CHAPTER 1

INTRODUCTION

1.1 Research Background

Post covid-19 pandemic the process of learning has significantly shifted from the original position, teacher that were previously exposed to digitalization brought by the need of the situation at the times have adopted and inadvertently open toward the usage of online platform. The process of transitioning from offline teaching to online teaching has shifted the process of overall method of teaching and method of assessment used by teacher. Both digital assessment and evaluation have accelerated significantly in terms of the development and adoption of the assessment tools necessary to support teaching activities. The majority of teenagers now spend a lot more time in front of screens due to increased social media use during COVID-19 and the conversion of traditional educational methods to digital platforms (Hoofman & Secord, 2021). The role of online platform has shifted the overall means of teaching for teachers directly affected by the pandemic situation, within the reasonable measure the means of analyzing student works also change according to the situation. The process's central component is assessment. It can offer a framework within which educational goals can be established, as well as a way to express and chart students' progress. In response to the needs of the kids, it may provide a foundation for organizing the subsequent educational steps (Biggs, 1998). Meanwhile, the quality of teacher is highly dependent on their respective professional skillset that is developed through training and education.

The use of technology adapted according to the way of living in pandemic era has changed the spectrum of which teacher conduct education. In which benefited both parties. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space (Marinoni et al., 2020). Significantly the means of learning can be done within the digital space that may require teachers to adapt according to their needs. The use of technology in education has increased as a result of rising student literacy rates and recent technological advancements (Hashim, 2018). However, the development of teacher is directly correlated to each teacher role in the aspect of professional development which deeply correlated with the competencies of teacher. According to Stevenson et al. (2016), school leaders are drawn to the advantages of cost and time efficiency as well as the ability to tailor professional development to school and individual teacher needs, technology is taking on a bigger role in the delivery of teacher professional development, whether hybrid or online.

Assessment Literacy is one of an indicator that may indicate the most effective method of teaching that is presented by English Teacher. The main focus of providing an accurate representation of student competence through the use of online learning platform has led to the rising importance of Online Assessment Literacy as an English Teacher. Online Assessment Literacy studies or research is unexplored field of education aspect, as the whole premise of OAL still considered a novelty, the research done on OAL is far and in between. Numerous assessment opportunities are offered by high-quality online learning, including those that utilize peer influence and expertise, use simple and sophisticated

machine learning algorithms to evaluate student output, and, perhaps most importantly, those that encourage students to evaluate their own learning critically (Anderson, 2004). In this study the focus on the rising importance of Online Assessment Literacy and the level of impact are measured in a way that can help teacher to improve their quality of teaching.

The rise of Online Assessment Literacy (OAL) as an essential skill for educators, especially English teachers, mirrors the wider movement towards the digitization of education. This transition demands a deep understanding of digital tools and platforms that aid in assessment, which is crucial for evaluating student learning outcomes and shaping instructional strategies (Gikandi et al., 2011). As teachers traverse this digital environment, their proficiency in using online assessment tools becomes crucial. This involves not only the technical know-how to operate these tools but also the ability to design assessments that are valid, reliable, and capable of providing meaningful feedback (Shute, 2008)

Moreover, developing OAL among English teachers requires a multifaceted approach. Teachers need to be proficient in various online assessment formats such as quizzes, interactive assignments, and e-portfolios. Additionally, they must utilize analytics provided by learning management systems (LMS) to track student progress and adapt their teaching methods accordingly (Reeves, 2000). This ability allows for a more personalized learning experience, addressing individual student needs and fostering a more engaging and effective educational process. Integrating formative assessment techniques in online settings can also promote a more iterative and responsive teaching approach, where continuous assessments inform the instructional design and delivery (Black & Wiliam, 2009).

However, the shift to digital assessment presents numerous challenges. In many areas, including Denpasar, Bali, teachers face obstacles such as limited access to technology, insufficient training, and a lack of institutional support (Kohnke & Moorhouse, 2022). These challenges can impede the effective implementation of online assessments and, consequently, the overall teaching and learning experience. For example, without proper professional development, teachers might struggle to design assessments that fully exploit the capabilities of digital tools. This gap highlights the need for targeted training programs that focus on building OAL, thus enabling teachers to use digital assessments more effectively (Pellegrino & Quellmalz, 2010).

Albeit a lack of proper assessment can lead to distinct effect toward the qualities of education. A literary appreciation course can hardly be taught online. Sometimes the courses that are meant to be taught on a one-on-one basis cannot be taught online. Additionally, it is impossible to verify a student for wrongful behavior within the online premise. However, a lack of internet access will have an impact on the students' tests and grades (Chandasiri, 2020). In which highlight the importance of this study that to measure the importance of Online Assessment Literacy.

To tackle these issues, educational stakeholders must prioritize the creation of comprehensive training initiatives that equip teachers with the necessary skills and knowledge to thrive in online assessment environments. This includes not only technical training but also workshops and professional development courses focused on best practices in digital assessment design and implementation (DeLuca et al., 2018). By fostering a supportive environment for teachers to

enhance their OAL, educational institutions can ensure a smoother integration of digital assessments, ultimately improving educational outcomes in the post-pandemic era.

Currently, there are not many studies that specifically explore the assessment literacy of English teacher in the digital environment. The Online Assessment Literacy can be considered a new subject of research that delve further into the realm of online environment, the ability of English teacher to conduct assessment via Online or digital environment is nonetheless an important to be researched. The result of the studies may indicate the field in which OAL can be further improved within certain region according to each teacher own needs.

1.2 Problem Identification

The COVID-19 pandemic has forced educational institutions worldwide to shift to online teaching as a means of ensuring continuity in learning while maintaining social distancing measures. However, this sudden transition to online education has brought forth several challenges, particularly for teachers. The assessment aspect of learning receives a tremendous obstacle as the means of learning have shifted significantly. The development level of massive online ecosystem has forced teachers to adapt and be more open toward the use of technology in day-to-days teaching. Assessment in particular related deeply to the teacher's ability to assess student. However, the practice of having an integral part of assessment literacy is important to maintain the level of standard within the education place.

The problem arise as part of the changing technological level and the assumed openness toward more online platform as teacher will directly and indirectly encounter Online assessment and therefore the literacy within need to be examined. Meanwhile, the variable of digital assessment Literacy has certain criteria that can determine the readiness of teachers to face the digital teaching environment. These differences between the literacy can show the differences between teachers with good professional development and bad professional development. Within the field environment found within the premise of teaching institute the measuring of Online Assessment Literacy is seldom done or proved to be quite a new concept for English Teacher. The problem arises as part of the measure tools that may prove to increase the quality of teacher is through self-reflection, as thereof in order to be able to improve further on quality of the teacher, the teacher has to be made aware of their OAL.

1.3 Research Limitation

When conducting research on Online Assessment Literacy, the main limitation lies within the scope of the teacher being assessed, the issues of definition certainly played an important aspect toward the significance bias regarding assessment literacy. One significant limitation is the potential for sample bias and its impact on the generalizability of the findings. This limitation arises from the challenges associated with recruiting a representative and diverse sample of participants for the study. This research is limited to the Digital Assessment literacy level of English Teachers in Denpasar. To collect relevant data, this research will be conducted within the premises of Denpasar city for in-

service teachers conducting teaching activity. The means of data collection mainly stem from the usage of online forms.

1.4 Research Question

The formulation of the problem of the study are:

RQ1 What is the level of English Teacher in Denpasar region regarding their Online Assessment Literacy?

1.5 Research Objective

1. To measure the level of English Teacher Online Assessment Literacy in Denpasar region

1.6 Research Significance

The research explores the critical understanding of an ideal teacher within the premise of using an online learning platform, through the measuring of assessing the performance of the teacher online assessment literacy. In which, it may have significant impact on the process of learning and the optimal outcomes that could be achieved. Which may lead to with theoretical and practical benefit as follows:

1.6.1. Theoretical Significance

An understanding of the Online Assessment Literacy for an English Teacher is the potential for enhanced data collection and immediate feedback for both learners and educators. By leveraging digital technologies, online assessments literacy can offer various advantages that traditional paper-based assessments may struggle to provide. Which can improve the scientific contribution in the field of English language pedagogy. The studies can fill the void within the field of

Online Assessment Literacy that can contribute to whole greater studies that may arise from OAL field within the premise of education assessment knowledge.

1.6.2. Practical Significance

a. For teachers

This research may highlight the importance of Online Assessment Literacy that can contribute to the betterment of teacher quality. Teachers will be able to reflect on the level of online assessment literacy and in turn pursue additional training program, and personal development program that may adversely impact toward the level of understanding and the level of knowledge mastery within the field of online assessment.

b. For further researchers

This research is expected to be empirical evidence for further research related to Online Assessment Literacy.

c. For education institution

This research is expected to expose the gaps within the field of online assessment literacy. The result that stems from the study can be used for educational institutions to justify the spending and further development of the teachers within the industry to be on par with the standard to meet the criteria of Online Assessment Literacy. Training in accordance with each institution purview may affect the overall quality of the education institution with said program.