APPENDICES

APPENDIX 1

Instrument: Questionnaire

The questionnaire is adapted and modified from Mishra, P. & Koehler, M.J. (2009), Gonzales (2012), and Quyen (2016), to measure teachers' perception of formative assessment in online learning on junior high school students' writing competence.

No	Dimension	Indicator	Statement	Number of Item
1	Teachers' belief	This dimension focuses on Teachers' belief/point of view of formative assessment in online learning on students' writing competence that include: - kinds of formative assessment in assessing students' writing competence - the implementation of formative assessment in online learning on students' writing competence - platforms in doing formative assessment in online learning on students' writing competence	1. I believe that I know how to implement formative assessment in online learning on students' writing competence	8
			2. I believe that there are various assessment methods in assessing students' writing competence	9
			3. I believe that portfolio can be used to intensify students' writing competence	10
			4. I believe that students' self-assessment can be used to intensify students' writing competence	11
			5. I believe that students' peer-assessment can be used to intensify students' writing competence	12

			6. I believe that teachers' feedback on students writing process can be used to intensify students' writing competence	13
			7. I believe that I know several online learning platforms to do formative assessment	14
			8. I believe that it easy to implement the formative assessment in online learning on students' writing competence	15
			9. I believe that I may find difficulties in implementing the formative assessment in online learning on students' writing competence	16
			10. I believe that I find benefit(s) in implementing the formative assessment in online learning on students' writing competence	17
2	Teachers' knowledge	This dimension focuses on teachers' knowledge about	1. I believe that I have sufficient knowledge about the concept of formative assessment of	1

		formative assessment in online learning on students' writing competence that include: - teachers content & pedagogical knowledge - teachers technological knowledge	students' writing competencies	
			2. I believe that I have sufficient knowledge of the concept of formative assessment in online learning to assess students' writing competencies	2
			3. I have sufficient knowledge of the dimensions of writing competence	3
			4. I have sufficient knowledge in utilizing technology in conducting formative assessments of students' writing competence in online learning	4
			5. I know the procedure for conducting formative assessments to assess students' writing skills in online learning	5
			6. I know what to assess in assessing (formatively) the writing competence of students in online learning.	6
			7. I know how to assess students' writing competence in an online learning environment	7

3	Teachers' attitude	This dimension focuses on Teachers' action toward the use of formative assessment in online learning on students' writing competence that include: - the implementation of formative assessment on students' writing competence - the use of online platforms in doing formative assessment in online learning on students' writing competence	1. I assess students writing competence during today's online learning	18
			2. I do formative assessment on students' writing competence in online learning	19
			3. I can use several online learning platforms to do formative assessment on students' writing competence	20
			4. I can choose the appropriate platforms to assess students' writing competence during the online learning	21

Transkripsi

Kuesioner diadaptasi dan dimodifikasi dari Mishra, P. & Koehler, M.J. (2009), Gonzales (2012), dan Quyen (2016), untuk mengukur persepsi guru tentang penilaian formatif dalam pembelajaran online pada keterampilan menulis siswa sekolah menengah pertama.

No	Dimensi	Indikator	Pernyataan	Nomor Item
1	Keyakinan guru	Dimensi ini menitikberatkan pada keyakinan / sudut pandang Guru tentang penilaian formatif dalam pembelajaran online pada kompetensi menulis siswa yang meliputi: - Jenis penilaian formatif dalam menilai kompetensi menulis siswa - penerapan penilaian formatif dalam pembelajaran online pada kompetensi menulis siswa - platform dalam melakukan penilaian formatif dalam pembelajaran online tentang kompetensi menulis siswa	1. Saya yakin bahwa saya mengetahui cara menerapkan penilaian formatif dalam pembelajaran online tentang kompetensi menulis siswa	8
			2. Saya percaya bahwa terdapat berbagai metode penilaian dalam menilai kompetensi menulis siswa	9
			3. Saya percaya bahwa portofolio dapat digunakan untuk meningkatkan kompetensi menulis siswa	10
			4. Saya percaya bahwa penilaian diri siswa dapat digunakan untuk meningkatkan kompetensi menulis siswa	11
			5. saya percaya bahwa penilaian sejawat siswa dapat digunakan untuk mengintensifkan kompetensi menulis	12

			siswa	
			6. Saya percaya bahwa umpan balik saya tentang proses menulis siswa dapat digunakan untuk meningkatkan kompetensi menulis siswa	13
			7. Saya yakin bahwa saya mengetahui beberapa platform pembelajaran online untuk melakukan penilaian formatif	14
			8. Saya yakin bahwa saya mudah menerapkan penilaian formatif dalam pembelajaran daring tentang kompetensi menulis siswa	15
			9. Saya yakin bahwa saya bisa saja mengalami kesulitan dalam menerapkan penilaian formatif dalam pembelajaran daring tentang kompetensi menulis siswa	16
			10. Saya yakin bahwa saya menemukan manfaat dalam menerapkan asesmen formatif dalam pembelajaran daring pada kompetensi	17

			menulis siswa	
	Pengetahuan Guru	Dimensi ini menitikberatkan pada pengetahuan guru tentang penilaian formatif dalam pembelajaran daring pada kompetensi menulis siswa yang meliputi: - Pengetahuan konten guru tentang penilaian formatif - Pengetahuan konten guru tentang pembelajaran daring - Pengetahuan teknologi guru	1. Saya percaya bahwa saya memiliki pengetahuan yang cukup tentang konsep penialian formatif meniliai kompetensi menulis siswa	1
			2. Saya percaya bahawa saya memiliki pengetahuan yang cukup tentang konsep penilaian formatif dalam pembelajaran daring untuk meniliai kompetensi menulis siswa	2
			3. Saya memiliki pengetahuan yang cukup tentang dimensi dalam kompetensi menulis	3
			4. Saya memiliki pengetahuan yang cukup dalam memanfaatkan teknologi dalam melakukan penialain formatif terhadap kompeensi menulis siswa dalam pembelajaran daring	4

			5. Saya mengetahui prosedur melakukan penilaian formatif untuk menilai kemampuan menulis siswa dalm pembelajaran daring	5
			6. Saya tahu apa yang harus dinilai dalam menilai (secara formatif) kompetensi menulis siswa dalam pembelajaran daring.	6
			7. Saya tahu bagaimana menilai kompetensi menulis siswa dalam lingkungan pembelajaran daring	7
	Sikap guru	Dimensi ini berfokus pada tindakan Guru terhadap penggunaan penilaian formatif dalam pembelajaran daring pada kompetensi menulis siswa	1. Saya menilai kompetensi menulis siswa selama pembelajaran daring	18
			2. Saya melakukan penilaian formatif terhadap kompetensi menulis siswa dalam pembelajaran daring	19
			3. Saya dapat menggunakan beberapa platform pembelajaran daring untuk melakukan penilaian formatif terhadap kompetensi menulis siswa	20

			4. Saya dapat memilih platform yang sesuai untuk menilai kompetensi menulis siswa selama pembelajaran daring	21

APPENDIX 2

The Interview Guide

No	Dimension	Indicator	Statement	Number of Item
1	Teachers' belief	This dimension focuses on Teachers' belief/point of view of formative assessment in online learning on students' writing competence that include: - The benefits and difficulties faced by the teachers	1. What difficulties do you feel during the implementation of formative assessment in assessing students' writing competence in online learning? 2. What convenience do you feel during the implementation of formative assessment in assessing students' writing competence in online learning?	5 6
2	Teachers' knowledge	This dimension focuses on: - the importance of having formative assessment and digital knowledge - Platforms that teachers knew - Methods that teachers knew	1. In your opinion, why is it important to have knowledge about formative assessment? and specifically in assessing students' writing competence? 2. Why is it important to have knowledge about the use of technology? 3. What platforms do you know to conduct the formative assessment in assessing students' writing competence in online learning? 4. What methods do you know to	1 2 3 4

			conduct the formative assessment in assessing students' writing competence in online learning?	
3	Teachers' attitude	This dimension focuses on Teachers' action toward the use of formative assessment in online learning on students' writing competence include: - The implementation in today's online learning - The platforms used by teachers - The method used by teachers - The reason of conducting the formative assessment on students' writing competence in online learning	1. Why do you think assessing students' writing competence in online learning is important? 2. What platforms do you use to assess students' writing competence in online learning? 3. What methods do you use to assess students' writing competence in online learning? 4. What is or are the different or differences between the implementation of formative assessment on students' writing competence before the pandemic and after the pandemic situation?	7 8 9 10

APPENDIX 3

EXPERT JUDGEMENT SHEET

For: Teachers' Perception Questionnaire

Judge: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

Number of Item	Expert Response		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		

Singaraja, 1 Maret 2021

Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.

APPENDIX 4

EXPERT JUDGEMENT SHEET

For: Teachers' Perception Questionnaire

Judge: A.A. Gede Yudha Paramartha, S.Pd., M.Pd.

Number of Item	Expert Response		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		

Singaraja, 1 Maret 2021

A.A. Gede Yudha Paramartha, S.Pd., M.Pd.

RIWAYAT HIDUP

Ni Nyoman Diah Werdiyanti lahir di Denpasar pada tanggal 25 Juli 1999. Penulis lahir dari pasangan suami istri Bapak I Putu Gede Radar Jaya dan Ibu Made Armiani. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Raya Sempidi, Lingkungan Grokgak No. 1, Desa Sempidi, Kabupaten Badung, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD PSKD Kwitang VIII Depok dan lulus pada tahun 2011. Kemudian penulis melanjutkan di SMPN 3 Mengwi dan lulus pada tahun 2014. Pada tahun 2017, penulis lulus dari SMAN 1 Kuta Utara dan melanjutkan pendidikan ke Universitas Pendidikan Ganesha di program studi Pendidikan Bahasa Inggris. Pada semester 8 di tahun 2021, penulis telah menyelesaikan Tugas Akhir yang berjudul "Teachers' Perceptions of Formative Assessment in Online Learning on Junior High School Students' Writing Competence in Mengwi".