and skills. With the reason to shape the character of students.

Researcher : Are you familiar with the types and strategies of assessment in class in general?

If so, what kind of assessment by observing the learning process and assessment through assignments and tests is called an assessment?

Teacher 30 : In general, yes, there are diagnostic assessments (beginning), formative (during the learning process) and summative (at the end) learning. In my opinion it is Formative Assessment.

Researcher : In your opinion, is it the right action for a teacher to openly give the results of tests/tests to students to share with their friends? Why? Give the reason!

Teacher 30 : I think that is a legitimate and common thing. Because by conveying pure grades to students, it will be a motivation for students both to be maintained for those who are already good, or improved for those who are still low.

Example: Person A gets a test result that is still low/below the KKM. By conveying the results of the pure test, it is hoped that it will be a motivation for these students to study harder, especially in the KD that is still lacking.

Researcher : Thank you very much, Sir. The information you give is sufficient. It really helps my study.

Teacher 30 : You are welcome.

Code : Teacher 4 (T4)

Time : May, 13th 2022

Type of Interview : Online

Researcher : Have you ever participated in any seminar/training related to assessment before?

Teacher 4 : Not yet

Researcher : If I may ask, how long have you been teaching and at what level?

Teacher 4 : I have been teaching since I was in college, 13 years in elementary school, 3 years in middle school

Researcher : Does the institution where you teach emphasize the practice of assessment?

Teacher 4 : Yes, of course.

Researcher : Related with assessment practices, do you already know the assessment principles and implement them in your assessment practices in the classroom?

Teacher 4 : I am a little bit forget about it. But so far, I implement those assessment I remember and usually use.

Researcher : Alright, ma'am. From the school itself, have you ever and regularly provided information related to self-development such as seminar or workshop especially on assessment?

Teacher 4 : I think no

Researcher : So, you gained assessment information from the college only?

Teacher 4 : It can be said like that

Researcher : Alright. Are there any awards given to teachers whose performance evaluation results are good, especially in assessment practice?

Teacher 4 : So far in my school, no.

Researcher : Alrghgit, ma'am. Do you know the term reliable in assessment?

Teacher 4 : Yes

Researcher : What do you think is reliable?

Teacher 4 : Index or measuring tool in an assessment to get a definite result

Researcher : Is it means that if a student's test results are said to be reliable and the same test is repeated again, is it possible that the score will change?

Teacher 4: For remedial systems it does not guarantee the results are the same or better or maybe it can be worse

The possibility of change is definitely there

Researcher : So according to you, the score can still change.

Then, when the teacher adds more items to the multiple choice test, do you think the reliability will increase or vice versa?

Teacher 4 : Yes, maybe because there are more chances of getting the correct answer

Researcher : If you use a grid in developing the problem, can it also increase reliability, ma'am?

Teacher 4 : Yes, but students are still very minimal about understanding grids

Researcher : So which one do you think is more effective in increasing the reliability of multiple choice standardized tests? By using grids to develop questions or by adding test items?

Teacher 4: I think it is possible to add questions but still refer to the grid

Since the grid is the basis of problem generation,

For the addition of questions only as an opportunity or opportunity or the possibility of students to answer more correctly

Researcher : Ok ma'am

If there is a teacher who gives a grade 9 test to grade 7, which one can be sure is wrong. In your opinion, where is the error in the test?

Teacher 4 : Seen from the standard competence is not suitable

Researcher : In this case, is the test unreliable or invalid, ma'am?

Teacher 4 : Talks about Validity, yes it is valid if you look at the lesson

But related to the grid, I don't think so

Researcher : Ok ma'am.

In conducting the assessment, have you ever encountered a case of students whose class assessment scores and test scores had significant differences?

Teacher 4 : There are differences depending on the difficulty of the material

Directly proportional to the understanding of the material

Researcher : What do you think are the factors that caused this thing to happen?

Teacher 4 : Most of them can come from the students themselves and their families or a decrease in student interest in learning

Usually, children during puberty or classes that are not conducive

Researcher : I also think so, ma'am.

From the following forms of assessment, which do you think is the most reliable in measuring students' abilities?

1. 2-3 essay questions
2. Oral test during the lesson
3. 20 multiple choice questions
4. Daily test

Teacher 4 : Essay

Researcher : Can you give a reason why you chose essay?

Teacher 4 : More accurate because the answer is purely from herself

Researcher : Ok ma'am

Does the teacher allow students to do remedial actions repeatedly until their scores meet the KKM and the teacher also deducts points on the test results of students who violate the class can reflect high student achievement according to you?

Teacher 4 : No. It has no effect on the scores

For me, violations in class can be sanctioned with a penalty for making notes or according to the class agreement with the teacher of each lesson

Researcher : If the value is cut, is that the right thing to do, ma'am?

Teacher 4 : According to that, if there was an agreement at the beginning, it means there was an agreement. But if there is no agreement, it is unfair for students because of unilateral termination

Researcher : Alright, ma'am. Thank you very much for the time you spend to help me in this interview. I means a lot for me.

Teacher 4 : You are welcome

Code : Teacher 19 (T19)

Time : April, 22nd 2022

Type of Interview : Online

Researcher : Have you ever attended a seminar/training related to assessment before?

Teacher 19 : No

Researcher : May I know, how long have you been teaching and at what level?

Teacher 19 : I teach at Kindergarten 1.5 years. Teaching Vocational High School for 7 years. The rest from 2013-2014 were random students. From the age of 2 to 60. Just take the course

Researcher : While you were teaching, did the institution where you teach emphasized the practice of assessment?

Teacher 19 : Does not support, just portfolio and project

Researcher : Ok. So far, do you know the principles of assessment in general?

Teacher 19 : As far as I know when I was in college, I forgot about that

Researcher : In carrying out the assessment, is it based on the assessment principles?

Teacher 19 : The assessment principles are valid and reliable

Researcher : Yes, but sometimes the term is often forgotten

Were there any difficulties that you faced during the assessment, ma'am?

Teacher 19 : The problem is actually I'm not sure if it's correct or not. Often cheats on people's questions. In terms of performance appraisal, I'm not sure about determining the rubric

Researcher : For the students' situation, did anyone make the assessment a bit difficult, ma'am?

Teacher 19 : Instead of assessment, my difficulty is more in teaching

Researcher : Alright, ma'am.

Does the institution where you teach actively provide information related to self-development such as seminars/workshops? Especially in the field of assessment, ma'am

Teacher 19: There has never been a seminar on assessment

Researcher : Is there an award for teachers who evaluate their performance, especially in the assessment, ma'am?

Teacher 19 : None

Researcher : Related to the assessment, it means that you have known it since college, right?

Teacher 19 : Yes, I got the assessment course when I was in S1

Researcher : Ok ma'am

When the teacher teaches certain material in class, then when giving an assessment according to your mother, what kind of assessment should the teacher give so that the assessment is valid?

Teacher 19 : According to what is rated. If we want to assess speaking ability, it means the task is to make students speak.

Researcher : If the valid and reliable terms in the assessment, are you familiar?

Teacher 19 : Yes. If it is valid, it will judge according to what is assessed. If it's reliable, it really represents his day-to-day abilities. Is it correct?

Researcher : Yes, ma'am. For the standardized multiple choice test, do you often use it for the test?

Teacher 19 : Essay

Researcher : If you use multiple choice questions, how do you increase the reliability of the test? Is by using grids in arranging the questions or by increasing the number of questions?

Teacher 19 : You mean the grid is for us to benchmark, like when it comes to the National Examination, right? The problem is that in the formative test I don't use a grid

Researcher : Yes, ma'am. So before compiling questions, prepare the grid first
Oh, I see

But in your opinion, which one plays a more important role in increasing test reliability than these two things?

Teacher 19 : Adding the questions, yes, so with the same question indicators, if you want to be consistent, we can see the reliability

Researcher : Ok ma'am. I will continue

If there is a teacher who gives the 9th grade test to the 7th grader, which is certain that this is wrong. In your opinion, where is the error in the test?

Teacher 19 : Class 9 material hasn't been taught yet, so it's not valid

Researcher : You mean the test is invalid, isn't it?

In conducting the assessment, have you ever come across cases of students whose class assessment scores and test scores had significant differences?

Teacher 19 : Yes, ever. For example, if you take a test, your score is high, but when you speak it's really far away

Researcher : What do you think are the factors that caused this thing to happen?

Teacher 19 : In my student, he is really good at answering tests. There are also students who if they don't write them, their English is good, but if they are given a test, they can only get 80's grades, but the score doesn't reach 100.

If you answer a test it will take you longer to think, if you speak it will be spontaneous, so maybe the child has not had time to arrange what he wants to say. Since the covid era, it's simply because they can do the test while opening Google

Researcher : That's really true, ma'am, especially now that students can take tests from home without direct supervision by the teacher.

From the following forms of assessment, which do you think is the most reliable for measuring students' abilities?

1. 2-3 essay questions
2. Oral test during the lesson
3. 20 multiple choice questions

4. Daily test

Teacher 19 : Oral test

Researcher : May I know the reason why you chose the oral test as the most reliable test?

Teacher 19 : There is no possibility of cheating verbally. □

Researcher : Hehe, exactly.

I'm going to continue, ma'am

Does the teacher allow students to do remedial actions repeatedly until their scores meet the KKM and the teacher also deducts points on the test results of students who violate the class can reflect high student achievement according to you?

Teacher 19 : Remediation test. But usually when it doesn't close twice, I just give it a task. The thing is, if it's been explained, they don't understand, they don't even ask.

I don't have any violation points like that

Because there are violation books at school, so delinquency does not affect grades. If they get how many points for violations books, they get SP. If you have SP 3, you will be expelled from school

Researcher : For example, in the case as I mentioned above, do you think it was the right thing to do?

Teacher 19 : What should I do? There should be remedial activities. But I'm lazy.

Researcher : No ma'am. I mean the case I mentioned. If there is a teacher who acts like this, is it the right action in your opinion?

Teacher 19 : Reduced grades because of violations? It's not right because it has nothing to do with

Researcher : Okay, ma'am.

According to your mother, is it the right thing to do for a teacher who openly gives test results/tests to students to share with their friends?

Teacher 19 : I think its fine

Researcher : Ok ma'am

Thank you very much, Mom for your help. The information that you have provided is sufficient

Teacher 19 : You are welcome. Hopefully the research will be done quickly so that you can graduate quickly

Appendix 6. Expert Judge Sheet Dosen Pembimbing 1



No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

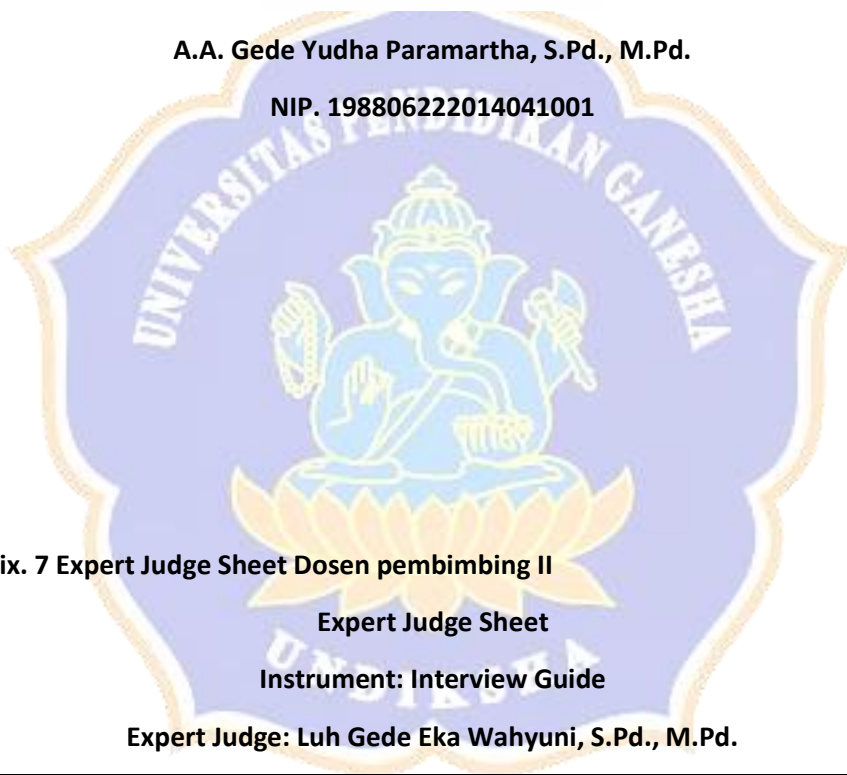
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		

Dosen Pembimbing I,



A.A. Gede Yudha Paramartha, S.Pd., M.Pd.

NIP. 198806222014041001



Appendix. 7 Expert Judge Sheet Dosen pembimbing II

Expert Judge Sheet

Instrument: Interview Guide

Expert Judge: Luh Gede Eka Wahyuni, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

11	√		
12	√		
13	√		
14	√		
15	√		
16	√		

Dosen Pembimbing II,



Luh Gede Eka Wahyuni, S.Pd., M.Pd.

NIP. 198812012015042003



Gusti Ayu Bintang Purwani lahir di Singaraja pada tanggal 30 September 2000. Penulis lahir dari pasangan suami istri Bapak Gusti Made Dangin Arya Suta dan Ibu Ni Made Sariasih. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Banjar Candikuning I, Desa Candikuning, Kecamatan Baturiti, Kabupaten Tabanan, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SDN 4

Candikuning dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 1 Baturiti dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMK Restumuning jurusan Akomodasi Perhotelan dan melanjutkan ke S1 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022 penulis telah menyelesaikan Skripsi yang berjudul “Assessment Literacy of English Teachers in Tabanan, Bali, Indonesia”.

