



ASSESSMENT LITERACY OF LECTURERS AND ITS IMPLEMENTATION IN THE INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM

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ABSTRACT

This study investigates the assessment literacy of PBSI (Indonesian Language and Literature Education) lecturers. It adopts a mixed-method approach, combining both descriptive quantitative and qualitative research designs. The research aims to evaluate the level of assessment literacy among PBSI lecturers in Indonesia, with a focus on how they implement assessment principles. The participants of the study were 20 PBSI lecturers, and data was gathered using a questionnaire. The data analysis process involved collecting and reviewing questionnaire responses, comparing these findings with expert opinions and existing studies related to lecturer assessment practices. The results revealed that PBSI lecturers possess good assessment literacy, as reflected in the 75% conformity rate across various indicators. Based on these findings, it is recommended that lecturers continue to improve their assessment practices while maintaining alignment with current educational standards. The study suggests further research to explore ways to enhance the overall effectiveness of assessment literacy among PBSI lecturers.

Keywords: *Literacy, Assessment, Lecturer, PBSI.*

1. INTRODUCTION

The progression of time has had a significant impact on literacy, making it a crucial aspect of modern life that must be continually developed (Citra Kurniawan, 2021). Literacy serves as a vital tool for individuals to comprehend the academic fields they are involved in (Himawan and Suyata, 2022; Fadilah et al., 2024; Sujiati et al., 2023; Fadilah et al., 2023). In particular, for lecturers in the Indonesian Language and Literature Education (PBSI) Study Program, possessing a comprehensive understanding of literacy is essential. Among the various forms of literacy, assessment literacy stands

out as a key area that PBSI lecturers must grasp.

According to Rokhyati (2024), Rudini & Khasanah (2022), Black & William (2006), Brookhart (1997), assessment is a systematic approach that involves gathering data and drawing conclusions about students' abilities or the effectiveness of the learning process, based on various types of evidence. This assessment takes place throughout the learning period, typically over the course of a semester. Song further highlights the importance of assessment in education, noting that it allows students to set clearer learning objectives, reflect on their progress, and receive constructive feedback that is vital

for their future academic and professional growth.

The significance of assessment literacy for PBSI lecturers is emphasized by Himawan and Suyata, who argue that assessment is an integral part of the learning process. In higher education, lecturers play a central role in the assessment process. Effective assessments provide accurate data on students' understanding and learning outcomes, offering insights into the teaching process. These data allow educators to take necessary actions to enhance the quality of teaching and learning. To ensure the reliability and effectiveness of assessments, it is essential for lecturers to possess a high level of assessment literacy (R Himawan, 2023; Chien et al., 2020; Sayler, 1989; Oe et al., 2022; Boubouka & Papanikolaou, 2013).

For PBSI lecturers, assessment literacy is not only about understanding assessment tools but also about being able to use them strategically to guide students in achieving learning objectives. However, a pressing issue is whether the assessments conducted by lecturers meet the necessary criteria for effective evaluation, and whether these lecturers possess the requisite skills to accurately interpret and apply assessments.

This research aims to address these pressing questions. While existing studies on lecturers' assessment literacy have been conducted, there is a gap in research specifically focusing on PBSI lecturers. This study seeks to fill this gap by contributing to the body of knowledge about assessment literacy among PBSI lecturers, which is essential for evaluating learning outcomes in higher education. Previous studies by researchers such as Rokhyati (2024), Muliastri (2019), Santoso et al. (2023), Ebyatiswara Putra et al. (2023), Jaya et al.

(2023) and Griffin & Care (2015) have generally explored the importance of assessment literacy for educators. However, none of these studies have focused specifically on PBSI lecturers, thus creating a novel contribution in this research.

The findings of this study are expected to offer valuable insights into the level of assessment literacy among PBSI lecturers and highlight areas for improvement. By addressing this gap, the research can inform policy and practice in higher education, ultimately helping lecturers enhance their assessment skills and, in turn, improve the overall quality of education in the Indonesian Language and Literature Education programs.

2. METHODS

This research is a type of mixed research with the design used is descriptive quantitative and qualitative. Mixed method design is a research design that combines qualitative and quantitative data, then analyzes the data either separately or simultaneously (Cohen, et al: 2018; Fraenkel et al., 2014; Creswell & Creswell, 2017; Brown, 2004). With this design, this research will try to describe the results of the analysis related to the assessment literacy skills of PBSI lecturers. The subjects of this study were 20 PBSI lecturers in Indonesia. The data collection technique was carried out by questionnaire. The questionnaire used is a questionnaire. Interview data from questionnaires were analyzed through the following stages; (1) collecting research data; (2) reviewing research data obtained from questionnaire results; (3) comparing data with expert opinions and relevant research on the topic of lecturer assessment. This research will later present the results of the research in the form of descriptions; (1) the level of assessment literacy of PBSI lecturers;

(2) the implementation of assessment principles that have been carried out by lecturers. Overall, this research will not only stop at the data analysis process but the research results will also be concluded.

3. RESULTS AND DISCUSSION

The results of the research on the assessment literacy of PBSI lecturers can be described as follows.

A. *Lecturers' perspectives on assessment literacy*

Table 1. Lecturers' perspectives on assessment literacy

Question	Strongly Agree	Agree	Simply	Disagree	Strongly Disagree
Good assessment according to the learning material	75%	12,5%	0	0	0
Assessment is based on clearly formulated learning objectives	75%	12,5%	0	0	0
Recognize different types of assessment methods	50%	25%	12,5%	0	0
The assessment methods used should vary according to the learning objectives.	75%	12,5%	0	0	0
Can analyze assessment data	25%	62,5%	0	0	0
Can make conclusions from the results of data analysis	50%	37,5%	0	0	0
Assessment result feedback	62,5%	25%	0	0	0
Provides useful feedback	75%	12,5%	0	0	0
Learning modification	75%	12,5%	0	0	0
Peer assessment	87,5%	0	0	0	0
Self-assessment	87,5%	0	0	0	0
Class conditions are very influential on	62,5%	25%	0	0	0

the implementation
of assessment

Environmental

conditions when the
assessment is 50% 37,5% 0 0 0
conducted need to be
organized.

Next, related to the application of assessment at the end of learning, lecturers stated 62.5% strongly agree and 25% agree, indicating that the feedback provided after the assessment is considered important and necessary to support the learning process, this is of course in line with the opinion of (Kurniawan, 2015; Riswanda Himawan & Nurgiyantoro, 2022) which states that a good assessment is an assessment carried out at the end of learning.

Next on the feedback indicator, 75% responded strongly agree indicating that useful and constructive feedback is considered as very important. Helpful

feedback helps students understand their mistakes and how to correct them, improving their learning going forward (Hidayat et al., 2022).

Regarding classroom conditions, 62.5% of lecturers strongly agreed to prepare classroom conditions, indicating that participants believe that the physical and social conditions in the classroom greatly affect the assessment results. A conducive environment is essential to support a fair and effective evaluation process. Overall, it can be concluded that lecturers have a good awareness of the importance of assessment approaches that are goal-based, relevant, and flexible in learning (Erfan et al., 2020; Griffin & Care, 2015; Topping, 2009).

B. Literacy Assessment Principles

Table 2. Assessment Principles Literacy Results

Question	Yes	No
1. Make clear and measurable learning objectives before teaching	100%	0
2. Assessments are based on learning objectives	100%	0
3. Using a variety of assessment methods	87,5%	12,5%
4. Analyzing assessment results/outcomes	100%	0
5. Draw conclusions from the analysis results	100%	0
6. Giving feedback on student work	87,5%	12,5%
7. Make learning modifications to make it easier for students to learn	100%	0
8. Invite students to conduct self-assessment and peer assessment.	87,5%	12,5%

9. Take action to make the assessment effective	87,5%	12,5%
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Based on the following table, all respondents, namely PBSI lecturers, UAD (100%) agreed that presenting clear and measurable learning objectives is a crucial first step before teaching. This shows that teachers really understand the importance of formulating concrete and measurable objectives to direct the learning process and facilitate assessment (Riswanda Himawan et al., 2024; Mirra & Garcia, 2021; Downie & Proulx, 2022). Clear objectives also make it easier to determine relevant and appropriate assessments to measure the achievement of these objectives. Therefore, 100% of respondents also agreed that the assessment should be based on the learning objectives. This indicates a high awareness that effective assessment can only occur if it is based on clearly formulated objectives.

Most lecturers (87.5%) recognized the importance of using varied assessment methods, which shows an awareness of the importance of diversity in assessment techniques to accommodate students' diverse learning styles. Varied assessment methods can also increase student engagement and provide a more holistic picture of their understanding. However, there are 12.5% who do not use a variety of these methods, which could be due to limitations in knowledge of various methods or challenges in implementing them consistently in learning.

Overall, the surveyed lecturers have a very good understanding of the importance of careful planning and goal-based assessment in learning. They actively analyze and draw conclusions from assessment results to improve the quality of their

teaching. Although most lecturers use a variety of assessment methods and provide useful feedback, there are slight differences regarding the application of some methods such as self-assessment, peer assessment, and variations in assessment methods

The excellent implementation of clear learning objectives, analysis of assessment data, and learning modifications demonstrates a commitment to the development of student-oriented learning. However, challenges remain in using varied assessment methods and providing consistent feedback, which may be due to time or resource constraints. Overall, the results of this survey show that teachers are very concerned about the quality of learning and assessment, but there is still room for improvement, especially in the use of more varied assessment methods and consistency in providing feedback.

4. CONCLUSION

The findings of the research on PBSI lecturers' assessment literacy indicate that the majority of lecturers possess a solid understanding of the importance of using assessments that are relevant, appropriate to the learning material, and aligned with clear learning objectives. Most respondents agreed that assessments should be designed to reflect well-defined learning goals in order to accurately assess student performance. Lecturers also acknowledge the significance of being familiar with different assessment methods, though there is some opportunity to further expand their knowledge of various techniques that can be utilized.

Additionally, most lecturers emphasized the importance of skills in analyzing assessment results, recognizing that such analysis is crucial for improving the learning process effectively. Constructive and useful feedback is also considered essential to support student learning, and lecturers believe that adjustments to teaching strategies should be made to better accommodate students' needs, facilitating their learning experience.

Furthermore, classroom conditions—both physical and social—are viewed as critical factors influencing the effectiveness of assessments. Lecturers understand that a supportive classroom environment is necessary for successful assessment implementation. In conclusion, PBSI lecturers demonstrate strong commitment to assessments that align with learning objectives. However, areas such as expanding assessment methods and ensuring consistency in providing feedback could still be further developed.

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