

REFERENCES

- Abduraimova, Z. . (2024). Prospective English language teachers' self-efficacy beliefs in English language teaching environment. *Bulletin of the Karaganda University Pedagogy Series*, 11329(1), 114–122. <https://doi.org/10.31489/2024ped1/114-122>
- Adiguna, I. W. B., Dewi, N. L. P. E. S., Paramartha, A. A. G. Y., & Wahyuni, L. G. E. (2023). Teacher's Perception of Self-Assessment in English Writing Competency for Junior High School Students. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(1), 104–112. <https://doi.org/10.23887/jpbi.v11i1.64935>
- Aghabarari, M., & Rahimi, M. (2020). EFL Teachers' Conceptions of Professional Development during the Practicum: Retrospective Perceptions and Prospective Insights. *Asian-Pacific Journal of Second and Foreign Language Education*, 5. <https://doi.org/10.1186/s40862-020-00084-0>
- Aglazor, G. (2017). The role of teaching practice in teacher education programmes: designing framework for best practice. *Global Journal of Educational Research*, 16, 101. <https://doi.org/10.4314/gjedr.v16i2.4>
- Ahmed, M., & Sidiq, M. (2023). *Evaluating Online Assessment Strategies: A Systematic Review of Reliability and Validity in E- Learning Environments*. 6, 1–18. <https://doi.org/10.5281/zenodo.10407361>
- Alharbi, M., & Alzahrani, M. (2020). The Importance of Learning Through Play in Early Childhood Education: Reflection on The Bold Beginnings Report. *International Journal of Whole Person Care, Volume 5*, 9–17.
- Ali, N. (2024). *Assessment Literacy for Educators: Understanding, Implementing, and Utilizing Assessment Tools*. <https://doi.org/10.13140/RG.2.2.11672.78086>
- Alnahdi, G. H., & Schwab, S. (2023). The impact of gender differences in teachers' teaching practices and attitudes on students' math and science achievement in Saudi Arabia: Evidence from TIMSS 2019 data. *Frontiers in Psychology, Volume 14-2023*. <https://doi.org/10.3389/fpsyg.2023.1066843>
- Alofi, R. A., & Almalki, M. S. (2022). Conceptualizing Communicative Language Teaching (CLT) in the EFL Context: Ethnographic Experiences of CELTA and Non-CELTA Holders. *English Language Teaching*, 15(5), 14.

<https://doi.org/10.5539/elt.v15n5p14>

- Amador, J. M., Bragelman, J., & Superfine, A. C. (2021). Prospective teachers' noticing: A literature review of methodological approaches to support and analyze noticing. *Teaching and Teacher Education*, 99. <https://doi.org/10.1016/j.tate.2020.103256>
- Andrade, C. (2020). Understanding the Difference Between Standard Deviation and Standard Error of the Mean, and Knowing When to Use Which. *Indian Journal of Psychological Medicine*, 42(4), 409–410. <https://doi.org/10.1177/0253717620933419>
- Anis, D. (2024). Teacher Professional Development in the Digital Age: Addressing the Evolving Needs Post- COVID. *International Journal For Multidisciplinary Research*, 6, 1–14. <https://doi.org/10.36948/ijfmr.2024.v06i01.12386>
- Anthony, G., Hunter, J., & Hunter, R. (2015). Prospective teachers development of adaptive expertise. *Teaching and Teacher Education*, 49, 108–117. <https://doi.org/https://doi.org/10.1016/j.tate.2015.03.010>
- Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. F. (2017). General, Target, and Accessible Population: Demystifying the Concepts for Effective Sampling. *Qualitative Report*, 22, 1607–1622. <https://doi.org/10.46743/2160-3715/2017.2674>
- Authors. (2023). *Global EdTech Market Outlook & Forecast Report 2023: A \$695+ Billion Market by 2028 - Learning Management Systems (LMS) Dominate EdTech, Enhancing Learning Worldwide*. Globenewswire.Com. <https://www.globenewswire.com/en/news-release/2023/10/13/2759843/28124/en/Global-EdTech-Market-Outlook-Forecast-Report-2023-A-695-Billion-Market-by-2028-Learning-Management-Systems-LMS-Dominate-EdTech-Enhancing-Learning-Worldwide.html>
- Avdeeva, S., & Tarasova, K. (2023). Digital Literacy Assessment: Methodology, Conceptual Model and Measurement Tool. *Voprosy Obrazovaniya / Educational Studies Moscow*, 2. <https://doi.org/10.17323/1814-9545-2023-2-8-32>

- Bhat, A. (2024). *Data Analysis in Research: Types & Methods*. Questionpro.Com. <https://www.questionpro.com/blog/data-analysis-in-research/>
- Blažević, A. G., & Bošnjak Terzić, B. (2017). Information Literacy of Croatian Language Teacher Pre-Service Trainees and Their Attitudes Towards Educating Their Future Language Students About Information Literacy. *Metodički Obzori/Methodological Horizons*, 12(1), 37–53. <https://doi.org/10.32728/mo.12.1.2017.03>
- Carroll, D., Parasnis, J., & Tani, M. (2021). Why do women become teachers while men don't? *The B.E. Journal of Economic Analysis & Policy*, 21. <https://doi.org/10.1515/bejeap-2020-0236>
- Chander, S., & Arora, C. (2021). *Integrating Technology into Classroom Learning*. *Indian Jou.*
- Chang, A. N., & Suparmi, S. (2020). The Implementation of Communicative Language Teaching (CLT) and Factors Hindering Teachers from Implementing it in High School. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 13(1), 46. <https://doi.org/10.31332/atdbwv13i1.1598>
- Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory*, 38(1), 27–39. <https://doi.org/10.7459/ept/38.1.03>
- Corres, A., Ruiz-Mallén, I., & Rieckmann, M. (2024). Educators' competences, motivations and teaching challenges faced in education for sustainable development: what are the interlinkages? *Cogent Education*, 11. <https://doi.org/10.1080/2331186X.2024.2302408>
- Dewi, G. P. R., Santosa, M. H., Dewi, N. L. P. E. S., & Nitiasih, P. K. (2023). Assessing students' writing skills in virtual classroom: strategies and challenges in EFL context. *Journal on English as a Foreign Language*, 13(1), 147–170. <https://doi.org/10.23971/jevl.v13i1.5288>
- Dewi, K. A. K., Artini, L. P., & Wahyuni, L. G. E. (2024). Bridging the Gap: a Qualitative Analysis of Gendered Perceptions on Good and Effective English Teacher. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 12(1), 119. <https://doi.org/10.35194/jj.v12i1.3976>
- Dhal, P. (2021). *Women and Teaching Profession*.

- Dube, M., Masengu, R., Sibanda, S., & Mandongwe, L. (2023). Chapter 7 - Assessment: higher education institutions' innovative online assessment methods beyond the era of the COVID-19 pandemic. In U. G. Singh, C. S. Nair, & S. Gonçalves (Eds.), *Digital Teaching, Learning and Assessment* (pp. 121–146). Chandos Publishing. <https://doi.org/10.1016/B978-0-323-95500-3.00010-9>
- Eden, C., & Adeniyi, I. (2024). Cultural Competence In Education: Strategies For Fostering Inclusivity And Diversity Awareness. *International Journal of Applied Research in Social Sciences*, 6, 383–392. <https://doi.org/10.51594/ijarss.v6i3.895>
- Elhussien, F. A., & Khalil, S. M. (2023). Examining Language Assessment Literacy for Saudi Pre-service EFL Teachers. *World Journal of English Language*, 13(6), 431–438. <https://doi.org/10.5430/wjel.v13n6p431>
- Ernawati, R. (2021). Analisis Pengaruh Promosi, Harga, dan Citra Merek terhadap Keputusan Pembelian pada Situs E-commerce Zalora di Jakarta. *Business Management Analysis Journal (BMAJ)*, 4(2), 80–98. <https://doi.org/10.24176/bmaj.v4i2.6663>
- Estaji, M., Banitalebi, Z., & Brown, G. T. L. (2024). The key competencies and components of teacher assessment literacy in digital environments: A scoping review. *Teaching and Teacher Education*, 141, 104497. <https://doi.org/10.1016/j.tate.2024.104497>
- Faloye, S., & Faniran, V. (2023). Integrating technology in teaching and learning practices: students' competencies. *South African Computer Journal*, 14. <https://doi.org/10.18489/sacj.v35i1.1111>
- Farmasari, S., Wardana, L. A., Baharudin, Herayana, D., & Suryaningsih, H. (2023). Pre-service EFL Teachers' Language Assessment Literacy Satisfaction and Assessment Preparedness. *International Journal of Language Education*, 7(4), 646–660. <https://doi.org/10.26858/ijole.v7i4.47445>
- Franklin, H., & Harrington, I. (2019). A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms. *Journal of Education and Training Studies*, 7(12), 1. <https://doi.org/10.11114/jets.v7i12.4491>

- Gaikwad, D. S., Wadegaonkar, A., Mitra, G., & Chakravarty, D. (2023). Assessment Literacy, Current Assessment Practices and Future Training: Reflections of Teachers in Higher Education. *International Journal of Learning, Teaching and Educational Research*, 22, 1–29. <https://doi.org/10.26803/ijlter.22.7.1>
- Gikandi, J., Morrow, D., & Davisa, N. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education*, 57, 2333–2351. <https://doi.org/10.1016/j.compedu.2011.06.004>
- Gyamfi, A., Langee, P., Yeboah, A., & Adu Aboagye, I. (2023). Performance-Based Assessment in Contemporary Classroom Assessment: The Forms and Nature. *Asian Research Journal of Arts & Social Sciences*, 19, 1–7. <https://doi.org/10.9734/ARJASS/2023/v19i4431>
- Hassan, M. (2024). *Descriptive Statistics – Types, Methods and Examples*. Researchmethod.Net. <https://researchmethod.net/descriptive-statistics/>
- Heil, J., & Ifenthaler, D. (2023). Online Assessment in Higher Education: A Systematic Review. *Online Learning*, 27. <https://doi.org/10.24059/olj.v27i1.3398>
- Husain, F. N. (2021a). Digital Assessment Literacy: The Need of Online Assessment Literacy and Online Assessment Literate Educators. *International Education Studies*, 14(10), 65. <https://doi.org/10.5539/ies.v14n10p65>
- Husain, F. N. (2021b). Digital Assessment Literacy: The Need of Online Assessment Literacy and Online Assessment Literate Educators. *International Education Studies*, 14(10), 65. <https://doi.org/10.5539/ies.v14n10p65>
- Irungu, M. N. (2019). To examine the Influence of Gender Interaction on Academic Achievement of learners. *Advances in Social Sciences Research Journal*, 6(7), 126–143. <https://doi.org/10.14738/assrj.67.6761>
- Joshi, A., Virk, A., Saiyad, S., Mahajan, R., & Singh, T. (2020). Online assessment: Concept and applications. *Journal of Research in Medical Education & Ethics*, 10(2), 49. <https://doi.org/10.5958/2231-6728.2020.00015.3>
- Kavenuke, P. S., Kinyota, M., & Kayombo, J. J. (2020). The critical thinking skills of prospective teachers: Investigating their systematicity, self-confidence and scepticism. *Thinking Skills and Creativity*, 37, 100677.

- <https://doi.org/10.1016/j.tsc.2020.100677>
- Kuphanga, D. (2024). *Questionnaires in Research: Their Role, Advantages, and Main Aspects*. <https://doi.org/10.13140/RG.2.2.15334.64325>
- Lupascu, A. R., Pânisoară, G., & Pânisoară, I.-O. (2014). Characteristics of Effective Teacher. *Procedia - Social and Behavioral Sciences*, 127, 534–538. <https://doi.org/10.1016/j.sbspro.2014.03.305>
- Mahdi, S. (2023). Effective Communication in Learning: Teacher Strategies and Their Impact on Student Learning Outcomes. *International Journal of Linguistics, Communication, and Broadcasting*, 1, 26–30. <https://doi.org/10.46336/ijlcb.v1i4.26>
- Marín, V., & Castañeda, L. (2023). *Developing Digital Literacy for Teaching and Learning* (pp. 1089–1108). https://doi.org/10.1007/978-981-19-2080-6_64
- Mohajan, H. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. *Annals of Spiru Harat Universit*, 17, 59–82. <https://doi.org/10.26458/1746>
- Mohajan, H. (2021). Quantitative Research: A Successful Investigation in Natural and Social Sciences. *Journal of Economic Development, Environment and People*, 9. <https://doi.org/10.26458/jedep.v9i4.679>
- Mufanti, R., Carter, D., & England, N. (2024). Outcomes-based education in Indonesian higher education: Reporting on the understanding, challenges, and support available to teachers. *Social Sciences & Humanities Open*, 9, 100873. <https://doi.org/https://doi.org/10.1016/j.ssaho.2024.100873>
- Musa, S., Suherman, A., Sujarwo, S., & Nurhayati, S. (2024). Continuous professional growth: A study of educators' commitment to lifelong learning. *Jurnal Cakrawala Pendidikan*, 43. <https://doi.org/10.21831/cp.v43i2.66654>
- Mutiah, S. D. (2023). *English Teachers' Assessment Literacy and Online Formative Assessment Implementation in Teaching Writing*.
- Nguyen, L. A. T., & Habók, A. (2024). Tools for assessing teacher digital literacy: a review. In *Journal of Computers in Education* (Vol. 11, Issue 1). Springer Berlin Heidelberg. <https://doi.org/10.1007/s40692-022-00257-5>
- Nickerson, C. (2023). *Content Validity: Definition & Examples*. Simplypsychology.Org. <https://www.simplypsychology.org/content-validity->

in-research-definition-examples.html

- Oberländer, M., Beinicke, A., & Bipp, T. (2020). Digital competencies: A review of the literature and applications in the workplace. *Computers & Education*, 146, 103752. <https://doi.org/10.1016/j.compedu.2019.103752>
- Oktarini, W. (2022). Students Perception on the Online Learning: a Case Study of Efl Learners. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, 8(2), 65–72. <https://doi.org/10.34001/edulingua.v8i2.2033>
- Oo, C. Z., Alonzo, D., & Asih, R. (2022). Acquisition of teacher assessment literacy by pre-service teachers: A review of practices and program designs. *Issues in Educational Research*, 32(1), 357–373.
- Pambudi, M. A., & Windasari. (2022). Strategi Guru dalam Meningkatkan Literasi Digital pada Siswa. *Jurnal Inspirasi Manajemen Pendidikan*, 10(3), 636–646.
- Pastore, S. (2023). Teacher assessment literacy: a systematic review. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1217167>
- Pribadi, F. A., & Setijaningrum, E. (2023). Analisis Prinsip Pembiayaan Kesehatan dalam Mendukung Cakupan Kesehatan Semesta di Indonesia. *Jejaring Administrasi Publik*, 15(2), 60–78. <https://doi.org/10.20473/jap.v15i2.49582>
- Putro, N. H. P. S., Damio, S. M., Sukarno, & Purnawan, A. (2022). Pre-Service Teachers Literacy of Assessment for Learning. *Asian Journal of University Education*, 18(3), 792–802. <https://doi.org/10.24191/ajue.v18i3.18984>
- Pyzdek, T. (2021). Descriptive Statistics. *Management for Professionals, Part F458*, 145–149. https://doi.org/10.1007/978-3-030-69901-7_12
- Ratnasari, D., Artini, L. P., & Wahyuni, L. G. E. (2024). Gender Differences in Perceiving the Values of Good and Effective English Teacher. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 12(1), 45. <https://doi.org/10.35194/jj.v12i1.3868>
- Rochmawati, L., Sylvia, T., Kusumayati, L. D., & Silvia, M. A. (2024). Communicative Language Teaching in Aviation Vocational College Context: The Effect of Students' Learning Perception and Attitude on Their EFL Learning Performance. *Journal of Foreign Language Teaching and Learning*, 9(1), 19–40. <https://doi.org/10.18196/ftl.v9i1.20789>
- Sanjaya, I. A. R., Suprianti, G. A. P., & Paramartha, A. A. G. Y. (2023). The

- Implementation of Quizziz as Assessment for Learning in English as A Foreign Language: The Teacher's Perspective. *The Art of Teaching English as a Foreign Language*, 4(2), 50–59. <https://doi.org/10.36663/tatefl.v4i2.628>
- Sarfo, J. O., Debrah, T., Gbordzoe, N., & Obeng, P. (2022). Types of Sampling Methods in Human Research: Why, When and How? *European Researcher*, 13, 55–63. <https://doi.org/10.13187/er.2022.2.55>
- Seddik, M. E. (2023). *Journal of English Language Teaching and Applied Linguistics Error Analysis in EFL Students' Writing Skill*. 2018, 163–172. <https://doi.org/10.32996/jeltal>
- Setiawan, A. (2017). *Analisis Data Statistik*. https://www.researchgate.net/publication/320372456_ANALISIS_DATA_STATISTIK
- Soodmand Afshar, H., Tofighi, S., Asoodeh, M., & Ranjbar, N. (2018). The impact of alternative assessment knowledge, teaching experience, gender, and academic degree on EAP teachers' assessment literacy. *Iranian Journal of English for Academic Purposes*, 7(2), 1–15. https://journalscmu.sinaweb.net/article_87251.html%0Ahttps://journalscmu.sinaweb.net/article_87251_6db56806df6d4edfd9b874f13cbc8511.pdf
- Sürücü, L., & Maslakci, A. (2020). *Validity and Reliability in Quantitative Research*. 8, 2694–2726. <https://doi.org/10.15295/bmij.v8i3.1540>
- Susrini, P., Paramartha, A. A. G. Y., & Wahyuni, L. G. E. (2022). Assessment Literacy Level of EFL Teachers in Buleleng: A Descriptive Study. *The Art of Teaching English as a Foreign Language*, 3(2), 104–110. <https://doi.org/10.36663/tatefl.v3i2.303>
- Taherdoost, H. (2016). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management*, 5, 18–27. <https://doi.org/10.2139/ssrn.3205035>
- Tekyi-Arhin, O. (2023). *The Importance Of Play-Based Learning In Early Childhood Education By Oliver Tekyi-Arhin*. <https://doi.org/10.13140/RG.2.2.35564.64643>
- Tierney, R. (2016). *Fairness in Educational Assessment*.

https://doi.org/10.1007/978-981-287-532-7_400-1

- Topuz, A. C., Saka, E., Fatsa, Ö. F., & Kurşun, E. (2022). Emerging trends of online assessment systems in the emergency remote teaching period. *Smart Learning Environments*, 9(1). <https://doi.org/10.1186/s40561-022-00199-6>
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open*, 8(1), 100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- Xie, Q. (2021). Developing preservice English teachers' assessment literacy through design-based research. *Journal of Education for Teaching*, 47(3), 460–465. <https://doi.org/10.1080/02607476.2021.1906155>
- Xu, Y., & Brown, G. T. L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58, 149–162. <https://doi.org/10.1016/j.tate.2016.05.010>
- Yu, C., & Xu, W. (2024). Writing assessment literacy and its impact on the learning of writing: A netnography focusing on Duolingo English Test examinees. *Language Testing in Asia*, 14(1). <https://doi.org/10.1186/s40468-024-00297-x>
- Zhang, X., Sazalli, N. A. H., & Nadjwa, M. N. (2024). Improving Teachers' Digital Competence in Higher Education: A Systematic Literature Review. *International Journal of Academic Research in Progressive Education and Development*, 13(1). <https://doi.org/10.6007/IJARPED/v13-i1/20560>