# Diagnosis of Teacher Assessment Literacy in National High School Equivalency Examination Nonformal Education

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## Abstract

Assessment is an important part of learning that provides information as material for consideration in determining whether or not a learning system is available. This study aims to look at basic literacy skills. assessment techniques in PKBM learning and describe its trends. The sampling is based on a level that reflects the teaching experience of teaching, and the level of education of the tutor. This research uses a quantitative approach with a survey method. The data technique used purposive sampling with the aim of tutors who have taught at PKBM for 10 years. The population in this study was 158 PKBM tutors in Jakarta Packet C. The results showed that the ability of non-formal tutors in conducting written tests was 60% on average. A group of tutors with 5 to 10 years of teaching experience using a variety of production techniques. Descriptively, it can be said that the frequency of the analysis frequency is integrated with experienced tutors with a tendency in the written test. In this study, the results showed that the preparation of reports on non-formal education. So, it is necessary to increase the need for teachers.

## Keywords
literacy, assessment, tutoring, education, adult education, non-formal education assessment

## 1. Introduction
Assessment literacy refers to the tutor's knowledge and skills in carrying out assessment activities (Musikin et al., 2020). Assessment literacy refers to knowledge, skills, and practice in carrying out structured assessment activities to obtain assessment data that is useful in the process of improvement and decision making in learning (Lam, 2019). DeVries, (2017) explains that assessment is used by educators and schools to determine the learning success of students. Not only used in formal education but assessment is also used in non-formal education such as the Community Learning Center or PKBM.

In non-formal education, the tutor as an educator at PKBM is the person who is responsible for improving student learning achievement in class. The level of mastery of tutor competencies is very influential in learning (Copriady, 2014). One of the competencies referred to is the tutor's ability in learning management including assessment management. To become a competent tutor in terms of assessment requires a good academic background and adequate teaching experience. Tutor background influences classroom learning and assessment (Borg, 2018).

Tutors play an integral role in evaluating students, therefore their competence and knowledge skills in classroom assessment practices need to be developed (Borg, 2018). The competence of tutors in exploring assessment as a series of characteristics, knowledge, skills, and attitudes of tutors is needed to improve the performance of effective tutors in an educational context. Tutors understand practical assessment skills in the classroom which reflect their perceptions of their skills in carrying out classroom assessment practices. In addition, Tutors can assess their assessment skills, so that if they can bring the assessment practice to the maximum (Offerdahl & Tomanek, 2011). When asked about their classroom practice assessments, tutors generally indicated that they were less adept at developing evaluation and assessment systems (Koloi-Keaikitse, 2016).

As educators, tutors are aware of the implications of the assessment system in the field of teaching and learning in non-formal education (Blazar & Kraft, 2017). Inadequate curriculum training and tutor assessment can influence

competency-based assessments necessary for sustainable development (Brandt et al., 2020). Therefore, it is important to develop tutor assessment skills to improve classroom assessment practices to meet student needs. One of the determinants of a tutor's professional attitude is the tutor's experience in assessments as this allows the tutor to inform how different types of reviews are used or abused and what can be done to improve classroom assessment practice. Koloi-Keaikitse (2016) supports the need for tutor competency development in assessment because if tutors feel they are ready to enter the world of education, they are likely to have better assessment skills which may have an effect that will ultimately increase their motivation to teach.

A PKBM tutor must be able to master the assessment domain in the non-formal education curriculum, namely the 2013 curriculum, which includes spiritual realms, social attitudes, knowledge, and skills. More generally, it can be categorized into three domains, namely cognitive (knowledge), affective (social and spiritual attitudes), and psychomotor (skills). The definition of the assessment itself is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes that are carried out systematically, accurately and continuously using certain measuring tools, such as questions and observation sheets, so that they become meaningful information in making decisions. decisions related to achievement. Assessment of student learning outcomes is something very important and strategic in teaching and learning activities. With the assessment of learning outcomes, it can be seen how much the success of students has mastered the competencies or materials that have been taught by the teacher.

Through the assessment can also be used as a reference to see the level of success or effectiveness of teachers in learning. Assessment of learning outcomes by educators which is carried out on an ongoing basis aims to monitor the learning process and progress of students and to increase the effectiveness of learning. In the context of education, most educators do not understand the form of attitude assessment in authentic assessment. Because attitude assessment is more difficult than cognitive assessment. Whereas attitude assessment is also a determinant of one's learning success. However, for the sake of success and the achievement of learning objectives that are not only focused on cognitive assessment, an educator must continue to struggle in understanding this form of attitude assessment. Attitude is an expression of the values or view of life that is owned by a person. Attitude refers to a person's actions or behavior, but not all actions are identical with attitudes. Actions with a person may be contrary to his attitude. Attitudes can be formed, so that the desired behavior or action occurs.

The use of assessment techniques is tailored to the needs that can support teaching programs such as the basic competencies to be achieved. Careful planning such as making instrument paths is expected to provide accurate information about student competencies that need to be measured, encourage students to learn more actively to increase their competitiveness, motivate teaching educators to improve student competencies, improve institutional performance and improve the quality of education. In other words, the assessment can be used to encourage the improvement of the quality of learning, in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System (Meirawan, 2010).

Therefore, the evaluation of the implementation of educational assessments is an inseparable part of the Education Assessment Standards so that these minimum standards can be improved from time to time following developments in science and technology. Tutors involved in teaching suggest that current teaching is becoming more complex as a result of an increasingly demanding curriculum and increasing diversity among students and this situation indicates the need for a change in tutor preparation programs that allow them to become more practical in terms of assessment.

## 1.1 Objectives
This research is a descriptive study which aims to provide an overview of the extent to which the PKBM tutors' assessment literacy abilities are in developing skills assessment instruments. This study focuses only on one independent variable, namely the tutor's ability to arrange assessment instruments, without comparisons or relationships between variables.

## 2. Literature Review
The tutor capability assessment, which consists of planning, implementation, and reporting, is still not good because it is based on factual observations. (Leonard, 2015) states that the quality of tutors in Indonesia is still below standard. In 2015 the results of the tutor competency test were still below the minimum competency standard (SKM). At that time, the average score was 53 or two points below SKM. In terms of learning and assessment methods, most tutors in Indonesia have not been able to adapt to the times. Most of the tutors are limited to teaching. This method is the old method. Because in the past tutors were the only source of knowledge. From the UKG test, only 6 percent of tutors can register for the assessment well. For this reason, it is necessary to increase the ability of tutors as tutors in non-

formal education. Improving the quality of tutors is an important step towards improving the quality of PKBM, several studies have been conducted in Indonesia to investigate how tutors engage students in the learning process in the classroom, but many tutors who do rote seem to be the dominant mode of teaching. So, the tutor's assessment of students was not optimal until the analysis and evaluation stage. Therefore, this study was intended to assess tutors' reaction patterns to classroom assessment practice skills. The practice of assessment carried out by tutors is an important element in responding to student learning needs and in the end it can improve education systems and accountability.

Understanding tutor practice assessments serves as a way to find out whether the tutor is determining or using a quality assessment method that can address student learning needs. The explanation above shows that it is necessary to identify the competence, background, and experience of academic tutors based on the quality of learning that occurs. Given the importance of assessment for the success of information related to learning and taking into account various assessment techniques, the frequency of use of assessment techniques by tutors is important for research. According to Tyler (2013) an education has four interrelated components, namely educational goals, organization or content of learning materials, the learning process and assessment of learning outcomes. Assessment is an action to determine the extent to which educational goals can be achieved by students in the form of learning outcomes that they show at the end of educational activities. According to Witherington (1952) the purpose of education is to describe the changes in abilities and behavior desired by students. From this, the assessment process is an important component in knowing the extent to which changes in abilities and behavior desired by students. The follow-up of the assessment according to Clauser & Hambleton (2018) as material for further guidance to students and providing information to outsiders related to student learning outcomes.

Assessment is a mandatory activity in teaching and learning activities in general, because the effectiveness of teaching and learning activities depends on evaluation and assessment activities (Bell, Chris & Harris, Duncan, 2020). Allen (2014) describes that assessment is a process of documenting and systematically using empirical data on knowledge, skills, attitudes and behavior to improve programs and improve student learning. In addition, Dwyer & Stufflebeam (2013) said that assessment is not just measuring the extent to which goals are achieved, but is used to make decisions, in this case related to achievement or learning outcomes.

Learning activities become effective when supported by effective assessments. van Blerkom (2017) emphasizes that "assessment is a very general term that describes many techniques that we use to measure and judge student behavior and performance" (Assessment is a general term that describes the use of many techniques to measure and assess student behavior and performance) . Van Blerkom's (2017) statement emphasizes that assessment is a very general activity that is used with a variety of techniques used to measure student behavior and performance.

There are six strategies that can be used by educators to conduct effective assessments, namely: (1) rubric assessment, (2) performance appraisal, (3) portfolio assessment, (4) self-assessment, (5) peer assessment, and (6) written test assessments (Price, Light, & Pierson, 2014). Assessment standards are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and results of the learning outcome assessment instrument used as the basis for assessing the learning outcomes of students in primary and higher education (Barnadib, 2013).

## 3. Methods

This research uses quantitative and qualitative approaches with survey methods (Fallis, 2013). The conceptual framework of this paper is built on a six-tier model, which describes the main components of assessment literacy. This framework was adapted from Xu & Brown, (2016) recent scoping review paper, which studied assessment literacy scholarship to formulate a conceptual model of practice. In the model, there are six main components, namely (1) the knowledge base; (2) the tutor's conception of assessment; (3) institutional and socio-cultural context; (4) tutor assessment literacy in practice (core component); (5) tutor learning; and (6) the tutor's role as an assessor (2016, p. 155). Among these components, (1) the knowledge base, (2) the tutor's conception of assessment and (4) the tutor's assessment literacy in practice were used in the framework adapted for this paper (see Figure 1). This selection is for the purpose of this paper, which is to investigate the knowledge of PKBM tutors.

Conception and practice when assessing L2 writing. In our framework, knowledge base refers to appraisal knowledge and entails other aspects of knowledge, such as knowledge about feedback, appraisal, alternative judgments, and the objectives and ethics of judgment. Second, the tutor's conception of assessment is about the cognitive and affective dimensions of the belief system and how these conceptions are formulated. Third, in practice it refers to what and how aspects of classroom-based assessment practice in context. It includes factors that support or hinder a particular writing assessment practice.
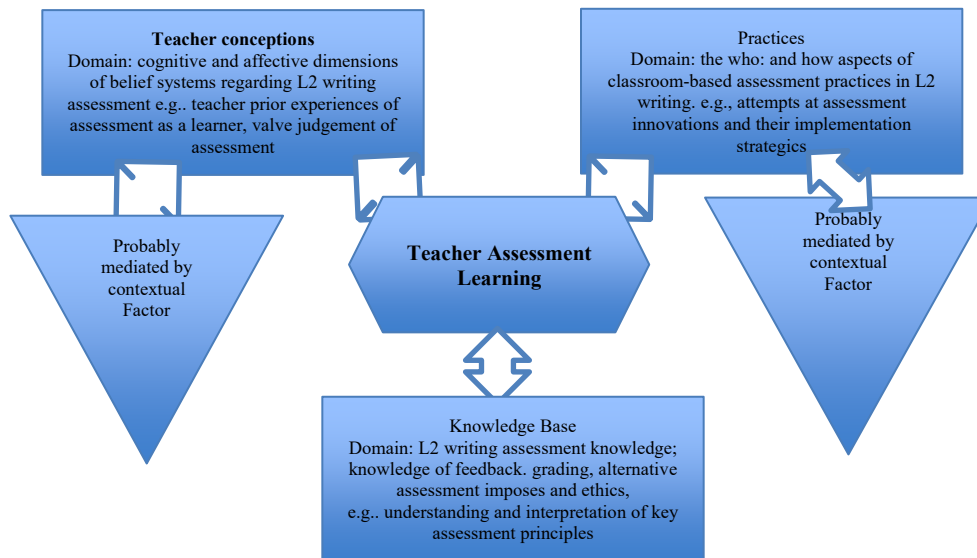
Fig. 1. An adapted conceptual framework of teacher assessment literacy.

## 4. Data Collection

The data collection technique used purposive sampling with the aim of tutors who have taught at PKBM for 10 years. The population in this study were PKBM tutors in Jakarta C, namely 100 teachers. Data collection was carried out by means of a questionnaire and Focus Group Discussion (Afiyanti, 2008). The information in this study was collected through a test method using a skill test validation instrument. The instrument is designed to measure the accuracy of the skills assessment instrument developed by the tutor, including a grid, the form and format of the assignment, and an assessment rubric. In detail, the assessment aspects of the instrument are the suitability of basic competencies and the coverage of the selected material, the accuracy of the formulation of indicators, the appropriateness of the selection of the assessment technique, the suitability of the task with the indicators, the clarity of work instructions, the accuracy of the assessment format and the accuracy of the scoring.

## 5. Results and Discussion

There are two approaches that can be used in assessing learning outcomes, namely an assessment that refers to the norm (norm-referenced assessment) and an assessment that refers to the criteria (criterion referenced assessment). The difference between the two approaches lies in the reference used. In the assessment that refers to the norm, the interpretation of the student's assessment results is associated with the results of the assessment of all students who are assessed with the same assessment tool. So the results of all students are used as a reference. Meanwhile, the assessment refers to the criteria or benchmarks, the interpretation of the results of the assessment depends on whether or to what extent a student achieves or masters the criteria or benchmarks that have been determined. The criteria or benchmarks are formulated in competencies or learning outcomes in a competency-based curriculum. In implementing the competency-based curriculum, the assessment approach used is an assessment that refers to criteria or benchmarks. In this case the achievement of students is determined by the criteria that have been set for the mastery of a competency.

The term assessment is often used synonymously with evaluation. Some experts say that there is a common understanding between evaluation and assessment, but other experts think that the two are different. Assessment is the process of systematically collecting information related to student learning, knowledge, skills, utilization of time, and available resources with the aim of making decisions about things that affect student learning. Assessment is the use of various techniques to collect data that is used as a basis for consideration of decision making related to the level of learning progress and learning outcomes. Based on the descriptions above, the assessment limits can be described as follows. Assessment is the process of assigning or determining a qualitative form to the attributes or characteristics of a particular person, group, or object based on certain criteria. Assessment is an activity to interpret or describe the measurement results. Assessment is a process for making decisions using information obtained through measuring

learning outcomes, both using test and non-test instruments. Examples of assessment results are passing and not passing, competent and incompetent, good and not good, satisfactory and unsatisfactory, and so on. Broadly speaking, assessment can be divided into two, namely formative assessment and summative assessment. A formative assessment is carried out with the intention of knowing to what extent a learning process is taking place in accordance with the planned learning implementation plan.

In other words, formative assessment is carried out to determine the extent to which students master the teaching material that has been conveyed every time the learning process is implemented. Formative assessment can be done every face-to-face or several times face-to-face on the delivery of the subject matter or sub-topics. Summative assessment is carried out to determine the extent to which students have mastered the teaching material within a certain period of time so that students can continue or move to the next learning unit. In learning assessment activities, two kinds of references can be referred to, namely the norm reference test and the criterion reference test. The main difference between the two references is in the interpretation of the test scores. Thus, the information obtained has a different meaning from one another. The two references use different assumptions in seeing the ability of a student.

Norm reference assessment has the assumption that students' learning abilities are different from other students measured at the same time. In this reference, it can be seen that the position of each student is compared to the condition of the group in one class. By using the mean score and standard deviation of group values, the results of the assessment can be applied to the analysis using the concept of a normal distribution. The assessment of reference criteria/benchmarks assumes that the learning abilities of all students are the same for different time periods. The level of learning ability between students is different, some can absorb teaching material relatively quickly, but some take a relatively longer time. This implies that to make the abilities of all students in one class relatively the same or meet the minimum criteria, relevant learning efforts are needed.

One of the learning programs used to bring students to have the competence to meet the minimum criteria is the remedial program. Purpose of Assessment – Principles of Assessment In carrying out the activities of implementing the assessment of student learning outcomes, it is necessary to pay attention to the rules of good and appropriate assessment. For this reason, the assessment of learning outcomes must be carried out based on the following principles: objective, integrated, systematic, open, accountable, comprehensive and sustainable, fair, valid, reliable, and beneficial. Objective means that the assessment must be in accordance with the criteria or provisions that have been set and not influenced by the subjectivity of the assessor or other considerations that have nothing to do with the assessment. Integrated means that the assessment must pay attention to and integrate learning activities carried out by students, both those involving learning in the cognitive, affective, and psychomotor domains. Systematic means that the assessment must be carried out in a planned manner and follow standard stages. Open means that the assessment must be open to anyone so that nothing is kept secret in deciding the results of the assessment. Accountable means that the assessment that has been. The data obtained were analyzed descriptively by comparing observations (data obtained from observations) with n 100. The criteria below are used to evaluate the level of discrepancies that occur.

**Table 1:** The Criteria of Discrepancy Level

| Range of Discrepancy | Level of Discrepancy |
|---|---|
| 0% < D ≤ 20% | Very less |
| 21% < D ≤ 40% | Less |
| 41% < D ≤ 60% | Enough |
| 61% < D ≤ 80% | Good |
| 81% < D ≤ 100% | Very good |

The table 1, an observation sheet is prepared for each type of assessment, following the characteristics of each but based on a general blue print. Observations were made on tutor planning (assessment design in the syllabus and lesson plans), Execution (assessment carried out during and after the teaching and learning process), and Analysis and Reporting. Below is the blueprint for the Project Assessment Implementation. After the data is collected, the analysis of the data obtained is gradually carried out. This analysis activity includes data organizing, sorting relevant and irrelevant data, then discarding irrelevant and relevant ones, synthesizing and looking for patterns, to written reporting

activities that can be shared with others. To ensure the reliability of the data, the researcher uses data triangulation, either source or technique triangulation, for example data obtained from teachers is compared with data obtained from other teachers or students and these data are also confirmed by teacher assessment practices directly inside or outside class.

An overview of information regarding the ability of tutors in developing skills assessment instruments was collected using the skills test validation instrument presented in Table 1.The questionnaire data contained seven assessment literacy indicators consisting of 30 statements and 100 tutor respondents with a scale of 1-4 the lowest score was 1x5 = 5 and the highest score is 4x5 = 20. Data from the indicator description can be seen in table 2.

Table 2. Descriptive Statistics

|  | N | Min | Max | Mean | Std. Dev |
|---|---|---|---|---|---|
| Selection of assessment methods | 100 | 1 | 4 | 2.68 | 1.109 |
| Development of valuation methods | 100 | 1 | 4 | 2.62 | 1.117 |
| Management and interpretation of assessment results | 100 | 1 | 4 | 2.46 | 1.167 |
| The results of the assessment are used as curriculum policies | 100 | 1 | 4 | 2.63 | 1.089 |
| valid student assessment procedures | 100 | 1 | 4 | 2.49 | 1.176 |
| Submitting the results of the assessment to parents | 100 | 1 | 4 | 2.44 | 1.076 |
| Exploring methods and use of appraisal information | 100 | 1 | 4 | 2.53 | 1.058 |
| Valid N (listwise) | 100 |  |  |  |  |

Information regarding the selection of the tutor method in developing skills assessment instruments was collected using the skills test validation instrument presented in Table 2. The data on the results of the assessment of partners' abilities in developing skills assessment instruments are presented in Figure 2.
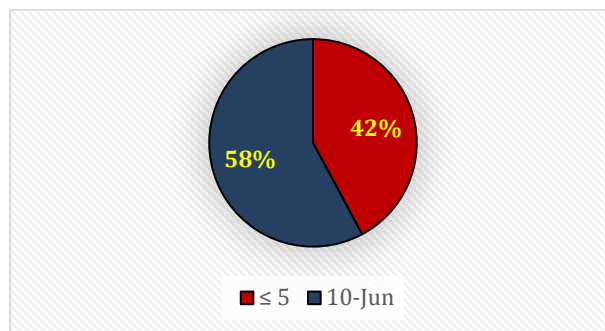


Figure 2. Management and interpretation of assessment results

Assessments can describe techniques and problems that educators should consider when they design and use assessments. Assessment characteristics affect what is learned and the level of meaningful involvement of students in the learning process. Ability to make assessments based on length of teaching. The tutor's teaching experience can affect the ranking competencies as shown in table 3 as follows.

Table 3. Capability Assessment Grade

| Scale | ≤ 5 | 6-10 | >10 |
|---|---|---|---|
| Planning | 51 | 70 | 62 |
| Implementation | 45 | 63 | 59 |
| management | 53 | 52 | 45 |
| interpretation | 64 | 60 | 61 |
| means | 53,25 | 61,25 | 56,75 |

The results of descriptive statistics show that the average competency of the tutor in assessing 53.25 points for tutors <5 years 61 in the range 6-10 and 56 in> 10 years means that the tendency for high assessment competencies is between 6-10 and very high> 10 years. Long teaching experience shows the tutor's teaching tendency score to be

higher. Darling-Hammond et al. (2013) emphasized that the tutor's experience in teaching can affect the tutor's competence in controlling learning activities in each class. The tutor quality indicator makes a statistically significant contribution to student outcomes, but over time the quality decreases over time. The cognitive assessment techniques based on teaching experience (D. Darmawan; D.Yatimah; K. Sasmita; R. Syah, 2020). Self-assessment is an assessment carried out by students reflectively to compare their relative position with predetermined criteria. Formative assessment. Formative assessment is the teacher's assessment of students that guides daily teaching and learning. Formative assessments are usually based on informal assessment procedures and use a variety of assessment sources. Formative assessment is an ongoing assessment during learning, which reviews and observes the learning process. Teachers use formative assessments to improve learning methods and provide feedback to students through the process of teaching and learning activities

Respondents have sufficient knowledge about two aspects of writing assessment theory, namely fairness, namely 43.92% and class-based assessment 42.1%. Even so, respondents stated that they have minimal knowledge of the theory of validity and reliability of 36.21%, test construction 35%. During the interviews, four tutors stated that they had only a vague understanding of what reliability and validity meant, and believed that these theories may not be directly related to the use of consistency in assessing. Nonetheless, some of the interviewees argued that tutors do need knowledge to properly conduct class-based assessments; however, the tutor was intimidated by mastering technical and statistical calculations. When asked about the Tutor's knowledge about the reasons that they have obtained theoretical reasons regarding the use of statistics in assessing. Of the fifty-three respondents, 50 said they had obtained this mode of assessment through internal staff training, PKBM partnership projects, Education Bureau workshops, and educational programs. Interestingly, 20 informants answered that they forgot where and when they studied statistical techniques in the assessment. In addition, the tutor has the ability to assess the end of the unit or the end of the semester which aims to evaluate students' writing.

## 6. Conclusion

This study has explored the extent of PKBM teachers' knowledge, conceptions, and practices in the context in which they are written. In general, the tutor participants felt that they had basic knowledge of non-formal education. Their conception of the written table was mostly positive, with the assumption that writing can help improve writing skills. The teaching participants also tried to provide institutions, but faced several obstacles. In short, the teaching participants in this study reported having a basic understanding, but with a need to increase the knowledge base and practice of education. Furthermore, the participants were said to be not reflective about how to make use of the results of the services that were managed and written learning. Among so many kinds of products and samples made, educators are required to be careful in determining the right system. Using services to measure outcomes is the first step in improving the quality of education. The results of the study found that the alignment of curriculum and curriculum is very important. The success of improving the quality of district education is largely in the practice of appropriate inspection and examination. In formulating education standards, the government continues to strive to suit the needs of education in line with and adapted to learning needs and needs. The development of children's skills and knowledge that prioritizes the process and mastery of understanding has now become the attention and priority of education actors. Understanding the proper and appropriate production system is one step in creating positive changes in the scope of the order system in the future.

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