CHAPTER I

INTRODUCTION

1.1 Research Background

Rindu & Ariyanti (2017) emphasized the teacher's role as a facilitator, planner, evaluator, model, counsellor, and motivator, reflecting a holistic approach to teaching where educators nurture student growth and development on multiple levels. Teachers act as assessors, evaluating student progress and understanding and providing valuable feedback to guide learning effectively (Asamoah et al., 2024). Over the years, prominent educators have articulated diverse perspectives on the roles and responsibilities that teachers undertake in the classroom. Although teachers have many important roles, including controller and resource, assessment is also an important aspect (Alvunger, 2024).

Assessing activity in the world of education is mandatory for teachers. Providing assessment is a teacher's benchmark for the abilities of their students during the teaching and learning process (Rindu & Ariyanti, 2017). Nowadays, everything is done with technology, including carrying out assessments, which are commonly known as online assessments (Canty et al., n.d.). Online assessment has been increasingly used when implementing online learning since Covid-19 emerged. Carrying out assessments that utilizing technology is an innovation to help teachers' work, including more efficient and flexible time, a more comprehensive teaching and learning process, and providing fast feedback (Trixa & Kaspar, 2024). Technology makes it very easy for students to ask questions and for teachers to monitor their progress. The use of technology in education makes learning more enjoyable for everyone involved (Ramdani et al., 2021).

In online assessment, teachers must be truly prepared to do so. However, a significant number of teachers are not knowledgeable enough to prepare for online assessments. According to the results of a study conducted by Salsabila (2022), several teachers experienced problems when carrying out an online assessment, including technological deficiencies and insufficient human resources. The study conducted by Rezagah (2022) also stated that the participants felt a lack of knowledge in online assessment literacy in terms of developing online assessment tools and online portfolios for assessment, and there was a need for specific training to improve it. Those disadvantages demonstrate the importance of considering various aspects in implementing online assessment systems, including the need to increase the accessibility and reliability of the technology, as well as strategies to reduce cheating and maintain direct interactions between students and teachers. The integration of online assessment into educational practices has become increasingly prevalent in response to the digitalization of learning environments.

Online assessment literacy has several important parts, including seven skills that need to be mastered, such as continuously developing assessment literacy, conscientious decision-making, aligning, collaborating, discussing, improving and innovating, and coping with tensions (Prachagool et al., 2022). In this term, an educator's online assessment literacy must certainly pay attention to what students need to learn, how students learn, how teachers disseminate learning, and how to accumulate evidence about matters related to learning, as well as how to connect this evidence to improve the teaching (Rezagah, 2022).

In this case, prospective teachers have an essential role in utilizing digital terms in online assessments (Ramdani et al., 2021). To engage in online assessment, college students need to be knowledgeable of online assessment literacy (Prachagool et al., 2022).

According to Nguyen & Habók (2024), digital literacy for assessment by teachers has strong potential for improving educational standards, building an information society, and helping students cope with the demands of globalization.

The researcher undertook the research place at Ganesha University of Education in the English Education Study Program and chose fourth-semester students as the population subject. This is seen from the researcher's observation of the assessment course scores obtained by some of them. The average grade attained B+ (80-84), meaning they still need to increase their knowledge about assessment as prospective teachers. Moreover, the assessment course has not yet introduced online assessment literacy.

Regarding this matter, prospective teachers are the most literate generation towards technology in these times, in this online assessment, they hope to be able to streamline and flex their time on work, can compete in today's times, and will facilitate them in aspects of assessment (Trixa & Kaspar, 2024). To dig deeper into the online assessment literacy possessed by college students, this research aims to measure the extent of online assessment literacy of fourth-semester students because they have been taking an assessment course, and they have gained knowledge and fundamental idea of the assessment that will be applied when they become teachers. College student's learning assessment can have a relevant impact on their online assessment literacy because they already know and learn the basic things of assessing learners, so they will be ready to face it in a real-life context when the online assessment is conducted (Lo et al., 2024). It is important for the stakeholders, such as lecturers, to prepare their capabilities for what they should have given to prospective teachers when conducting online literacy assessments when they know the students' literacy level.

On the other hand, this research will analyze the impact of gender on the assessment literacy of prospective teachers. According to Beg et al. (2021), gender discrepancies in

teacher assessment literacy indicate notable variations in the assessment of male and female educators, as well as in their student assessment practices. Studies reveal that female educators frequently obtain worse subjective assessments from administrators despite their superior efficacy in enhancing student learning results. This bias can affect job progression and the general educational atmosphere. Furthermore, research indicates that educators' evaluations often favor female students compared to male students, implying a possible bias in grading methodologies that may not correspond with standardized test outcomes (Murphy, 1991). Similarly, in Spain, instructors' assessment preferred females with an average score points higher rather than males, highlighting a gender disparity in assessments. This disparity indicates that educators may unwittingly implement varying criteria according to gender, thereby affecting student motivation and performance (Marcenaro-Gutierrez et al., 2023).

On the contrary, Makworo et al. (2021) implied that no substantial disparity in assessment literacy between male and female instructors. This suggests that gender does not influence teachers' knowledge of alternative assessment or their overall assessment literacy within the scope of the investigation. Additionally, gender exerts negligible influence on teachers' attitudes toward the Digital Literacy Program in Kisii County, revealing no significant disparities in assessment literacy between male and female educators (Çambay & Kazanç, 2021). Henceforth, based on the researcher's observation of several studies on gender differences in assessment teacher literacy, it concludes that the researcher wants to examine gender differences in fourth-semester students in English Language Education Study Program at Undiksha, whether there is a significant difference or not, and this could affect the difference treatment that will be provided to them further.

The instrument used in this research was distributing surveys via Google Forms, which will be analyzed descriptively. This research shows the existence of novelty by

involving prospective teachers who have received assessment courses within the Faculty of Language and Art, Ganesha University of Education, English Language Education Study Program as research subjects, totalling 184 people. Moreover, this study will examine whether and not gender differences are involved in online assessment literacy among prospective teachers.

1.2 Problem Identification

Significant numbers of fourth-semester students in the English Language Education Study Program at Undiksha have gotten an assessment score below 85. This is also supported by other research that a great number of teachers do not have the communication skills to use good words while assisting the students, which causes misunderstanding to students when teachers report students' learning outcomes through digital platforms. To cope with the problems, researchers took fourth-semester students as research subjects who had received assessment courses in the previous semester. Even though they have received assessment courses, the level of their online assessment literacy is still a big question that needs to be answered further. This is particularly important to provide further treatment for fourth-semester students on online assessment literacy.

Knowing the level of prospective teachers' online assessment literacy is the initial foundation for producing qualified teachers who are ready to provide good assessments in the digital age. This allows researchers to measure the extent of their online assessment literacy before becoming actual teachers and implementing the online assessment by distributing surveys. Furthermore, the existence of numerous studies stating the presence and absence of gender disparities in teacher assessment literacy prompted further investigation in this study.

1.3 Limitation of Research

This research substantially needs limitations based on problem identification. It focuses on online assessment, specifically measuring the level of online assessment literacy for prospective teachers in the University environment who have received assessment courses in the previous semester.

1.4 Research Question

Based on the research background written above, there is a research question asked as follows:

1. What is the prospective teacher's online assessment literacy level in the English Language Education Study Program at Undiksha?
2. Is there any significant difference in the online assessment literacy of prospective teachers in the English Language Education Study Program at Undiksha based on gender?

1.5 Purpose of Research

Based on the research question asked, the objective of this research is as follows:

1. To measure the level of prospective teacher online assessment literacy.
2. To discover the level of prospective teacher online assessment literacy based on gender.

1.6 Significance of Research

The significance of the research is divided into two parts: the first is theoretical significance, and the second is practical significance, which is explained as follows:

1.6.1 Theoretical Significance

The result of this research is expected to provide the level of prospective teachers on online assessment literacy, which consists of seven dimensions of assessment measurement: choosing, developing, administering, using-grading, using-decision, communicating, and recognizing ethics. On the other hand, the results of this research are expected to provide further treatment for fourth-semester students so that they truly understand online assessment literacy in the future, and they will produce the best teachers who are experts in the field of assessment in digital terms for the advancement of education. In addition, it investigated the level of fourth-semester student online assessment literacy based on gender.

1.6.2 Practical Significance

By conducting this research, it is hoped that the result will be significant for lecturers and prospective teachers in English Language Education Study Program at Undiksha, and other researchers as follows:

1.6.2.1 Prospective Teacher

This research is also expected to increase prospective teachers' knowledge, insight, and perspective, especially fourth-semester students in the English Language Education Study Program at Undiksha, who must grasp online assessment literacy before becoming educators.

1.6.2.2 Lectures

For lecturers and the academic community, this research is hoped to open perspectives on treating study programs that have assessment courses and educate prospective teachers about the importance of online assessment literacy in producing integrity and competitive output in the era of globalization.

1.6.2.3 Other researchers

This research is expected to be a source for other researchers related to the same topic to support empirical evidence that they will use in future research.