

CHAPTER I

INTRODUCTION

1.1 Research Background

The integration of technology in education has become a necessity rather than an option in today's digital era (Faloye & Faniran, 2023). The rapid advancement of digital tools has reshaped instructional practices, allowing for more flexible, interactive, and personalized learning experiences (Chander & Arora, 2021). Various online platforms, such as Learning Management Systems (LMS), cloud-based collaboration tools, and interactive applications, have been widely adopted to enhance teaching and learning processes. These technologies provide students with greater accessibility to learning materials, encourage collaborative learning, and enable adaptive learning paths that cater to individual needs (Husain, 2021). As educational institutions continue to integrate technology into their curricula, educators are expected to develop competencies in utilizing these digital tools effectively. Beyond content delivery, technology must also be incorporated into assessment practices to ensure alignment with modern instructional methods (Mufanti et al., 2024). This shift underscores the need for educators to be proficient not only in teaching with technology but also in assessing students through digital means.

As technology becomes increasingly embedded in the instructional process, assessment practices must follow this integration to maintain consistency and effectiveness in evaluating student learning (Faloye & Faniran, 2023). Traditional paper-based assessments and face-to-face evaluations may not fully capture the

competencies developed through technology-enhanced instruction. To address this, digital assessment tools such as online quizzes, automated grading systems, and adaptive testing have been introduced to provide more efficient, accurate, and personalized evaluations (Nguyen & Habók, 2024). These tools allow educators to track real-time student performance, measure higher-order thinking skills, and assess digital literacy capabilities that traditional assessments may struggle to evaluate. Therefore, teachers must be equipped with the necessary competencies to design, implement, and analyze digital assessments effectively (Pambudi & Windasari, 2022).

Recognizing the growing importance of online assessment literacy, the English Language Education Study Program at Universitas Pendidikan Ganesha (Undiksha) has incorporated relevant learning experiences into its curriculum. These experiences are particularly emphasized in the sixth semester, where students are introduced to various aspects of assessment design, digital evaluation tools, and best practices in technology-integrated assessment. Through structured coursework, prospective teachers at Undiksha develop competencies in designing assessments that align with modern educational technologies. They explore digital assessment platforms such as Google Forms, Kahoot, Quizizz, and Learning Management Systems to create and administer online tests (Yu & Xu, 2024). Additionally, they are trained in constructing valid and reliable test items that measure various language skills while adhering to fundamental assessment principles (Estaji et al., 2024). Another crucial aspect of their training involves evaluating digital assessment tools based on effectiveness, usability, and ethical considerations such as data privacy and academic integrity. Furthermore, students

develop skills in interpreting and analyzing assessment results using digital analytics to improve instructional practices, ensuring that their future assessment strategies are both data-driven and pedagogically sound.

Being literate in using technology for assessment practices is crucial for future educators. Teachers who lack sufficient online assessment literacy may struggle with ensuring the validity and reliability of digital assessments, leading to inaccurate evaluations of student performance (Zhang et al., 2024). Moreover, poorly designed online assessments can introduce technical difficulties, bias in digital testing, and challenges related to academic integrity. Research has shown that effective digital assessment practices contribute to enhanced learning experiences, allowing for more objective and adaptive evaluation methods. Several studies have emphasized the importance of developing online assessment literacy to help educators navigate digital learning environments effectively (Corres et al., 2024). However, most prior research has focused on the general digital competencies of teachers or the implementation of educational technology, rather than specifically addressing the unique skills and challenges associated with online assessment.

Despite the increasing adoption of digital assessments, research on online assessment literacy remains relatively limited, particularly in the context of English Language Education in Indonesia (Oktarini, 2022). Most studies have primarily examined practicing teachers in elementary, junior high, and senior high schools, leaving a research gap regarding prospective teachers who are still in training. While some research suggests that educators are gradually adapting to digital assessment practices, little is known about how teacher training programs prepare

future educators to develop online assessment literacy (Oo et al., 2022). Another research gap concerns the potential influence of gender on online assessment literacy. While some studies indicate no significant gender differences, others suggest that male and female educators may have varying perceptions of assessment practices. These gaps highlight the need for further exploration of prospective teachers' experiences in developing online assessment literacy and the factors influencing their competencies.

Despite the increasing reliance on digital tools for teaching and assessment, there remains a significant gap in comprehensive research regarding online assessment literacy in Indonesia, particularly within the realm of English Language Education (Zhang et al., 2024). Previous studies have predominantly focused on general digital competencies or the application of educational technologies, often neglecting the specific challenges and skills necessary for effective online assessment. This research seeks to fill this critical void by providing data-driven insights into the online assessment literacy of prospective teachers (Oberländer et al., 2020). The findings from this study not only informed policymaking and enhanced teacher preparation programs but also contributed to the broader advancement of education in Indonesia, ensuring that future educators are well-equipped to succeed in an increasingly digital landscape.

On the other hand, this research analyzed the impact of gender on prospective teachers' online assessment literacy in the English Language Education Program at Undiksha. While some studies suggested that gender does not significantly influence assessment literacy, others highlighted potential gender-based differences in assessment perceptions and implementation. Ratnasari et al.

(2024) found no substantial disparity in assessment literacy between male and female EAP teachers, indicating that factors such as knowledge of alternative assessment and academic degree had a greater influence. Similarly, research by Irungu (2019) examined the influence of gender interaction on students' academic achievement and found that gender did not have a significant impact on learning outcomes. This suggests that other factors, such as teaching methods and learning environments, play a more crucial role in shaping individuals' academic and professional abilities.

Conversely, research on gendered perceptions of teaching effectiveness suggests that gender may influence how assessment is perceived and applied. Studies have found that male and female students hold different views on teacher effectiveness, with female students emphasizing emotional intelligence and inclusivity, while male students prioritize competency and adaptability. Likewise, (Soodmand Afshar et al., 2018) reported that male students value teacher-student relationships more, whereas female students focus on pedagogical competence. These findings suggest that gender-based perceptions may shape prospective teachers' approaches to online assessment, affecting their assessment literacy.

Given these considerations, there is a critical need for in-depth research on **Prospective Teachers' Online Assessment Literacy of Six-Semester English Language Education Program at Undiksha**. This study provided valuable insights into their current competencies and the challenges they faced in implementing online assessments. By identifying gaps in their knowledge and skills, this research laid a strong foundation for developing targeted interventions to enhance their assessment literacy. The findings contributed to improving teacher

education programs, ensuring that future educators are well-equipped to navigate the demands of digital assessment practices and foster more effective learning outcomes in the modern educational landscape.

1.2 Problem Identification

The ability to conduct online assessments had become a fundamental skill for educators in the digital era, ensuring they could effectively measure student progress in virtual learning environments (Pambudi & Windasari, 2022). With the growing reliance on technology in education, prospective teachers needed to develop strong competencies in designing and administering online assessments. For future English teachers, mastering digital assessment tools was essential for delivering high-quality education.

At Ganesha University of Education (Undiksha), students enrolled in the English Language Education Study Program were introduced to assessment-related courses in earlier semesters. These courses provided foundational knowledge on evaluation methods and assessment design. Additionally, students had opportunities to apply these concepts in real teaching environments through internships and practical teaching programs. However, despite their exposure to assessment theory and practice, many students still struggled to demonstrate a high level of competence in online assessment literacy. This raised concerns about their readiness to effectively evaluate student learning in digital and blended learning settings.

Measuring the online assessment literacy of these sixth-semester students was necessary to identify existing gaps and provide targeted strategies for

improvement. Prior studies had highlighted the importance of building assessment skills early in teacher education, as these competencies significantly influenced instructional effectiveness and student outcomes (Mutiah, 2023). Understanding the strengths and weaknesses in students' current knowledge helped educators refine instructional approaches and better prepare future teachers for professional challenges.

Another key aspect considered was the role of gender in online assessment literacy. While some studies suggested that gender differences influenced teachers' confidence and proficiency in using digital assessment tools, others indicated that both male and female educators performed similarly in this area (Husain, 2021). Given these conflicting findings, further research was needed to determine whether gender played a significant role in shaping online assessment literacy among prospective teachers at Undiksha.

By addressing these issues, this study contributed valuable insights for curriculum development and teacher training programs. Enhancing online assessment literacy among prospective educators not only improved their ability to conduct effective evaluations but also ensured they were well-prepared to adapt to the evolving demands of digital education.

1.3 Limitation Of Study

This study had several limitations that needed to be noted. First, the research sample was limited to students in the sixth semester of the English Language Education Study Program at Ganesha University of Education (Undiksha) who had taken assessment courses and educational internships. Although the main aim of

this research was to determine their level of online assessment literacy, there were gaps in the data obtained. Since the primary objective was to evaluate their online assessment literacy, the study did not include students who had not yet taken these courses or participated in internships.

Additionally, although various factors could have impacted online assessment literacy, this research focused solely on gender as the primary variable for analysis. The exclusion of other influencing factors limited the generalizability of the findings, as the study did not account for differences in digital experience, teaching exposure, or technological proficiency among students.

1.4 Research Question

Based on the background, problem identification and research focus, the research questions in this study are formulated as follows:

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

1.5 Purpose of The Study

1. To assess the level of online assessment literacy among prospective teachers in the sixth semester of the English Language Education Program at Undiksha, particularly in the context of applying online assessments.

2. To analyze the influence of gender on the online assessment literacy of prospective teachers in the program.

1.6 Significance of The Study

The importance of this research is categorized into two sections: the first highlights its theoretical significance, and the second focuses on its practical relevance, as detailed below:

1.6.1 Theoretical Significance

This research contributes to the understanding of online assessment literacy among prospective teachers, particularly in the context of their sixth semester. By exploring various dimensions of online assessment literacy, such as choosing, developing, administering, and grading, it helps to provide a clearer framework for teacher education. Additionally, this study highlights the role of gender in shaping online assessment literacy, offering new insights into how gender may influence prospective teachers' digital skills, thus contributing to the ongoing debate in the field.

Furthermore, this study provides a theoretical foundation for improving teacher education programs, focusing on the importance of integrating online assessment skills early in the curriculum. The findings aim to support the development of more effective training programs, ensuring that prospective teachers are well-prepared for the digital demands of modern education.

1.6.2 Practical Significance

This research has practical relevance for prospective teachers, lecturers, and researchers, particularly in understanding and improving online assessment literacy in teacher education. The findings provide insights that can be applied to enhance assessment training and teaching practices.

The practical implications are detailed as follows:

1. For Prospective Teacher

This research helped prospective teachers assess their current level of online assessment literacy and understand the essential skills required for conducting digital assessments effectively. By identifying strengths and areas for improvement, they were better prepared for real teaching environments where online assessments were increasingly utilized.

2. For Lecturers

This research provided valuable information for lecturers in teacher education programs, particularly in designing and refining assessment-related courses. Understanding the gaps in prospective teachers' online assessment literacy allowed lecturers to implement more effective instructional strategies and provide targeted support to improve students' competence in this area.

3. For Other Researchers

This research contributed to the growing body of studies on online assessment literacy in teacher education. The findings offered a foundation for

further research exploring the development of assessment skills, the role of digital tools in teacher training, and potential differences in online assessment literacy across various factors such as gender or teaching experience.

