

Assessment competence in Indonesian language learning of rural primary school teachers

Sumarwati ^{a,1,*}, Atikah Anindyarini ^{a,2}, Edy Suryanto ^{a,3}, Hadiyah ^{a,4}, Sumaiyah Menjamin ^{b,5}

^a Sebelas Maret University, Indonesia;

^b Fatoni University, Thailand.

¹sumarwati@staff.uns.ac.id; ²atikahanindyarini@staff.uns.ac.id; ³edysuryanto@staff.uns.ac.id;

⁴hadiyah@staff.uns.ac.id; ⁵sumaiyah@ftu.ac.th

*Correspondent Author

Received: August 13, 2023

Revised: September 24, 2023

Accepted: September 25, 2023

KEYWORD

Authentic Assessment
Integrative Assessment
Indonesian Language Teacher
Primary School Rural

ABSTRACT

This study aims to examine the vulnerability of primary school teachers in rural areas in conducting authentic and integrative assessments of Indonesian language learning. This research approach is a case study. The participants were 50 primary school teachers grade 5 in rural areas. Data were obtained through questionnaires, teacher-made assessment instruments, and interviews. Data were analyzed quantitatively and qualitatively. The results showed that most of the teachers did not understand the concept of authentic and integrative assessment in learning Indonesian. However, from an analysis of the assessment instrument he made, the teacher has applied the concept of authentic and integrative assessment because he copied from the teacher's book provided by the government. In practice, most teachers apply authentic and integrative assessment to receptive language skills (reading and listening), but only a small number apply them to productive skills (writing and speaking). The reason is insufficient time, the description of the score has ambiguous meaning, and the facilities at the school are not supportive. It is urgent to hold periodic training for teachers in rural areas to improve competence in assessing Indonesian subjects so that they no longer use the teacher's book as the only source of learning, including in assessment

This is an open-access article under the [CC-BY-SA](#) license.



Introduction

Education is said to be of high quality if it is able to develop all the potential and skills of students needed in the future (Handayani et al., 2020). Quality education can at least produce graduates who are faithful, socially motivated, have knowledge, skills, discipline, hard work, and are full of responsibility. Therefore, all components of education, especially teachers, must be able to collect information that can provide an objective and true picture (Lake & Olson, 2020). The results of these measurements will describe the extent to which the objectives of

the educational process have been achieved. This was also emphasized by Fontanillas et al. (2016) that assessments carried out systematically can provide a level of satisfaction to students and can be a source of information regarding the effectiveness of learning activities and improving the learning process, including the process of learning Indonesian.

In language learning, assessment is emphasized on the function of language as a medium of communication so that the assessment must be authentic and comprehensive or holistic (Burton, 2011; Sultana, 2019; Fanrong & Bin, 2022). In line with this, Kremmel & Harding (2020) emphasize that language assessment must be carried out thoroughly, assessment is not only limited to cognitive assessment, but also affective (attitude) and psychomotor (skills) during the educational process and is directed at the four language skills, namely listening, reading, speaking, and writing. In addition, the assessment must pay attention to the balance between the assessment of attitudes, knowledge, and skills competencies that are adapted to the development of the characteristics of students and their class level (Musfiqon & Nurdyansyah, 2015).

The higher the level of development and level of education, the greater or wider the mastery of knowledge and skill competencies, while the smaller the mastery of attitudinal competencies (assuming that attitudinal competencies are embedded at the previous level). Thus, at a low level such as primary school, the inculcation of attitude competencies must really receive attention and emphasis so that when they go to a higher level of education students already have a strong foundation (Cahill et al., 2018). It is hoped that instilling a good attitude in children from an early age will become a habit and inculcate good morals for children which can become a habit in the future (Haniah et al., 2020).

In practice, assessment of language learning, including Indonesian, often does not lead to an increase in language skills in accordance with its function as a means of communication and is limited to the realm of knowledge. This is reflected in the results of Atmazaki's research (2017) which found teachers tend to focus more on written test assessments which only measure the extent to which students can remember facts and concepts, without paying attention to aspects of skills and attitudes. In addition, Susani (2018) in her article entitled "The Implementation of Authentic Assessment in Extensive Reading" found that the reading test contains more questions about the meaning of difficult words or idioms. The research conducted by Adnan et al. (2019), the result shows that the assessment of learning Indonesian is still dominated by students' cognitive knowledge. The results of this study

indicate that most teachers are more likely to use written tests to evaluate students' mastery of knowledge about grammar, vocabulary, and literary analysis. This causes students to have less opportunity to develop their speaking, listening and writing Indonesian skills effectively.

Meanwhile, Rahmawati (2021) in her article entitled "Implementation of Authentic Assessment in Learning the Indonesian Language" states that Indonesian language assessment must cover aspects of language skills, such as the ability to speak, listen, write, and read. Assessment should be more holistic and oriented towards the communicative context, so as to provide a more complete picture of students' language abilities. Limitations in the assessment only in the realm of knowledge can also have an impact on students' motivation and interest in learning Indonesian.

From research conducted by Mukhlis et al. (2021) and Evie et al. (2023) identified a correlation between the level of language skills and the motivation to learn language. This means that students who prefer to be tested through language skills assessment tend to have higher motivation in learning Indonesian. This is closely related to the research results of Butler et al. (2021) which found that students in China who are learning English really want the teacher to assess the communicative aspects of language when the teacher only assesses grammar mastery.

The existence of problems in language assessment certainly has an impact on the achievement of learning outcomes. Therefore, it is important to measure the level of teacher competence in conducting language assessments (Schellekens et al., 2021; Wang et al., 2023). Judging competence plays an important role in language education and is an integral part of the professional competence of language teachers (Kremmel & Harding, 2020). Teachers who have adequate language assessment competence can certainly design and carry out effective assessment activities, interpret student grades accurately, and make rational educational decisions. However, teachers with inadequate assessment competencies may have difficulties in designing and implementing language assessments, interpreting assessment results incorrectly, and deciding on irrational assessment results. All of these have negative consequences for students.

Primary school teachers must carry out authentic and integrative assessments, including in learning Indonesian. This means that the assessment must be directed at the realm of attitudes, knowledge, and skills in reading, listening, speaking, and writing activities. In addition, teachers must also improve their competence in integrating knowledge, skills and attitude assessments, in the learning process so that students have the opportunity to develop

language skills that are more comprehensive and relevant to students' real lives. The assessment is carried out in an integrated manner, for example the assessment of reading skills is integrated with writing activities, writing activities are integrated with speaking activities, speaking activities are integrated into reading activities (Albino, 2018). In this case, support from educational institutions and the government in providing relevant training and resources is also important to improve the overall quality of the assessment (Sukenti et al., 2020). This can be related to the findings of Sofyan et al. (2019) that the teaching competence of teachers who take part in professional education programs is better than those who do not take part in the program.

In order for education and training regarding the assessment of language subjects for teachers in rural areas to be effective, it is important to map their initial level of competence. This is in line with recommendations in the research of Coombe et al. (2020) that education and training for teachers must be carried out on an ongoing basis so that information on teacher readiness is very important to know. In this regard, this research was conducted to identify and map the competence of teachers in rural areas of Karanganyar Regency in conducting assessments in Indonesian language subjects. The competency map for primary school teachers in rural areas for carrying out this assessment can be used as a reference in teacher professional development programs that are relevant to specific needs and contexts in the future. Therefore, this research question is as follows: (1) What is the teacher's understanding of the concept of authentic and integrative assessment in learning Indonesian? (2) How is the application of the concept of authentic and integrative assessment in the lesson plan? (3) How is the implementation of authentic and integrative assessment in Indonesian language learning?

There are several similar studies related to assessment in Indonesian language subjects in primary schools. Research results that can be accessed by the author include the following. First, Ariviantty & Suherman (2019) examined Indonesian language learning assessment techniques carried out by primary school teachers in inclusive classes. Second, another research team (Sukenti et al., 2020) developed an assessment model for learning Indonesian. The development of an assessment model was also carried out by Evie et al. (2023), but the research team focused more on reading comprehension assessment models for grade 4 students in Islamic schools. Third, Astuti & Darsinah (2018) conducted a study of the application of authentic assessments in learning in primary schools in the Surakarta City area.

Fourth, Poerwanti & Marmoah's research (2021) focuses on analyzing the competence of PGSD students as prospective primary teachers in assessing writing skills.

The novelty of this research is related to existing research, lies in the stakeholders who become participants, the assessment approach, and their contributions. First, this research specifically explores the competency of primary school teachers in rural areas. Although a lot of research has been done on assessment, it has focused more on teachers in urban areas. Second, this study emphasizes the use of authentic and integrative assessments in the context of learning Indonesian. The research has focused more only on authentic assessments. Third, another novelty of this research is its relevance to the local education context. Authentic and integrative assessment of Indonesian subjects that are tailored to the needs and characteristics of rural areas can be a strong foundation for developing a curriculum that is more inclusive and based on local wisdom.

Assessment in Indonesian Language Learning

According to Airasian (1991) assessment is the process of obtaining, interpreting, and synthesizing information to help make decisions in class. To be able to do a good assessment requires a good understanding of the ins and outs of the assessment, starting from an understanding of the nature of the assessment, the principles of the assessment, the characteristics of the assessment, the assessment technique, the implementation and follow-up of the results of the assessment. An understanding of the assessment alone is not enough to be able to carry out a proper assessment because it must be supported by an understanding of the substance of the field of study being assessed.

Each subject has some characteristics, as well as the assessment. The Education Unit Level Curriculum and the 2013 Curriculum use a text-based communicative approach. The communicative approach emphasizes learning on the function of language as a communication tool (Brown, 2004). Learning a language means learning to communicate using language both in writing and orally and in formal and nonformal situations. The use of language in the context of communication involves various elements of language and language skills. To be able to communicate well, it is necessary to have mastery and understanding of language elements such as understanding vocabulary, grammatical structures, and situations of language use. In addition, mastery of language skills (listening, speaking, reading, and writing) determines the success of an act of communication. For this reason, assessment in language learning must measure linguistic knowledge (vocabulary, grammatical structures, and other language rules) and measure language skills (reading and listening receptive skills, speaking and writing productive skills), as well as students' language attitudes (Fulcher & Davison, 2012).

Authentic and Integrative Assessment

Assessment in language learning can be done with various approaches according to the objectives of the assessment and the demands of the curriculum. Authentic assessment is one type of assessment that can be used in learning Indonesian. According to Mahsun (2014), authentic assessment is related to a text-based approach in language learning. If authentic assessment emphasizes performance appraisals that ask students to demonstrate certain skills and competencies as a reflection of knowledge and what they have mastered, then the same thing is used as the basis for text-based learning. Authentic assessment in the context of language learning can provide information about students' knowledge and skills in using language in various communication contexts that can reflect real conditions of everyday language use (Fulcher & Davison, 2012).

Authentic assessment is one type of assessment in language learning that refers to a communicative approach and a text-based approach. Authentic assessment is an assessment which in its implementation includes an assessment of aspects of knowledge, skills, and attitudes. The competency-based curriculum and the 2013 curriculum require that assessments cover the domains of attitudes, knowledge, and skills. Authentic assessment can be implemented by giving receptive and productive language tasks to students as an actualization of the knowledge and skills they have mastered in a real context, for example writing cultivation procedures straw mushroom. Integrative assessment is carried out by measuring one aspect of the assessment through other aspects of the assessment at the same time. The integrative assessment referred to in this study is the integration of several skill assessments, for example reading-writing, reading-listening, and reading-speaking assessments and so on (Weigle, 2004; Maggioli, 2020).

Method

Research Design

This research is a case study conducted using a mixed method, which combines quantitative & qualitative methods. Case studies are empirical methods that investigate cases in depth and in a real context (Yin, 2018). Case studies allow researchers to compare similar cases of events that occurred to gather evidence and identify good practices for follow-up (Oldewage-theron et al., 2018).

Case studies are used to answer "how" and "why" questions. The case study applied in this research is a descriptive case study, namely a case study that describes the results of the research in full and in detail. The result of the case study is the description and

interpretation of the case (Vanderstoep & Johnston, 2009). Thus, a case study is an in-depth study to answer the how and why questions of an ongoing event in a real context and its interpretation descriptively, so that good practice is obtained from the case.

Participants

This research was conducted in a rural elementary school in Karanganyar Regency, Central Java Province, Indonesia. Those who become are elementary school teachers in Tawangmangu and Jumapolo sub-districts, which are located about 20 km from the government center of Karanganyar Regency. Most of the teachers in the area rarely, even never received training to improve their competence in learning Indonesian, including the competence to assess attitudes, knowledge, and skills. Each sub-district was taken by 25 teachers so that the participants were 50 people who were determined by taking into account the differences in age, gender, and school qualifications.

The participants are teachers who teach grade 5 students for two reasons, namely (1) the Indonesian language subject matter in this class is starting to be complex, which includes various types of texts and (2) the basic competencies taught are very possible to be integrated in learning and assessment. from the Education and Culture Office of Karanganyar Regency, elementary schools in each sub-district are classified into three, namely excellent, very good, and good schools. Therefore, participants were attempted to represent the three categories with a ratio of 2:4:4 or 10 teachers from superior primary schools, 20 elementary school teachers with good qualifications, and 20 moderately qualified elementary school teachers. Thus, the research sample was taken using a purposive sampling technique.

Data Collection Technique

The data of this study are maps of understanding, application in device assessment, and application of assessment of Indonesian subjects by primary school teachers. The data is presented quantitatively and qualitatively. Quantitative data is in the form of the frequency and proportion of teachers who give certain responses to the questionnaire, while qualitative data is in the form of teacher information related to the responses given. Thus, the two types of data are complementary.

For data on the acquisition of teacher competence in conducting assessments, a questionnaire was used which contained 6 question items. Questions focus on 3 indicators, namely authentic and integrative conceptual knowledge, skills in making instrument assessments, and skills in carrying out assessments. At first each indicator sorted into 4 question items so that there were 12 questions.

However, the validation results from three language assessment experts recommended that the questions be simplified to 6 (Table 1). The reason for this simplification is that the description of each indicator associated with the 4 types of language skills makes the overlaps with integrative concepts. The answer choices provided refer to the Guttman scale, which YES and NO responses. List question results validation is present in Table 1.

Table 1. List question results validation

Indicator	Item Number	Question
knowledge the concept of assessment	1-2	1. Do you understand the concept of authentic assessment?
		2. Do you understand the concept of integrative assessment?
Skills make instrument assessment	3- 4	3. Do you apply the concept of authentic assessment in the lesson plans?
		4. Do you apply the concept of integrative assessment in the lesson plans?
Skills implement assessment	5- 6	5. Do you implement the authentic assessment?
		6. Do you implement the integrative assessment?

Furthermore, the data obtained from the questionnaire was confirmed and deepened through interviews and document analysis. Interviews were conducted with teachers, both those who responded YES and those who responded NO directly (face to face) and indirectly (via WhattsAp and telephone). In-depth interviews were conducted to gather information about teachers' understanding and skills in implementing authentic and integrative assessment. The document analysis was carried out on learning tools, especially on the question text to match the teacher's response to the questionnaire.

Data Validity Test

The qualitative data validity test was carried out using theoretical triangulation techniques and method triangulation. Theoretical triangulation is to ensure the correctness of data by using several different theoretical perspectives, for example to ensure data about the form of integrated assessment in language lessons, reference sources written by Brown (2004) and Fulcher & Davison (2012) are used. Source triangulation data is to ensure the correctness of the data is done by using more than one method, for example data about the form of implementation of the integration of attitude

assessment obtained from questionnaires checked through document analysis (set of questions made by the teacher) and interviews.

Quantitative data validity test was carried out by expert testing techniques. What was measured for validity was a questionnaire to collect initial data about teacher competence in carrying out authentic and integrative assessments. The operational definition of competency here refers to the opinion of Blašková et al. (2014) that competency is an ability that involves professional skills, mindset, and behavior. Therefore, the indicators of the questionnaire instrument for measuring competency in assessing Indonesian language learning in this study included teachers' understanding of the concept of assessment, development of assessment tools according to the correct concept, and implementation of the assessment.

Data Analysis Technique

Qualitative data analysis was carried out using an interactive analysis model that included three core activities, namely data reduction, data display, and verification of the results, all of which were carried out interactively, including during data collection (Miles et al., 2014). implemented interactively. This means that when collecting information about the form of integration of assessment through interviews, reduction is also carried out so that interviews are only focused on that topic. Meanwhile, quantitative data analysis is only carried out descriptively, namely calculating percentages.

Results and Discussion

The results of teacher competence in assessing Indonesian language learning in authentic and integrative can be seen in Table 2.

Table 2. Teacher competency in conducting authentic and integrative assessment

Questions	YES (%)	NO (%)
1. Do you understand the concept of authentic assessment in Indonesian language learning?	38	62
2. Do you understand the concept of integrative assessment in Indonesian language learning??	44	56
3. Do you apply the concept of authentic assessment in the lesson plans of Indonesian language learning?	100	0
4. Do you apply the concept of integrative assessment in the lesson plans of Indonesian language learning?	100	0
5. Do you implement authentic assessment in Indonesian language learning?	60	40
6. Do you implement integrative assessment in Indonesian language learning?	24	76

As explained in the research method, the questions in the questionnaire above are related to 3 indicators, namely understanding authentic and integrative concepts, applying authentic and integrative concepts in the assessment plan document, and implementing authentic and integrative assessments in Indonesian language learning. Interpretation of the data for each indicator supported by interview data is described below.

Understanding of the Concept of Authentic and Integrative Assessment

Regarding the teacher's understanding of the concept of authentic assessment in Indonesian language learning, the data obtained from the questionnaire and strengthened by interviews showed that only 20% or 10 people stated that they "understood" the concept. Thus, most teachers do not understand the concept of authentic assessment in language learning. The following is a statement by teachers who understand and do not understand the concept of authentic assessment.

"In my opinion, authentic means genuine. So authentic assessment implies that assessment must be carried out on students' language acts, namely the act of reading, writing, listening, and speaking" (Female, 32 years old).

"Authentic equals right, so the assessment must be done properly. This means that when compiling questions there must be one correct answer key" (Female, 48 years old).

Similar to understanding authentic concepts, most teachers also do not understand integrative concepts in Indonesian language assessment. Teachers equate this concept with integrated assessment, which is an assessment by combining several subjects based on a theme. The following is the statement of teachers who understand and do not understand the concept of integrative Indonesian assessment.

"Integrative assessment is assessing students' abilities in several subjects simultaneously, for example reading (Indonesian) and understanding history (IPS)" (Male, 44 years old).

"Integrative assessment is to assess reading and writing skills, for example, after reading a story students make a written summary. I also assess attitudes in cognitive learning" (Female, 28 years).

The factors that cause teachers not to understand the concept of authentic and integrative assessment in Indonesian subjects are that they have not received material on authentic assessment at the time of study, have never received training during their time as teachers, as well as books for teachers that inform concepts about assessment. This can be related to the teacher's statement through interviews as follows.

"When I was studying at PGSD, I did not receive material that specifically discussed assessments in Indonesian" (Male, 49 years).

"Since I became a teacher here (SD in Tawangmangu), I, maybe all the teachers at this school, have never had training or similar activities on assessment in Indonesian subjects" (Female, 52 years old)

"In Indonesian language textbooks there is no information about authentic and integrative assessment" (Female, 43 years).

Based on the data and information presented above, it can be stated that most elementary school teachers in rural areas do not understand the concept of authentic and integrative assessment. The factors identified as the cause were not having received the material during the study, had never received training, and the concept had not been included in the book for teachers.

Application of Authentic and Integrative Concepts in the Lesson Plan

To the question "Do you apply the concept of authentic assessment in the lesson plans?" which was accompanied by an explanation of authentic concepts and relevant examples, it turned out that all teachers (100%) said "YES". This response was strengthened by the teacher by showing evidence in the form of a lesson plan document which included an assessment instrument. The results of interviews confirming this fact are presented as follows.

"In the reading skills learning plan, I also made an instrument to assess it in the form of a text comprehension test. Usually there are two readings in the instrument and in each reading 5 questions are presented about the reading. (Female, 27 years old)

I make student worksheets in lesson plans. For example, to measure storytelling skills, I make storytelling task instructions with themes according to the pictures I provide." (Male, 35 years).

To the question "Do you make an integrative assessment tool in learning Indonesian? with an explanatory dissertation and examples of integrative test forms, 100% of teachers indicated a YES response. This response is supported by evidence in the form of a teacher-made lesson plan document in which there is an assessment plan. The form of integration includes writing assignment instructions to protect the environment based on texts about the effects of forest destruction that students have read. There are also teachers who integrate reading and speaking skills, for example after reading a story, students present their summary orally. The facts are linked to the results of the interview as follows.

"I have designed a writing assessment plan that is integrated with reading activities." (Female, 41 years old)

"To assess storytelling skills, I made instructions for the task by integrating it with reading folklore activities." (Male, 37 years).

The supporting factor for teacher performance is the existence of examples of the implementation of authentic assessments in the TEACHER'S BOOK in Indonesian subjects provided by the government. As is the case with authentic assessment, the application of
Sumarwati, et.al (Assessment competence in Indonesian)

the concept of integrative assessment in the assessment plan document is also associated with the teacher's use of the teacher's book as a reference source. This is based on the results of interviews with teachers who, among other things, explain the following.

The book is available in learning with the 2013 Curriculum and the Independent Curriculum. The test in the teacher's book adopted by the teacher, for example, is in the form of a cloze test in the form of text containing gaps to measure students' reading ability. In making assessment tools, most teachers took instruments which included grids, test content, and one hundred percent scoring rubrics sourced from the teacher's book, while a few others used the teacher's book as an example. This can be related to teacher information as follows.

In making plans for the learning process, I followed what was in the teacher's book including the assessment tools. I think all teachers should be like that, using the teacher's book as a source in learning." (Female, 42 years old).

"The teacher's book really helps me as a teacher in the village. From the teacher's book, I got examples of how to make questions and assignment instructions to assess students in reading, writing, listening and telling stories" (Male, 51 years).

"According to the teacher's book on the 2013 Curriculum, learning and assessment of Indonesian subjects is linked between one language skill and another. I have made the device like that which I took from the teacher's book." (Female, 25 years old).

"I have used the Merdeka Curriculum and have created teaching modules whose assessment links reading and writing skills. Everything I sample from the teacher's book. (Female, 46 years old).

Based on the data presented above, it can be stated that all elementary school teachers in rural areas have applied the concept of authentic and integrative assessment in learning Indonesian. The supporting factor for this fact is that teachers use teacher books provided by the government as a reference or source in preparing lesson plans.

Implementation of Authentic and Integrative Assessment

Implementation of Authentic Assessment

Authentic assessment in learning Indonesian is an assessment using language as a communication tool in a real context. Implementation of authentic assessment can be done by giving assignments to students as an actualization of the knowledge and skills they already have in the real world. In response to the question "Do you implement authentic assessment in Indonesian teaching learning?" accompanied by an explanation of the meaning of authentic assessment and examples by the interviewer, some teachers (60% or 30 people) indicated a YES response. Thus, there are quite a number of teachers (40% or 20 people) who do not implement authentic assessment as designed in the lesson plan document.

From the interviews it was identified that in general authentic assessment was not implemented on writing and speaking skills or language productive skills. The causative factors are (1) limited learning time so that it is not sufficient for writing and speaking activities and (2) the description of the score on the assessment rubric in the teacher's book is ambiguous or confusing. The first factor is more common in classes with more than 25 students. The second factor, for example in the writing assessment, there is a description of "score 2 if students still need to improve their ability to combine sentences and use appropriate conjunctions". The following is an example of a teacher's statement from the results of the interview.


"In teaching, I am guided by learning tools, including in conducting assessments. To assess writing skills, I give students writing assignments. To assess reading skills aloud, I asked the students to read aloud and assessed how to pronounce words, pauses, and attitudes" (Male, 52 years).

"In practice, I do the assessment according to what's in the teacher's book. When assessing reading ability, students are given readings and questions from the teacher's book. However, for writing and speaking activities, at least once in a semester I give an assignment because there is not enough time." (Female, 33 years old).

"I often don't do writing and storytelling tests because there are so many students that there isn't enough time. Besides that, I have difficulty understanding the description of the scores in the teacher's book." (Female, 37 years old)

Figure 1 is an example of an authentic assessment instrument contained in the lesson plan set which is then implemented by the teacher during the assessment.

DATA 01
Bacalah bacaan di bawah ini kemudian jawablah pertanyaan yang terdapat pada peta pikiran! Kemudian tuliskan hubungan sebab akibat antarkonsep! 'Read the text below and then answer the questions on the mind map!' Then write the causal relationship between the concepts according to the content of the reading!'



Bacalah bacaan berikut ini dengan saksama!

Perpindahan Panas atau Kalor secara Konveksi

Perpindahan kalor secara konveksi ialah perpindahan kalor yang disertai dengan perpindahan zat perantaranya. Umumnya peristiwa perpindahan kalor secara konveksi terjadi pada zat cair dan gas. Zat yang menerima kalor akan memuai dan menjadi lebih ringan sehingga akan bergerak ke atas. Saat zat yang lebih ringan tersebut pindah ke atas, molekul zat yang ada di atasnya akan menggantikannya.

Perpindahan secara konveksi dapat diumpamakan dengan kegiatan memindahkan sejumlah buku dari satu tempat ke tempat lain. Ketika kamu memindahkan buku tersebut ke tempat lain, tentu kamu akan ikut bersama dengan buku-buku tersebut. Jika buku-buku itu diumpamakan sebagai energi panas dan kamu adalah molennya, maka perpindahan kalor dengan cara konveksi akan menyertakan pemindahannya.

Fig 1. Reading Skills Assessment

Data 01 in Figure 1 is classified as an authentic assessment question because it is relevant to the learning objectives to be achieved, namely "Write down important

information using the available concept maps based on what has been read." The task given by the teacher was in the form of reading a text entitled Heat Transfer or Heat by Convection.

After reading the text, students are given the task of answering the questions in the concept map diagram provided by filling in the empty concepts and subconcepts, then explaining the relationship between concepts; in writing. Thus, the questions/task instructions (making conceptual relationships) and text materials (about heat) used in the assessment of reading skills are categorized as meeting the characteristics of authentic assessments because these skills correspond to real functions in daily language activities.

DATA 04

Setelah kamu memperhatikan contoh pertanyaan serta jawaban yang menggunakan kata tanya apa, dimana, kapan dan siapa dari teks yang sudah kita pelajari. Coba sekarang kamu buat sendiri pertanyaan menggunakan 4 kata tanya (apa, dimana, kapan dan siapa) dari teks yang sudah bu guru siapkan 'After you pay attention to examples of questions and answers that use the question words what, where, when and who from the text that we have studied. Now try to make your own questions using 4 question words (what, where, when and who) from the text that the teacher has prepared'

1. *Bacalah teks bacaan yang sudah kamu dapatkan. 'Read the reading text that you have got.'*
2. *Tuliskanlah pertanyaan yang dapat dibuat dari teks bacaan tersebut menggunakan 4 kata tanya (apa, dimana, kapan dan siapa) 'Determine questions that can be made from the reading text using 4 question words (what, where, when and who)'*
3. *Setelah selesai membuat pertanyaan tentukanlah sekaligus jawabannya 'After finishing making questions, determine the answer at the same time'*
4. *Setelah selesai menyusun pertanyaan dan jawaban kumpulkan kepada Bu Guru. 'After finishing compiling the questions and answers, collect them to me.'*

Fig 2. Assessment of Writing Skills

Data 04 in Figure 2 is an example of a performance test to develop basic writing competence (skills domain) which reads "Presenting in writing the results of the classification of information obtained from books grouped into aspects: what, where, when, who, why, and how to use standard vocabulary". The task asks students to read examples of questions with what, where, when, and who questions based on a text, then students create and write other questions with the same question words based on the text. Thus, the task is to make questions that are in accordance with the context (reading content provided) is an authentic assessment activity

Implementation of Integrative Assessment

In responding to the question "Do you implement integrative assessment in Indonesian teaching learning?" accompanied by an explanation of the intent and examples by the interviewer, a small number of teachers (24% or 12 people) answered

YES. This shows that even though all teachers make Indonesian language learning tools in an integrative manner by referring to the teacher's book, not all teachers implement them. The reason is insufficient time, especially in large classes. The following is a teacher's statement that implements integrative assessment and which does not.

"I do an integrative assessment by teaching several language activities, for example after reading a story, students are asked to make a summary of the story. After listening to the news about the flood disaster, students made sentences inviting them to protect the environment" (Female, 35 years).

"In teaching Indonesian, I also assess politeness and expressive skills in speech activities" (Female, 27 years).

"In practice, I don't combine reading activities with other language activities such as writing because learning hours are not enough for that. I also do not assess students' attitudes towards learning reading which is knowledge in nature" (Male, 33 years).

The explanation above shows that there are some teachers who have implemented integrative assessment according to the lesson plan, both integration between language skills (reading-listening-speaking-writing) and between domains (attitudes-knowledge-skills). Figure 3 is an example of an integrative assessment made by the teacher.

DATA 09

PETUNJUK TES MENULIS PANTUN 'PANTUN WRITING TEST INSTRUCTIONS'

1. *Cobalah amati lingkungan yang ada di sekitar kalian.* 'Try to observe the environment around you.'
2. *Kemudian ingat- ingat apa saja ciri - ciri pantun* 'Then remember what are the characteristics of the pantun'
3. *Buatlah sebuah pantun dengan tema lingkungan* 'Make a pantun with the environmental theme'
4. *Gunakan bahasa Indonesia dengan benar* 'Use Indonesian correctly'
5. *Kemudian, berlatihlah membacanya dengan lafal, intonasi, dan ekspresi yang benar* 'Then, practice reading it with the correct pronunciation, intonation, and expression'
6. *Bacakanlah di depan teman-temanmu!* 'Read it in front of your friends!'

Fig 3. Assessment of *Pantun* Writing-Technical Reading Skills

Data 09 in Figure 3 is in the form of instructions for writing *pantun* 'old Indonesian poetry that has rules for the number of lines, the number of syllables per line, and the *pantun* pattern'. The task begins by asking students to observe the environment as a topic to be developed in an old rhyme-shaped poem. After writing the *pantun*, students are asked to read it in front of their friends. Thus, in this task there is an integration of the assessment of the attitude of love for the environment (pro-environment) and poetry writing skills (*pantun*). In addition, there is an integration of writing skills (rhymes) and technical or sound reading skills, namely reading rhymes in front of friends.

Data 21 is a task given to measure story text reading skills. After reading, students are assigned to make a summary then read it in front of other students. This shows that

there is an integration of three language skills, namely reading comprehensively or silently (story text), writing (summary text story), and reading aloud (reading aloud).

DATA 21

**PETUNJUK TES MEMEMBACA 'READING TEST
INSTRUCTIONS'**

Setelah melihat contoh pokok pikiran tiap paragraf pada bacaan yang telah dicontohkan bu guru, sekarang kalian mencari pokok pikiran tiap paragraf pada bacaan yang sudah bu guru siapkan. 'After seeing an example of the main idea of each paragraph in the reading that has been exemplified by the teacher, now you are looking for the main idea of each paragraph in the reading that the teacher has prepared.'

1. *Bacalah teks yang berjudul "Siput Bukanlah Hewan Lemah" dengan cermat. 'Read the text entitled 'Snails Are Not Weak Animals' carefully.'*
2. *Setelah selesai membaca, tentukanlah 6 pokok pikiran pada cerita yang kamu baca pada 6 paragraf. After reading, determine the 6 main points of the story you read in 6 paragraphs*
3. *Kemudian tuliskan ringkasan cerita dengan kata-katamu sendiri 'Then write a summary of the story in your own words'*
4. *Lalu, sampaikan ringkasan itu di hadapan teman-temanmu dengan lancar 'Then, convey the summary in front of your friends smoothly'*

Fig 4. Assessment of Comprehension Reading – Writing – Aloud Reading Skills

The data 35 in Figure 5 is the task of reading text. After reading, students are asked to work on multiple choice questions with the first question about how to maintain a healthy environment. In the second task, students were asked to write sentences showing pro-environment attitudes in the paragraphs they had read. This shows that in the assignment there is an integration of environmental assessment (pro-healthy environment) and religious attitudes through learning in the cognitive domain, namely the basic competence of comprehensive reading. In addition, there is integration between skills, namely reading and writing skills.

Based on the description of the data Fig 5, it can be stated that in the implementation of the learning process, teachers have implemented integrative assessments between skills and between domains in learning Indonesian. Integration between skills is done by combining 2 skills, for example reading-writing, reading-speaking, listening-writing, writing-reading, writing-speaking. The teacher also combines more than 2 skills in carrying out the assessment, for example reading-writing-speaking, listening-writing-speaking. Meanwhile, integration between teacher-made assessment tools includes integration between domains (attitudes, knowledge, and skills).

DATA 35

Perhatikan teks bacaan berikut ini! 'Pay attention to the following reading text!'

Udara bersih menjadi sesuatu yang mahal saat ini, Padahal, salah satu faktor utama penunjang kesehatan seseorang adalah udara yang bebas polusi. Dari catatan WHO, polusi udara merenggut nyawa 2 juta orang di seluruh dunia setiap tahunnya. Dengan kenyataan itu, bersyukurlah warga yang tinggal di Pulau Gili Iyang, Kecamatan Dungkek, Kabupaten Sumenep, Madura. Menurut hasil penelitian tim Pusat Pemanfaatan Sains Atmosfer dan iklim LAPAN akhir Juli 2006 lalu, didapatkan bahwa Pulau Gili Iyang merupakan satu-satunya pulau yang mempunyai oksigen terbaik di dunia sehingga tepat bila kawasan itu dijadikan wisata kesehatan....

'Clean air has become something that is expensive nowadays. In fact, one of the main factors supporting one's health is pollution-free air. According to the records of the WHO, air pollution kills 2 million people worldwide every year. With that fact, the residents who live on Gili Iyang Island, Dungkek District, Sumenep Regency, Madura are grateful. According to the research results of the LAPAN Center for Atmospheric and Climate Science Utilization at the end of July 2006, it was found that Gili Iyang Island is the only island that has the best oxygen in the world, so it is appropriate if the area is used as a health tourism....'

I Pilihlah jawaban paling tepat! Choose the most appropriate answer!

1. Salah satu faktor utama **penunjang kesehatan** adalah ... 'One of the main factors supporting health is'
 - a. pola hidup sehat 'healthy lifestyles'
 - b. lingkungan bersih clean environment
 - c. udara bersih 'clean air'
 - d. makanan sehat 'healthy food'

II Kerjakan soal di bawah ini dengan benar! Do the questions below correctly!

1. Tuliskan dua kalimat pada teks bacaan yang menunjukkan adanya sikap cinta lingkungan! 'Write two sentences in the reading text that shows a pro-environment attitude!'
2. Tuliskan paragraf yang menunjukkan kerugian akibat tindakan tidak cinta lingkungan! Write a paragraph that shows the loss due to non-pro-environment actions!

Fig 5. Assessment of Reading-Writing Skills & Attitude-knowledge

Discussion

The findings of this study are that in general The findings of this study are as follows (1) most teachers do not understand the concept of assessment in learning Indonesian authentically and integratively, (2) by referring to the teacher's book provided by the government, teachers have made assessment tools that are authentic and integrative, (3) most teachers have implemented authentic assessments on reading and listening activities, but only a small number have implemented them on productive skills, namely writing and speaking because of insufficient time and many score descriptions on the assessment rubric which have ambiguous meanings, and (4) some Most teachers have not carried out integrative assessments on the grounds that the learning time is insufficient and the necessary supporting facilities/infrastructure are not available. Thus, it can be stated that the majority of teachers do not implement integrative assessment according to what is designed in the lesson plan document.

The first finding which shows that teachers do not understand the concept of authentic and integrative assessment in learning Indonesian is relevant to the research results of Poerwanti (2012), Huljannah (2021), and Fauzani et al. (2021) that in fact there are still many elementary school teachers who have not carried out the evaluation process properly. One reason is the lack of knowledge about evaluation. Therefore it is recommended that teachers increase their knowledge of concepts, the role of evaluation to the procedures for carrying out evaluations in order to obtain evaluation results that can describe the actual competence of students in the realm of attitudes, knowledge and skills. However, the first finding of this study differs from that of Mahmud (2014), namely that teachers in Banda Aceh have a good understanding of the concept. This can be attributed to differences in the areas of research participants, namely from villages and cities because of the results of a study by Vito et al. (2015) which identified the quality of education in cities to be better because they are supported by teacher competencies and better facilities than in villages.

Another finding of this study is that most teachers have created authentic assessment instruments and implemented them in line with the results of Maba & Mantra's research (2017). The research team found that in making lesson plans, elementary school teachers used various assessment models based on attitudes, knowledge, and skills. Assessment of student attitudes includes observation, self-assessment, peer assessment, and teacher notes. Student knowledge assessment includes written tests, oral tests, and assignments. Assessment of student skills includes performance, portfolio, and project.

While student achievement scores were analyzed based on student attitude scores obtained using instruments such as observation blanks, self-assessment, peer assessment, and teacher notes. Self-assessments and peer assessments are also used as confirmation of grades for report cards and teacher notes are primarily used to provide suggestions for student improvement. Although most teachers have implemented authentic assessment, there are teachers who have not implemented it. This was especially the case for productive skills due to time constraints and an ambiguous meaningful assessment rubric in line with the results of Mahmud's research (2014).

The findings of the researchers are that teachers have problems in implementing authentic assessment because the aspects that are assessed are too many, limited time, and a very large number of students in one class. It's just that the findings of Mahmud

(2014) which show that in general the participating teachers have understood the concept of authentic assessment is different from the findings of this study. To be able to properly apply authentic assessment, the teacher must first understand the concept of authentic assessment. Authentic assessment systems provide opportunities for students to apply the knowledge they have acquired to be applied in real life (Nisrokha, 2018). This is where the importance of authentic assessment or often called authentic assessment in educational practice in Indonesia. That is, abilities as a result of learning are actualized in real life or students' daily lives (Nisrokha, 2018; Herdiawan, 2018). Implementation of authentic assessment can provide several benefits such as (a) identifying direct measurements based on student performance competency indicators, (b) encouraging students to demonstrate their performance in real and meaningful situations; (c) provide opportunities for students to construct their learning outcomes by selecting and compiling answers based on knowledge and analysis of the situation so that the answers are relevant and meaningful; and (d) integrating teaching and learning activities, and assessment (Susani, 2018).

The findings of this study which show that most teachers do not implement authentic and integrative assessments because of insufficient time and unavailable supporting facilities are in line with the results of research by Adnan et al. (2019). The research results of the research team show that various types of authentic assessment can be used by teachers in language learning according to the material and learning objectives. The results of their research indicated that teachers had carried out performance assessments and assessments of Indonesian language skills, but these assessments were not carried out properly because they were not supported by adequate assessment tools, such as assessment guidelines and assessment rubrics. Based on the results of teacher competency tests in authentic and integrative learning in Indonesian language learning, it was found that teachers did not yet have adequate competence in conducting authentic and integrative assessments.

Conclusion

The results of the study indicate that in general teachers do not understand the concept of authentic assessment, but have implemented it. This is possible because the teacher's book which is the reference contains examples of assessment of Indonesian subjects in accordance with the function of language as a communication tool, namely assessing reading skills through reading assignments to students, as well as for listening,

speaking, and writing language skills. Even though teachers also do not understand the concept of inter- language and inter-domain integrative assessment, some teachers have implemented inter-skill and inter-domain integration in the assessment tool. Unfortunately, the performance test in the device was not implemented due to lack of time and the implementation of the integrative assessment, the assessment rubric contained in the teacher's book, was overlapping. Therefore, the competence of primary school teachers must be improved to implement an integrative assessment. Various strategies to apply integrated assessment across skills (reading, writing, listening, and speaking) and across domains (attitudes, knowledge, and skills) should be practiced and this will be a challenge for future researchers.

Declarations

- Author contribution** : Sumarwati is responsible for all writing processes. She also led the writing of the manuscript and collaboration with the other author. The second, third, fourth, and fifth, authors contributed to data collection and data analysis.
- Funding statement** : This research was funded by Institute for Research and Community Service, Universitas Sebelas Maret, which provided funds to carry out this research and to the participants for their kindness and interest in taking part in the study.
- Conflict of interest** : All authors declare that they have no competing interests.
- Ethics Approval** : Information on Ethical Consent and informed consent statements are required for all articles published on BAHASTRA since 2023.
- Additional Information** : No additional information is available for this paper.

References

- Adnan, A., Suwandi, S., Nurkamto, J., & Setiawan, B. (2019). Teacher competence in authentic and integrative assessment in Indonesian language learning, *International Journal of Instruction*, 12(1), 701-716. <https://doi.org/10.29333/iji.2019.12145a>
- Albino, G. (2018). Technical and behavioral competencies on performance evaluation: Petrek leaders' perspectives. *SAGE Open*, 8(2). <https://doi.org/10.1177/2158244018780972>
- Airasian, P. W. (1994). Classroom assessment (2nd ed.). McGraw-Hill
- Arivianty, M. & Suherman, Y. (2019). Implementation of Indonesian language knowledge assessment in inclusion classes. *Proceedings of the International Conference on Special Education: SEAMEO Regional Centre for Special Educational Needs*, 3, 61-65. <https://zenodo.org/record/6906202>
- Astuti & Darsinah. (2018). Authentic assessment based on the 2013 curriculum at SD Negeri Mangkubumen Kidul nomor 16 Surakarta. *Jurnal Manajemen Pendidikan*, 13(2), 165- 174. <https://doi.org/10.23917/jmp.v13i2.7484>

- Atmazaki. (2017). Authentic assessment in Indonesian language learning. *Proceeding of Sixth International Conference on Languages and Arts (ICLA 2017), Advances in Social Science, Education and Humanities Research (ASSEHR)*, 148, 302-309. <https://doi.org/10.2991/icla-17.2018.52>
- Blašková, M., Blaško, R., & Kucharčíková, A. (2014). Competences and competence model of university teachers. *Procedia-Social and Behavioral Sciences*, 159, 457-467. <https://doi.org/10.1016/j.sbspro.2014.12.407>
- Brown, H. G. (2004). *Language assessment principles and classroom practices*. Longman Com.
- Burton, K. (2011). A framework for determining the authenticity of assessment tasks: Applied to an example in law. *Journal of Learning Design*, 4 (2), 20-28. <http://dx.doi.org/10.5204/jld.v4i2.72>
- Butler, Y. G., Peng, X., & Lee, J. (2021). Young learners' voices: Towards a learner-centered approach to understanding language assessment literacy. *Language Testing*, 38, 429-455. <https://doi.org/10.1177/0265532221992274>
- Cahill, M. J., McDaniel, M. A., Frey, R. F., Hynes, K. M., Repice, M., Zhao, J., & Trousil, R. (2018). Understanding the relationship between student attitudes and student learning. *Physical Review Physics Education Research*, 14(1), 1-16. <https://doi.org/10.1103/PhysRevPhysEducRes.14.010107>
- Coombe, C., Vafadar, H. & Mohebbi, H. (2020). Language assessment literacy: What do we need to learn, unlearn, and relearn. *Language Testing in Asia* 10, (3). <https://doi.org/10.1186/s40468-020-00101-6>
- Evie, Arief, T. A., & Haslinda. (2023). Effect of reading workshop learning model on reading comprehension skills and reading motivation of fourth grade primary school students. *Indonesian Journal of Primary Education*, 7(1), 1-8. <https://doi.org/10.17509/ijpe.v7i1.45044>
- Fanrong, W., & Bin, S. (2022). Language assessment literacy of teachers. *Frontiers In Psychology*, 13, 864582. <https://DOI.ORG/10.3389/FPSYG.2022.864582>
- Fauzani, R.A., Senen, A., & Retnawati, H. (2021). Challenges for primary school teachers in attitude assessment during online learning. *Journal of Educational Research and Evaluation*, 5(3), 362-372. <https://doi.org/10.23887/jere.v5i3.33226>
- Fontanillas. T. R., Carbonell, M. R., & Catasús, M. G. (2016). E-assessment process: Giving a voice to online learners. *International Journal of Educational Technology in Higher Education*, 13(2), 1-14. <https://doi.org/10.1186/s41239-016-0019-9>
- Fulcher, G., & Davidson, F. (2012). *The routledge handbook of language testing (1st ed.)*. Routledge. <https://doi.org/10.4324/9780203181287>
- Gabriel, A., & Flakans, L. (2013). Toward a transparent construct of reading-to-write tasks: The interface between discourse features and proficiency. *Language Assessment Quarterly*, 10 (1), 9-27. <https://doi.org/10.1080/15434303.2011.642040>
- Handayani, P., Setyowati, D. L., & Linuwih, S. (2020). Exploring local potency of Purbalingga regency to improve creative thinking skill of primary school students. *Journal of Primary Education*, 9(3), 292 – 298. <https://doi.org/10.15294/jpe.v9i3.32807>
- Haniah, A. R., Aman, A., & Setiawan, R. (2020). Integration of strengthening of character education and higher order thinking skills in history learning. *Journal of Education*

- and Learning (*EduLearn*), 14(2), 183–190.
<https://doi.org/10.11591/edulearn.v14i2.15010>.
- Herdiawan, R. D. (2018). Authentic assessment in EFL teaching and learning. *ETERNAL (English Teaching Journal)*, 9(1). <https://doi.org/10.26877/eternal.v9i1.2406>
- Kremmel, B., & Harding, L. (2020). Towards a comprehensive, empirical model of language assessment literacy across stakeholder groups: Developing the language assessment literacy survey. *Language Assessment Quarterly*, 17(1), 100–120.
<https://doi.org/10.1080/15434303.2019.1674855>
- Lake, R., & Olson, L. (2020). Learning as we go: Principles for effective assessment during the COVID-19 pandemic. *Center on Reinventing Public Education*, July, 1–8.
- Maba, W., & Mantra, I. B. N. (2017). An analysis of assessment models employed by the Indonesian primary school teachers. *International Journal of Social Sciences and Humanities*, 1(1), 39–45. <https://doi.org/10.29332/ijssh.v1n1.38>
- Mahmud. (2014). Kendala guru melakukan penilaian pada proses pembelajaran Kurikulum 2013 di Sekolah Dasar Gugus Delima Banda Aceh. *Jurnal Pesona Dasar*, 2(3), 33–44. <https://jurnal.usk.ac.id/PEAR/article/view/7497>
- Mahsun. (2014). *Text in learning Indonesian curriculum 2013*. PT Raja Grafindo Persada.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd Ed.)*. Sage Publication.
- Mukhlis, M., Widyaningrum, H. K., Masjid, A. Al, Komariah, K., & Sumarwati, S. (2021). Pelaksanaan prosedur evaluasi pembelajaran bahasa Indonesia di SMK Pekanbaru padamasa pandemi. *Stilistika: Jurnal Pendidikan Bahasa dan Sastra*, 14(2), 109–120.
<https://doi.org/10.30651/st.v14i2.8262>
- Huljannah, M. (2021). Pentingnya proses evaluasi dalam pembelajaran di sekolah dasar. *EDUCATOR: Directory of Primary Education Journal*, 2(2), 164-180.
<https://doi.org/10.58176/edu.v2i2.157>
- Maggioli, G.D. (2020). Integrated performance assessment. In *Changing Language Assessment*. (Ed. Sahbi Hidri), 53-73. <https://doi.org/10.1007/978-3-030-42269-1>
- Musfiqon, H. M., & Nurdyansyah. (2015). *Pendekatan pembelajaran saintifik* (cetakan pertama). Nizamia Learning Center.
- Nisrokha. (2018). Authentic assessment (penilaian otentik). *Jurnal Madaniyah*, 8(2), 209-229. <https://journal.stitpemalang.ac.id/index.php/madaniyah/article/view/84>
- Oldewage-theron, W. H., Lyford, C., Susanna, S., & Ali, A. (2018). Comparative analysis of the factors contributing to sustainability of a food and nutrition intervention programme: Two case studies from South Africa. *Evaluation and Program Planning*, 71, 51–57. <https://doi.org/10.1016/j.evalprogplan.2018.08.003>.
- Poerwanti, J. I. S. (2012). Pengembangan model asesmen autentik mata pelajaran Bahasa Indonesia di sekolah dasar. *Sekolah Dasar*, 21(2), 152–158.
- Poerwanti, J. I. S. & Marmoah, S. (2021). Analisis kemampuan mahasiswa menyusun asesmen performance keterampilan menulis dalam pembelajaran Bahasa Indonesia di sekolah dasar. *ESJ: Primary School Journal*, 11(2), 116-127.
<https://doi.org/10.24114/esjgsd.v11i2.25408>

- Rahmawati. (2021). Implementation of authentic assessment in learning the Indonesian Language. *International Journal of Educational Development and Innovation*, 1(1), 37-44. <https://doi.org/10.26858/ijedi.v1i1.21899>
- Schellekens, L.H., Bok, H.G.J., de Jong, L.H., van der Schaaf, M.F., Kremer a, W.D.J., & van der Vleuten, C.P.M. (2021). A scoping review on the notions of Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL). *Studies in Educational Evaluation*, 71(101094), 1-15. <https://doi.org/10.1016/j.stueduc.2021.101094>
- Sofyan, D., Boeriswati, E., & Asmaw, M. (2019). Ability to teach Indonesian language in primary schools: Comparative study of teachers who have taken professional education and have not participated in professional teacher education. *International Journal of Multicultural and Multireligious Understanding*, 6(6), 781-787. <http://dx.doi.org/10.18415/ijmmu.v6i6.1214>
- Sultana, N. (2019). Language assessment literacy: An uncharted area for the English language teachers in Bangladesh. *Language Testing in Asia*, 9(1). <https://doi.org/10.1186/s40468-019-0077-8>
- Sukenti, D., Tambak, S., & Charlina. (2020). Developing Indonesian language learning assessments: Strengthening the personal competence and Islamic psychosocial of teachers. *International Journal of Evaluation and Research in Education (IJERE)*, 9(4), 1079-1087. <http://doi.org/10.11591/ijere.v9i4.20677>
- Susani, R. G. (2018). The Implementation of authentic assessment in extensive reading. *International Journal of Education*. 11(1), 87-92. <https://doi.org/10.17509/ije.v11i1.9113>
- Vanderstoep, S. W., & Johnston, D. D. (2009). *Research methods for everyday life (1st ed.)*. Jossey-Bass.
- Vito, B., Krisnani, H., & Resnawaty, R. (2015). Kesenjangan pendidikan desa dan kota. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 2(2), 251-257. <https://doi.org/10.24198/jppm.v2i2.13533>
- Wang, X., Zuo, J., Liu, F., & Sun, Z. (2023). A scientometric review of research trends in language assessment literacy. *Education Sciences*, 13, 190. <https://doi.org/10.3390/educsci13020190>
- Weigle, S. C. (2004). Integrasi membaca dan menulis dalam uji kompetensi bahasa Inggris untuk penutur asing. *Journal of Assessing Writing*, 9, 27-55. <https://doi.org/10.1016/j.asw.2004.01.002>
- Yin, R. K. (2018). *Case study research and applications design and methods*. SAGE Publications, Inc.