

CHAPTER I INTRODUCTION

1.1 BACKGROUND OF STUDY

The new era learning paradigm emphasizes and demands two things on teachers. The first one is to implement assessments that are integrated into the learning process. As we know, teacher use assessment like formative assessment, and summative assessment to know how far students achieve in learning progress. Because of that, teachers have to make sure that learning objectives are achieved by conducting assessments methodically and integrated throughout the learning process. To implement assessment, there are several thing that teachers have to be considered. The first one is focuses on learning outcomes. According to Anderson and Krathwohl (2001), assessments must be made to gauge how well students are meeting particular learning goals, like knowledge, abilities, and attitudes. Second, holistic and comprehensive. In order to get a comprehensive picture of students' abilities, assessment is conducted using a variety of techniques and covers a wide range of learning topics (Black & Wiliam, 1998). The third is feedback-focused. To improve the learning process, assessments must give teachers and students relevant information (Hattie & Timperley, 2007). Fourth, Relevant and Authentic. Students are put in real-world scenarios during authentic assessment, which encourages the use of knowledge and abilities in practical settings (Wiggins, 1998). Fifth, Fair and Data-Based. Data from assessments is utilized to make fair decisions while guaranteeing equity for every students (McMillan, 2017). All these aspect are important for teachers to help teachers enhance learning progress.

Assessment greatly impact learning. In order for teachers to create lessons that meet the needs of their students, assessment first acts as a diagnostic tool to determine the starting level of student ability (Black & Wiliam, 1998). Since assessment serves to measure and evaluate learning outcomes and offer feedback for improvement, its implementation is an

essential component of the learning process. In addition to measuring learning outcomes, assessment also helps guide learning tactics, enhance student comprehension, and promote active student participation in the educational process. By using an authentic approach, assessment aids in the overall development of students' competencies, encompassing critical thinking, creativity, teamwork, and cognitive qualities that are applicable to real-world problems (Wiggins, 1998). Assessment in the context of modern education needs to be planned holistically, incorporating cognitive, affective, and psychomotor evaluations, and it needs to align with the learning goals. Effective evaluation offers comprehensive insight into the development of students' learning processes in addition to evaluating their final accomplishments (Black & Wiliam, 1998). Moreover, evaluation can inspire students to learn more effectively, particularly when the results are followed with pertinent and helpful feedback (Hattie & Timperley, 2007). Lastly, by ensuring that the learning process and outcomes align with the defined goals, assessment also guarantees the quality of learning (Anderson & Krathwohl, 2001).

The second thing that is emphasized and demanded on teachers is the integration of technology in learning. Technology is now a necessary component of education in the twenty-first century. In this case, educators must be able to use technology to improve the educational experiences of their students. Some example like applications for classroom management, web-based collaborative tools, and adaptive learning systems that can modify content to meet the needs of students (Hargreaves, 2021). According to Mohebi, (2021) there are some reason why integration technology in education is important, one of them is technology integration improve students engagement and interaction in learning process. This active interaction will improve their knowledge retention. While according to Alkureishi et al., (2021) technology can expand the access to information worldwide from remote area. Its really helpful for students that learning in remotes area. Moreover, technology can be personalized to adapt to how quick students learning. Furthermore,

according to (Van Petegem et al., 2021) technology integration will help prepare students for future work life scenario, because technology always improving, that's why this will help students by equipping them with the digital literacy skill to achieve success in the future.

The integration of technology in learning process had significant impact on how assessment can be conducted. Real time learning data analysis, gamification, and adaptive online quizzes are examples of digital tools which allow assessment to be conducted more flexibly. These technologies enable teachers to access to specific student data, allowing teachers to give beneficial or useful feedback (Hargreaves, 2021; Carless, 2021). According to Roblyer and Doering (2014), technology integration in education is defined as “the use of technological tools that are in line with learning goals to help improve students’ learning outcomes more effectively.” Also, technology provides platforms that integrate assessment in the learning process. For example, applications like Google Classroom and other educational software combine feedback, instruction, and evaluation into a single system. This approach not only saves teachers time but also provides a more comprehensive understanding of student progress (Karaman, 2021). The example of the implementation of technology integration in education is flipped classroom. According to Bergmann and Sams (2012), flipped classroom is a learning model where students learn material through videos or online modules before class starts, so that class time is used for discussions, working on projects, or solving problems. For example, using learning videos from YouTube and then discuss the problem found in the video together in class. Another example is E-Learning. According to Anderson (2008), this method where students take part in learning through Learning Management System (LMS) platforms such as Moodle, Google Classroom, or Canvas to access learning materials, submit assignments, and discussion. However, the effective implementation of these technologies requires teachers to possess adequate digital literacy. They must be equipped to use technology not only as

a learning tool but also as an instrument for assessment. Therefore, training and institutional support are essential to ensure the successful integration of technology into teaching and assessment processes.

Teachers ability to assess students learning progress is referred as “assessment literacy”. Understanding the validity, reliability, and fairness of assessments as well as being able to apply evaluation findings to improve learning are all components of assessment literacy, Stiggins (2014). According to Xu and Brown (2016), assessment literacy also includes the ability to give students useful feedback and the ability to select assessment techniques that are appropriate for the learning environment. Furthermore, Brookhart (2011), highlighted that assessment literacy includes introspective skills that enable teachers to modify their teaching approach in response to assessment data, in addition to the technical ability to create questions and conduct exams. This assessment literacy is critical to ensuring that assessments support the full development of students' abilities and work as instruments to promote active learning also to measuring learning outcomes. Assessment literacy in the context of modern education also relates to the utilization of technology, such as learning-based applications or digital platforms, to streamline the assessment process (Carless, 2021). With the help of technology, teachers can be more effectively include evaluation into the learning process, give feedback, and thoroughly examine data on student learning outcomes. Therefore, assessment literacy is not only a technical skill but also an important parts of good instruction, guaranteeing that evaluation promotes learning that is both relevant and meaningful.

Further about assessment literacy, there are three primary components cover assessment literacy, according to DeLuca et al., (2018): The first is conceptual knowledge. Educator must know the fundamentals of assessment, including validity, reliability, and fairness in assessment. Second, practical knowledge. This is the capacity to create and carry out different kinds of evaluations, such as performance-based, formative, and summative

tests. Third, ethical understanding. Knowledge of the moral branch of using test results, such as protecting students' personal information and treating them fairly. Assessment literacy is essential in the age of online education. For the evaluation process to be supported successfully, teachers need to be proficient in both traditional assessment design and the use of technology, including learning applications, data analytics, and digital platforms (Xu & Brown, 2016a). Furthermore, According to Xu and Brown (2016), teachers should be skilled in seven competency areas as specified by the Standards. The seven areas are: First, selecting assessment methods that are appropriate for instructional decisions. Teachers must be able to select assessment techniques that fit the needs of their students, the learning objectives, and the educational environments. For instance, teachers can utilize the essay technique to gauge students' conceptual comprehension, although multiple-choice tests would be a better option for quick assessments (Stiggins, 2014). Second, creating assessment methods that are appropriate for instructional decisions. As well as choosing, educators must be able to develop accurate and valid evaluation instruments that align with learning goals. Writing questions, creating assessment rubrics, and making sure the test can evaluate the desired learning outcomes are all part of this process (Brookhart, 2011). Next, third, administering, scoring, and then interpreting the results of both teacher-produced and externally produced assessment methods. The ability to conduct tests, calculate scores precisely, and evaluate the data to acquire actionable insights into student performance are all components of assessment literacy. This skill cover knowing the fundamentals of statistics, including how to interpret score distributions or averages (Popham, 2010). Fourth, use the assessment results when making decisions about specific students, planning lessons, also creating curricula. To improve student learning, teachers must be able to use assessment data to inform decisions about curriculum revision, individual learning plans, and instructional tactics (Heritage, 2010). Fifth, create valid student assessment procedures. According to Brookhart (2011), developing fair assessment practices, such as determining the weighting given to formative and summative

tests and avoiding cheating in the assessment process, is part of this competency. Next sixth is share assessment results with the stakeholders. Teachers must be able to communicate the assessment results clearly and informatively to students, parents, and also the school. This skill is crucial to preserving openness and boosting confidence in the evaluation procedure (Xu & Brown, 2016). Lastly, identifying unethical, unlawful, and inappropriate assessment methods and uses of assessment data. Teachers need to be able to spot and remain clear of unethical assessment procedures, like falsifying test results or using evaluation findings that don't align with learning goals. To preserve fairness and honesty in evaluation, this is crucial (Popham, 2010). These dimensions reflect ethical and professional aspects of assessment implementation in addition to technical expertise. Teachers may make sure that assessment actually serves as a tool to promote students' learning and development holistically by becoming proficient in these areas.

Assessment and Assessment Literacy are different. According to Brown and Xu (2016), the methodical process of gathering, evaluating, and applying data regarding student learning is called assessment. Through formative assessment (to enhance learning) or summative assessment (to provide final evaluation), the aim is to determine the degree to which students have met particular learning objectives. On the other hand, Popham (2010), state that assessment literacy describes the abilities and information needed for teachers to properly create, administer, evaluate, and apply assessments. Understanding the fundamentals of measurement, being able to choose and apply suitable assessment techniques, and being able to give constructive feedback are all components of assessment literacy. The primary deference is that whereas assessment is an activity, while assessment literacy is the capacity to do that activity in a meaningful and efficient manner. Together, these concepts underscore the importance of equipping educators with the competencies needed to ensure that assessments are both valid and impactful in fostering student achievement.

Teachers must be literate in assessment because it directly supports student performance, enhances the quality of learning, and ensures that assessments are fair, accurate, and pertinent. According to Brookhart (2011), Xu and Brown (2016), and Popham (2010), teachers should be assessment literate for the following primary reasons. First, encouraging an efficient learning process. Teachers that possess assessment literacy are able to use formative tests to give students precise and pertinent feedback. In this manner, students can see their areas of weakness and work to strengthen them during the learning process rather than simply at the conclusion. According to Brookhart (2011), a literate teacher in evaluations encourage active learning and facilitate students' more efficient attainment of learning objectives. Second, improving assessment accuracy and fairness. Teachers can reduce bias and guarantee that evaluation result appropriately reflect student abilities by being aware of the validity and reliability principles in assessment (Popham, 2010). In order for the result to be used fairly across learning contexts, assessment literacy also helps in the selection of suitable evaluation techniques (Xu & Brown, 2016). Third, optimizing the use of technology in assessment. The ability to use digital tools like digital applications, learning platforms, or analytical software is a parts of assessment literacy in the digital age. This facilitates collecting real-time data to enhance data-driven decision making in addition to increasing assessment efficiency (Xu & Brown, 2016). According to Brookhart (2011), technology expand the scope of formative evaluation and feedback-given by teachers. Next, improving professional teacher competence. Teachers' professional competency, particularly their ability to create and use tests to enhance learning, is reflected in their assessment literacy (DeLuca & Klinger, 2018). Teachers who are proficient in assessment literacy are more equipped to oversee classroom operations, create lesson plans based on data, and adapt to changing curricular requirements. Last, improving learner's involvement in the process. Through self-assessment or peer-assessment, for instance, teachers can actively engage students in learning evaluation when they possess assessment literacy. This method helps students comprehend learning

objectives and achievement criteria while also boosting their desire (Carless, 2021). This helps students become more self-reliant learners by supporting the growth of their metacognitive skills.

As the result of preliminary observation, the integration of assessment and technology has been conducted in school, particularly junior high school as to understand students learning progress. Junior high schools in Jembrana use technology as a learning tool and continue to implement blended learning, both online learning and offline learning. ICT (information and communication technology)-based online learning is used by MTsN 4 Jembrana, one of the Muslim junior high schools in Jembrana. In Jembrana, Teachers use technologies application such Quizzwiz, Google Form, and E-Learning to make learning materials, a multiple choice question or essay to assess students. Based on initial observations, it was found that English teachers in Jembrana have used technology in implementing their assessments, one of the most widely used is Google Form. These teachers also said that they only know how to create questions from existing templates and input them into Google Form to be used as an assessment, but they cannot develop further due to limited knowledge in using technology. They also said they can only do the basics such as typing with Microsoft Word, using Microsoft Excel, and so does Microsoft Power Point Based on preliminary data, it can be said that teachers have shown their ability in conducting technology-based assessments, but it is necessary to consider the level of assessment literacy.

Assessment literacy has become a topic of discussion in educational research, particularly regarding teaching practice. Anam and Putri (2021) stated that junior high school teachers in Indonesia generally have low to moderate assessment literacy, with the most obvious weaknesses in test validity and construction. The need for appropriate training, particularly in assessment, has long been discussed, particularly for EFL teachers. Zulaiha and Mulyono (2020) emphasized the importance of training in classroom-based

test and assessment design. Al-Bahlani and Ecke (2021) noted that teachers tend to feel confident using traditional assessment methods but struggle with modern methods in digital formats. Berry et al. (2019) found a similar finding in their research, stating that a number of teachers preferred to use assessment questions from other people or institutions rather than develop and use their own. In rural areas, teachers rely more on their daily teaching experience for assessment knowledge than on formal training due to the difficulty of accessing rural areas (Sultana, 2019).

Despite these developments, several challenges remain, particularly in relation to how training programs are adapted and evaluated. Genç et al. (2020) found that EFL teachers' levels of assessment literacy are not uniform, as they tend to vary depending on specific language skills, especially in speaking and writing assessment. The average score for teacher proficiency in evaluating writing abilities was 7.33 out of 15, indicating a slightly lower level of competency. On the other hand, their average score of 8.99 out of 15 on the spoken literacy evaluation was above average. Overall, both dimensions' average evaluation literacy was above average, at 16.29 out of 30. The study conducted by Sun, (2022), entitled "A Review and Discussion of In-service EFL Teachers' Language Assessment Literacy Level in Junior High School in China" revealed that the LAL level of in-service EFL teachers is comparatively low. According to this literature review, there are some aspect affect the level, like teachers ability to judge whether test items on end-of-year English tests were of excellent quality and acceptable difficulty levels for their students, struggle to create effective test items and are often considered uneducated when it comes to assessment expertise. Study conducted by (Putra et al., 2024) entitled "Online assessment literacy level of EFL teachers in Denpasar". According to this study based on the survey results, the majority of teachers (51.6%) have a dare assessment literacy level in the "Moderate" category, indicating basic understanding but requiring further improvement. A total of 21.9% are in the "Good" category, while 26.6% are in the "Poor" category. No teachers fell into the "very good" or "very poor" categories. Most fell in the

“fair”, indicating there is still room for improvement, especially in designing digital-based test questions and ensuring their validity. This aligns with previous literature, which indicates that teacher training in assessment still faces serious challenges, especially with the continued advancement of technology.

However, because the study just looks at assessment literacy in general, there are still many of unanswered questions. These include assessment in the context of online learning that integrated with technology, the effectiveness of assessment literacy training, and technology integration in assessment literacy. The purpose of this study was to close the research gaps, specifically the scarcity of comprehensive examination of assessment literacy in the context of online learning that merge with technology. This study is innovative because it places a particular emphasis on online assessment literacy, which is a important component that is becoming more and more relevant in the age of educational digital transformation. The following contributions help to illustrate the significance of this study. First, by incorporating technology into online education, this study will broaden the definition of assessment literacy. In addition to addressing the gap in earlier studies that tended to concentrate on traditional assessment, this will offer a better knowledge of assessment literacy that is pertinent to the digital age. It is anticipated that the findings of this study will serve as the foundation for the creation of a novel theoretical framework pertaining to technology-based assessment literacy. Second, practicality Contribution. This study will offer helpful suggestions for raising instructors' assessment literacy proficiency, particularly when it comes to using technology to assess online learning. When creating more pertinent and successful training programs, such as instruction on the use of digital assessment tools, technology-based test design, or learning analytics, educators and policymakers can use the research findings as a reference. The purpose of this study is to measure junior high school teachers' proficiency with online assessments in Jembrana, Bali.

1.2 PROBLEM IDENTIFICATION

In the digital age, the need to integrate assessment with technology-based learning processes is the problem identified in this study. Despite the widespread adoption of technology in educational institutions, especially Jembrana Regency schools in Bali, there are still difficulties in implementing evaluations that are both pertinent and meaningful. In order to create, administer, and evaluate exams, teachers must possess assessment literacy, which includes intellectual, practical, and ethical skills. Nonetheless, a number of earlier research have demonstrated that teacher assessment literacy is still typically low, particularly when it comes to technology-based assessments. Furthermore, studies on assessment literacy in the context of technologically integrated online learning are lacking because the majority of current research concentrates on traditional assessments. Furthermore, there are currently very few studies on assessment literacy in the context of technologically integrated online learning because the majority of existing research focuses on traditional assessments. In order to guarantee that teachers are sufficiently competent to facilitate creative, pertinent, and technology-based learning, this generates a research gap that must be filled. Therefore, it is crucial to investigate the level of online assessment literacy of In-service English teacher in junior high school in Jembrana in order to contribute both theoretically and practically to the advancement of contemporary education.

1.3 RESEARCH LIMITATION

The main limitation on studies on online assessment literacy is the scope of the teacher being evaluated; definitional concerns certainly contributed significantly to the significance bias in assessment literacy. The possibility of sampling bias and how it affects the findings' generalizability is one important drawback. The difficulties in finding a representative and varied sample of study participants are the source of this constraint. The online assessment literacy level of Junior High school English language teachers in Jembrana is the sole focus of this study. This study will be carried out on the location of Jembrana for in-service English teachers doing instructional activities in order to gather pertinent data. Questionnaire is the instrument of this research by using the Online forms as the primary source of data collection methods and this research use research design method.

1.4 RESEARCH QUESTION

The formulation of the problem of the study is:

1. What is the level of online assessment literacy among in-service English teachers of junior high schools in Jembrana??
2. Do demographic factors such as gender, educational background, teaching experience, school type, and teacher certification impact teachers' OAL scores?

1.5 RESEARCH OBJECTIVE

1. To measure the level of online assessment literacy among in-service English teachers of junior high schools in Jembrana.
2. To explore whether demographic factors influence teachers' online assessment literacy skills.

1.6 RESEARCH SIGNIFICANCES

By analysing the performance of the teacher online assessment literacy, the study investigates the critical knowledge of an ideal instructor within the framework of using an online learning platform. In this case, it can significantly affect the learning process and the best possible results. It could result in the following theoretical and practical benefits:

1.6.1 Theoretical Significance

Improved data gathering and real-time feedback for students and teachers are two benefits of knowing the Online Assessment Literacy for an English Teacher. Online assessment literacy can provide a number of benefits that traditional paper-based examinations can find difficult to deliver by utilizing digital technologies. This can enhance the results of research in the field of teaching English. Within the framework of education assessment knowledge, the studies can bridge the gap in the field of online assessment literacy and contribute to larger studies that may emerge from OAL.

1.6.2 Practical Benefits

a. For teachers

The significance of online assessment literacy, which can improve teacher quality, may be highlighted by this study. After reflecting on their own level of online assessment literacy, teachers will be able to pursue further training and personal development programs that could negatively affect their students' comprehension and mastery of the subject.

b. For further researchers

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

c. For Education Institution

It is anticipated that this study would highlight problems in the field of online assessment literacy. The study's findings can be used by educational institutions to support their investments in and efforts to raise industry teaching standards so they can satisfy the requirements for Online Assessment Literacy. Training that complies with each institution's mandate may have an impact on the program's overall quality.

