

ONLINE LANGUAGE TEST AND ASSESSMENT: INDONESIAN ELEMENTARY SCHOOL TEACHERS' PERCEPTION

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Abstrak

Penelitian dengan pendekatan studi kasus kualitatif ini mengeksplorasi perspektif guru sekolah dasar di Indonesia mengenai tes dan asesmen bahasa secara online. Dengan memanfaatkan kerangka TPACK (Technological Pedagogical and Content Knowledge) yang komprehensif, penelitian ini berhasil mengkaji cara guru menggunakan metodologi penilaian secara online untuk meningkatkan praktik pembelajaran di kelas. Data dikumpulkan melalui kuesioner dan wawancara mendalam yang dilakukan terhadap 30 guru sekolah dasar, yang mewakili beragam latar belakang sekolah termasuk sekolah negeri, sekolah swasta, dan madrasah. Analisis atas temuan ini menggarisbawahi kemahiran guru dalam memanfaatkan teknik penilaian digital yang dipandu oleh kerangka kerja TPACK untuk meningkatkan praktik pengajaran berbasis teknologi. Walaupun demikian, studi ini menemukan beberapa permasalahan yang berasal dari keterbatasan teknis dan kurangnya dukungan dari pemangku kepentingan terkait. Penelitian ini mengungkap bagaimana rumitnya mengintegrasikan teknologi ke dalam praktik penilaian pendidikan tingkat sekolah dasar, sehingga memerlukan intervensi yang ditargetkan untuk mengatasi tantangan ini dan mengoptimalkan pemanfaatan teknologi dalam penilaian bahasa. Upaya-upaya tersebut sangat penting dalam mengembangkan ekosistem pendidikan yang diperkaya dan memanfaatkan teknologi sebagai katalis untuk meningkatkan hasil pembelajaran.

Kata kunci: Asesmen bahasa; persepsi guru; kerangka TPACK

Abstract

This qualitative case study explores the perspectives of Indonesian elementary school teachers concerning online language tests and assessments. Utilizing the comprehensive Technological Pedagogical Content Knowledge (TPACK) framework, the research examines how teachers proficiently employ online assessment methodologies to enhance pedagogical practices. Data was collected through questionnaires and in-depth interviews conducted with 30 primary school teachers, representing a diverse array of institutional backgrounds including state, private, and Islamic primary schools. Analysis of the findings underscores the commendable proficiency demonstrated by teachers in leveraging digital assessment techniques guided by the TPACK framework to augment teaching practices with technology. However, within these commendable efforts, the study uncovers significant challenges stemming from technical limitations and insufficient support from pertinent stakeholders. These insights shed light on the intricate landscape surrounding the integration of technology into assessment practices within primary school education, calling for targeted interventions to address these challenges and optimize the utilization of technology in language assessment. Such endeavors are crucial in fostering an enriched educational ecosystem that embraces technology as a catalyst for enhanced learning outcomes.

Keywords: Language assessment; teachers' perception; technology; TPACK

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INTRODUCTION

Assessment holds paramount significance within educational frameworks, constituting an indispensable component essential for both teaching and learning processes. As delineated by Anderson (1989; 1990), the Educational Testing Service (1995), and Wilson (1998; 2000), assessment functions as a mechanism for gauging student attainment and progression towards predetermined learning objectives. This process involves various tools and techniques, such as tests, quizzes, projects, and presentations, designed to measure students' understanding, skills, and knowledge across diverse subject areas. Technically, assessment serves as a means of providing constructive feedback to students, guiding them toward areas of improvement and further development. Thus, Cheng, Rogers, and Hu (2004) affirm that by analyzing assessment data, educators can identify patterns of student performance, address areas of weakness, and tailor instructional strategies to better meet the needs of individual learners. Thus, it contributes to the continuous improvement of educational programs, ultimately enhancing the overall quality of teaching and learning experiences (Banta & Palomba, 2015).

A plethora of assessment methodologies exist, spanning from informal strategies like surveys, class discussions, and peer/self-evaluations to more formal modalities such as standardized tests and examinations (Davidson-Shivers, Rasmussen, & Lowenthal, 2018; Knoch & Macqueen, 2017; Gan, He, & Liu, 2019). Moreover, assessment extends beyond mere test administration, encompassing ongoing teacher observations, reviews of student work, and analysis of existing data. These diverse assessment practices collectively furnish educators with a multifaceted understanding of student progress and areas for improvement, thereby fostering the iterative refinement of educational programs to better cater to the needs of learners and optimize their academic growth.

In the context of the current situation in education, also characterized by global challenges, there is a need for improving a fundamental shift in the approach to learning and assessment. This prompts a transition from conventional methods to online platforms (Dhawan, 2020). Supporting the advancements of integrating technology into educational programs, the Indonesian Ministry of Education and Culture has advocated for the adoption of online learning as part of efforts to enhance educational accessibility and effectiveness (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2020). This strategic move reflects a broader trend towards digitalization in education, driven by the recognition of the potential of online platforms to facilitate flexible and inclusive learning experiences. By embracing online learning modalities, educational institutions can not only adapt to the evolving needs of learners but also capitalize on the opportunities presented by digital technologies to foster innovation and collaboration in educational practices. Thus, the integration of online learning signifies a proactive response to the dynamic landscape of education, aimed at enhancing learning outcomes and promoting lifelong learning in the digital age.

Moreover, the vast growing integration of Information and Communication Technologies (ICT) into English as a Foreign Language (EFL) instruction in Indonesia has ignited a vibrant discourse within the educational research community. Numerous studies recognize the potential advantages of Information and Communication Technology (ICT) in improving learner engagement and creating interactive learning settings (Warschauer and Healey, 1998). However, the uncertainties regarding the effective implementation of ICT in education and the reliability of online language assessment methods emerge as the key challenges that need further exploration in the field of English language instruction and assessment. To address these challenges, teachers and educators need to develop a strong knowledge base that combines technological skills with pedagogical expertise and content knowledge.

Accordingly, this study specifically explores the perceptions of elementary school educators in Indonesia regarding online language assessment as an optional approach within the broader EFL learning environment.

Furthermore, previous research has explored the multifaceted nature of ICT in EFL pedagogy. Sumardi and Muamaroh (2020) investigated the effectiveness of Edmodo, a popular ICT platform, in promoting student engagement in EFL learning. Their findings not only underscored the platform's ability to enhance learner motivation but also highlighted its potential to facilitate objective, accurate, fair, valid, and reliable language assessment (Bachman & Palmer, 1996). Furthermore, the study emphasized Edmodo's capacity to mitigate academic dishonesty through innovative strategies. However, a contrasting perspective is presented by Ulfa and Qamaria (2021), who delineate the challenges associated with online language assessment. These challenges encompass both technical limitations, such as restricted access to appropriate technological tools (Warschauer, 2003), and non-technical issues including potential pedagogical inefficacy in adapting traditional assessment methods to an online environment (Benson, 2001) and complexities associated with scoring online assessments (Wiggins & McTighe, 2000). Building upon this discussion, Fitriyah and Jannah (2021) identified three key themes related to the negative impacts of online language assessment: administrative complexities in evaluation processes, diminished opportunities for direct teacher-student interaction, and heightened test-related anxiety among English language learners (MacIntyre & Gardner, 1991).

While these studies offer valuable insights into the benefits and limitations of online language assessment, they primarily focus on broader educational contexts or specific ICT platforms. The present study aims to bridge this gap by specifically investigating the perceptions of elementary school teachers in Indonesia regarding online language assessment as an optional approach within the broader EFL learning environment. This research delves deeper into understanding how these teachers perceive the effectiveness and challenges associated with online language assessment practices, particularly in a landscape with diverse learning models that may include both online and traditional classroom instruction.

By focusing on the perceptions of elementary school EFL teachers, this study contributes to the ongoing dialogue surrounding the potential and challenges of online language assessment in Indonesia. Through a deeper understanding of teacher perspectives, we can work towards developing and implementing effective online assessment strategies that cater to the specific needs of young learners in the EFL context. This research aligns with the principles of Assessment for Learning (AfL) as outlined by Black and Wiliam (1998), which emphasizes the continuous process of gathering information about student learning to inform instructional decisions and support progress. Online language assessment tools and strategies aligned with AfL principles can promote ongoing feedback, encourage self-assessment, and foster student ownership of the learning process, which is particularly crucial in online environments where opportunities for direct interaction might be limited.

Assessment

Based on its function, assessment in the general context is to describe the measurement of what a person knows and can do (Banta and Palomba, 2015). Thus, the assessment must be able to provide information regarding the "knowledge of student attainment of and progress toward desired learning outcomes" (Anderson, 1989; 1990; Educational Testing Service, 1995; Wilson, 1998; 2000 as cited in Cheng, Rogers, and Hu, 2004). The information related to the student's learning attainment and progress can be gathered in three stages, including analysis, formative evaluation, and summative evaluation (Davidson-Shivers, Rasmussen, and Lowenthal, 2018). Those stages involve evaluation methods such as surveys, reviews, observations, extant data collection, and empirical studies (Davidson-Shivers, Rasmussen, & Lowenthal, 2018).

Assessment serves as the cornerstone of effective education, functioning as a vital tool for measuring a student's knowledge and skill set (Banta & Palomba, 2015). This measurement extends beyond simply gauging what a student knows at a particular moment but rather aims to provide a

comprehensive picture of their learning journey. As Anderson et al. (1989, 1990) and the Educational Testing Service (1995) emphasize, effective assessment practices illuminate "the knowledge of student attainment of and progress toward desired learning outcomes" (as cited in Cheng, Rogers, and Hu, 2004). In essence, assessment becomes a roadmap, guiding both educators and students alike by revealing strengths, weaknesses, and areas ripe for further exploration.

This roadmap unfolds across three distinct stages: analysis, formative evaluation, and summative evaluation (Davidson-Shivers et al., 2018). The analysis serves as the initial groundwork, involving a meticulous examination of learning objectives and student needs. Formative evaluation then takes center stage, functioning as a continuous process that provides ongoing feedback throughout the learning journey. Here, educators utilize a diverse toolbox of methods, encompassing surveys, class discussions, peer reviews, and observations (Davidson-Shivers et al., 2018). These methods offer valuable insights into student understanding in real time, allowing instructors to adapt their teaching strategies and address any emerging difficulties. Finally, summative evaluation acts as a culminating assessment, often occurring after a unit or course. This stage typically involves more formal measures like standardized tests or examinations, providing a snapshot of a student's overall achievement concerning the predetermined learning goals.

Beyond these core stages, the methods employed in assessment encompass a rich tapestry of tools and techniques. Davidson-Shivers et al. (2018) highlight the critical role of surveys, reviews, observations, and data collection in gathering comprehensive information about student learning. Additionally, empirical studies conducted by researchers can further contribute to the ongoing refinement of assessment practices. This various approach ensures that assessment doesn't become a one-size-fits-all exercise, but rather adapts to cater to the diverse needs and learning styles of individual students.

Employing various types, methods, and strategies of assessment, teachers gain invaluable insights that enable them to tailor learning experiences, pinpoint areas for growth, and ultimately guide students toward realizing their full potential. The pattern of examining the assessment and its feedback creates a dynamic and engaging learning environment, where students actively participate in their educational involvement. However, teachers need to consider their substantial teaching experience around five years, to possess the requisite skills for effective teaching and conducting meaningful learning assessments, (Kini & Podolsky, 2016; Ng & Williams, 2010)

Language assessment as part of English language teaching and learning (Brown, 2003), deals with systematically collecting evidence and making judgments or forming opinions about learners' knowledge skills and abilities to improve student learning and development (Banta and Palomba, 2015; Green, 2018). Green (2018) classified assessment based on its purpose; (1) the assessment that is aimed at improving learning is "called formative assessment or assessment for learning" and (2) the assessment that is aimed to judge how successful learners have been in mastering the content is "called summative assessment or assessment of learning".

Before the seminal work of Green (2018) on categorizing assessments by their functional attributes, Brown (2004) provided significant insights by introducing two additional perspectives for classifying assessment types. Firstly, Brown proposed an analysis based on the formality of assessments, distinguishing between formal assessments, characterized by standardized procedures and predetermined criteria, and informal assessments, which are often more flexible and context-dependent in nature (Brown, 2004). Secondly, he delved into the approach to assessment, highlighting the dichotomy between Norm-Referenced Tests (NRTs) and Criterion-Referenced Tests (CRTs). NRTs are designed to rank students relative to one another, often utilizing percentile ranks or standard scores, while CRTs focus on assessing whether students have achieved specific learning objectives or criteria (Brown, 2004). Brown's contributions not only enriched the discourse surrounding educational

assessment but also provided educators and researchers with conceptual frameworks that have shaped assessment practices and policies in diverse educational contexts. These foundational frameworks have spurred further research and inquiry, contributing to ongoing developments in the theory and practice of educational assessment.

Assessment Principles

To gain a deeper understanding of the implementation of tests and assessments in language learning, this section mainly refers to the assessment principles that were discussed and identified by Brown (2004), including practicality, reliability, validity, authenticity, and washback. Although Lund and Winke's article (2008) reviewed Brown's (2004) book regarding the principles in language test and assessment that "lacks a discussion on how reliability can be estimated", the principles are systematically developed to cover every aspect that needs to be analyzed in language learning test and assessment.

Practicality

The term practicality in Brown's (2004) principles of language testing and assessment refers to the relationship between available resources for the test, including human resources, material resources, time, and other resources that will be required in the design, development, and use of the test (Bachman & Palmer, 1996).

b. Reliability

Citing (Brown & Abeywickrama, 2010), the principle of reliability must include a) consistency in its conditions; b) giving clear directions for evaluation; c) having uniform rubrics for evaluating; and d) containing assignments that are unambiguous for the test-taker.

c. Validity

According to Brown (2002), the alignment and accuracy between the assessment method and the instructional materials and curriculum indicate the validity of language testing and assignments. Additionally, Tosuncuoglu (2018) emphasized that proponents of alternative assessment recognize the importance of adhering to these criteria. Concerns related to the validity and reliability of assessment tools have been addressed qualitatively, emphasizing the concept of honesty. In simpler terms, an assessment should measure what it is intended to measure consistently, even upon repetition.

Cheng and Fox (2017) mentioned that the challenging part of administering the assessment is "what to assess and how to align assessment in the classroom to the learning goals and outcomes for our students". The chart below illustrates the cyclical relationship between the three important aspects of assessment.

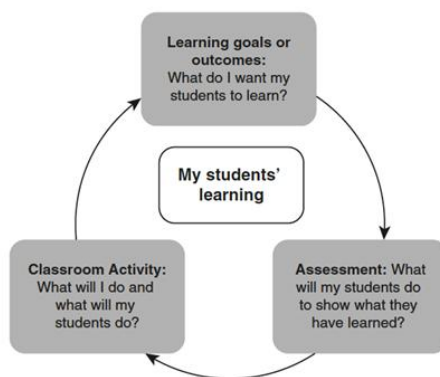


Chart 1. Alignment of learning goals, assessment, and classroom activity (Cheng and Fox, 2017)

d. Authenticity

The term authenticity implies that a language test helps language learners perform an assignment in a real-life situation. In detail, authenticity in a language test can be indicated if it a) includes as much natural language as possible; b) contains components that are contextualized; c) has meaningful, relevant, real-life themes; d) provides some thematic organization to items, such as a storyline or episode; and e) offers assignments that replicate real-world assignments (Brown, 2010). Additionally, Richards and Renandya (2002) stated that if a procedure is valid, it is reliable and gives the same conclusions.

e. Washback

Anderson, Rourke, Archer, & Garrison (2001) and Brown (2004) explained that this washback in language test and assessment principles refers to the effect of testing on teaching and learning a foreign language. Further, Brown & Abeywickrama (2010) a washback has to a) positively influence what and how teachers teach and how students learn; b) suggest students have a chance to prepare; d) give students feedback data to evaluate language achievement; e) provide conditions for peak performance by the student.

The Integration of Technology

Historically, technology was integrated into the assessment process in 1920 and it continues developing and becoming E-assessment, which can have different forms such as automatic administrative procedures, digitizing paper-based systems, and online testing that includes multiple-choice tests and assessment of problem-solving skills (Alruwais, Wills, and Wald, 2018).

The development of ICT contributes to the conceptual shift in conducting language assessment – from traditional assessment to online assessment, to support and foster pedagogical innovation (Redecker and Johannessen, 2013). However, the shift leaves questions about whether the online assessment is similar to the traditional one, or the best way to integrate the ICT into the language assessment (Conrad and Openo, 2018).

Regarding the online assessment, some principles need to be considered by the teacher which cover accreditation, accountability, adaptation, affordance, alignment, articulation, and authenticity (De Villiers, Scott-Kennel, and Larke, 2016). Additionally, conducting an online language learning assessment will involve two major principles. The first involves the principles of language learning assessment and the second is related to the principles of conducting the online assessment. This section discusses how the two principles are combined regarding conducting the online English language learning assessment.

Discussing the principles of online assessment in a general context, Westhuizen (2016) mentioned two dimensions of primary importance in conducting the successful implementation of online assessment. Institutional readiness comes as the first dimension that needs to be considered. The term “ready” means that an educational institution must be equipped with support for online teaching and learning, including technical and pedagogical support, the school's vision for online learning, and strong leadership (Scherer, et al., 2020). In detail, Westhuizen (2016) elaborated on prerequisites that indicate the institutional readiness for online teaching and learning as following points.

Although the institutional policy above is considered important, teachers have a more important role in conducting online assessments. This is supported by Westhuizen (2016) and Scherer, et al. (2020) that effective online assessment will only ensue when: (1) educators are fully convinced of its benefits, (2) they have a well-developed pedagogical philosophy that is neither teacher-centered nor content-centered, (2) they have a deep knowledge of sound assessment practices and (2) they have the necessary ICT know-how to use the ever-increasing pool of available online assessment tools.

TPACK

In addition to the principles of online English language learning assessment, Scherer, et al. (2020) specifically mentioned that the teacher must be fully aware of the Technological and Pedagogical Content Knowledge (TPACK). This includes the teachers' understanding regarding (1) Technological Pedagogical Knowledge (TPK) as in online teaching experiences; (2) Pedagogical Knowledge (PK) as in understanding gender differences, (3) Content Knowledge (CK) as academic disciplines comprehension, (4) Technological Content Knowledge (TCK) as the teachers' understanding in the context of online teaching and learning (OTL) shift, and (5) culture and innovation (Schmidt et al., 2009; Koehler, et al., 2014; Westhuizen, 2016; Scherer, et al., 2020;).

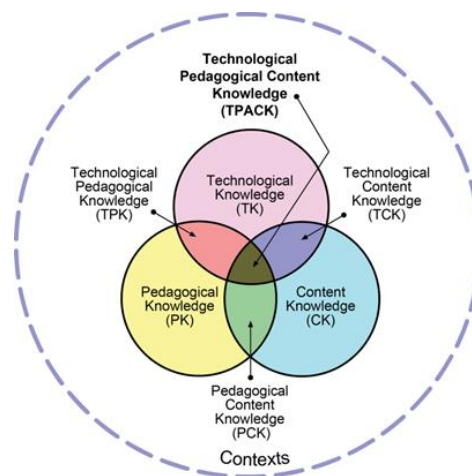


Figure 1. *TPACK framework*
(Downloaded from <http://tpack.org/>)

On the topic of assessment for English language learning (ELL) in general, teachers are required to master the language assessment literacy (LAL) which is related to the knowledge, skills, and principles (Inbar and Lourie, 2017). These should cover the two critical components derived from criteria or measurement proposed by Fisher or Thorndike, which include (1) explicit criterion-referenced relationship that linked the content of the test and the prediction and (2) the level descriptor that summarized what a test taker at a particular level could do with the language in the non-test domain (Fulcher, 2017).

From the perspective of teachers and the integration of technology in language assessment, teachers can be classified into (1) the teacher who has positive attitudes toward technology integration and is confident that integrating technology into teaching may result in efficient and effective teaching to enhance students' motivation in learning (Beeland, 2002 and Reiser, 2002 as cited in Dewi, Lengkanawati, and Purnawarman, 2019); and (2) the teacher who believes that the use of technology

may distract and interfere the learning focus of the students (Lavie, 2005 in Dewi, Lengkanawati, and Purnawarman, 2019). Even though teachers have started recognizing the benefit of integrating ICT into learning (Dewi, Lengkanawati, and Purnawarman, 2019), their motivation to apply technology in teaching is highly influenced by the lack of successful experiences.

METHODS

Research design

The research method employed in this study is the qualitative case study. The data in this study was collected through online questionnaires to English teachers in the level of primary school.

Research site and participants

The study involves thirty English teachers in the level of primary school. Among them, ten teachers are from state schools, ten from private schools, and ten from Islamic boarding schools. The selection of participants in this study considers two major factors. The first is to ensure a comprehensive exploration of perceptions toward online language assessment across different educational contexts. The last, there was a preliminary interview with the participants which showed that they had experience in utilizing technology to manage the assessment in their English classes. Here are the details provided in Table 1.

Table 1. Demographics of the research participants

| Teachers Demographic Info | | Frequency | Percentage (%) |
|-------------------------------------|----------|-----------|----------------|
| Gender | M | 12 | 40 |
| | F | 18 | 60 |
| Teaching Experience | >5 years | 26 | 87 |
| | <5 years | 4 | 13 |
| Exposure to technology for teaching | Yes | 30 | 100 |
| | No | 0 | 0 |

Data Collection and Procedures

The research employed online questionnaires and interviews regarding the TPACK framework. These were adopted from Schmidt et al. (2009), Koehler, et al. (2014), Westhuizen (2016), Bostancıoğlu & Handley (2018), Scherer, et al. (2020), and Wang (2022). The questionnaires and interviews comprise six main domains in the TPACK framework, including Technological Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK), and Technological Content Knowledge (TCK).

Methodologically, the six fundamental dimensions of the Technological Pedagogical Content Knowledge (TPACK) framework were operationalized into a set of 12 questions. These questions were meticulously crafted in Bahasa Indonesia to mitigate any potential misunderstanding among participants. Drawing on the recommendations of Frost (2023), Kusmaryono et al. (2022), and Croasmun and Ostrom (2011), the survey instruments employed a Likert scale to capture participants' nuanced perceptions regarding online assessments delivered in English at the primary school level.

FINDINGS AND DISCUSSION

Findings

The findings in this study are presented based on the data obtained from questionnaires and interviews. Those concerned the six important domains of the TPACK framework that intersect each other.

Technological Knowledge

The first finding in this study is related to the TK which explores the teachers' understanding and experience regarding utilizing both software and hardware related to the technology. Table 1 below is provided to detail the information.

Table 1. Responses on TK

| Theme 1: Fast learners of technology. | |
|--|------------|
| Likert-Scale | Percentage |
| Strongly Agree | 10% |
| Agree | 53% |
| Neither Agree or Disagree | 27% |
| Disagree | 10% |
| Strongly Disagree | 0% |
| Theme 2: Sufficient technical proficiency. | |
| Likert-Scale | Percentage |
| Strongly Agree | 16% |
| Agree | 27% |
| Neither Agree or Disagree | 27% |
| Disagree | 30% |
| Strongly Disagree | 0% |

Table 1 provides data on respondents' opinions about their technological knowledge (TK). Theme 1 focuses on how quickly individuals learn technology, with 10% strongly agreeing and 53% agreeing. 27% neither agree nor disagree, and 10% disagree, while no one strongly disagrees. Theme 2 explores respondents' perception of their technical proficiency, with 16% strongly agreeing and 27% agreeing. Additionally, 27% neither agree nor disagree, and 30% disagree, with no respondents strongly disagreeing.

The data from Table 1 indicates that a majority of respondents perceive themselves as fast learners of technology and consider their technical proficiency to be moderately satisfactory, with a notable proportion expressing neutrality on both themes.

Content Knowledge

The second finding in this study discusses CK. This examines the teachers' expertise in managing instructional understanding. The following table serves the details of the information.

Table 2. Responses on CK

| Theme 1: Elementary English proficiency | |
|---|------------|
| Likert-Scale | Percentage |
| Strongly Agree | 23% |
| Agree | 47% |
| Neither Agree or Disagree | 20% |
| Disagree | 10% |
| Strongly Disagree | 0% |
| Theme 2: Varied English understanding | |
| Likert-Scale | Percentage |
| Strongly Agree | 33% |
| Agree | 30% |
| Neither Agree or Disagree | 20% |
| Disagree | 13% |
| Strongly Disagree | 3% |

Table 2 presents responses on CK (Content Knowledge). Theme 1 assesses respondents' elementary English proficiency, with 23% strongly agreeing and 47% agreeing, while 20% neither agree nor disagree, and 10% disagree, with no respondents strongly disagreeing. In Theme 2, exploring varied English understanding, 33% strongly agree and 30% agree, while 20% neither agree nor disagree, 13% disagree, and 3% strongly disagree. Overall, the data indicates a generally positive perception of elementary English proficiency among respondents, with a significant portion also recognizing varied English understanding, albeit with some divergence in opinion.

Pedagogical Knowledge

The third finding in this study focuses on PK which explores the teachers' comprehension regarding their teaching practice from the perspective of pedagogical notions. Table 3 below depicts the details of the information.

Table 3. Responses on PK

| Theme 1: Classroom assessment management | |
|--|------------|
| Likert-Scale | Percentage |
| Strongly Agree | 30% |
| Agree | 20% |
| Neither Agree or Disagree | 20% |
| Disagree | 20% |
| Strongly Disagree | 10% |
| Theme 2: Diverse assessment for student | |
| Likert-Scale | Percentage |
| Strongly Agree | 37% |

| | |
|---------------------------|-----|
| Agree | 27% |
| Neither Agree or Disagree | 27% |
| Disagree | 10% |
| Strongly Disagree | 0% |

Table 3 outlines responses to PK (Pedagogical Knowledge). In Theme 1, focusing on classroom assessment management, 30% strongly agree and 20% agree, while 20% neither agree nor disagree, 20% disagree, and 10% strongly disagree. Moving to Theme 2, which delves into diverse assessments for students, 37% strongly agree and 27% agree, with 27% neither agreeing nor disagreeing, 10% disagreeing, and no respondents strongly disagreeing. The data suggests a positive perception of classroom assessment management, albeit with some variability, and strong support for diverse assessment methods for students among the respondents.

Pedagogical Content Knowledge

The fourth finding in this study is related to the PCK which explores the teachers' comprehension regarding the lesson. Table 4 below depicts the details of the information.

| Theme 1: Language assessment comprehension | |
|--|------------|
| Likert-Scale | Percentage |
| Strongly Agree | 33% |
| Agree | 20% |
| Neither Agree or Disagree | 23% |
| Disagree | 13% |
| Strongly Disagree | 10% |
| Theme 2: Online assessment management | |
| Likert-Scale | Percentage |
| Strongly Agree | 23% |
| Agree | 33% |
| Neither Agree or Disagree | 23% |
| Disagree | 20% |
| Strongly Disagree | 0% |

Table 4. Responses on PCK

Table 4 provides insights into responses regarding PCK (Pedagogical Content Knowledge). In Theme 1, focusing on language assessment comprehension, 33% strongly agree and 20% agree, while 23% neither agree nor disagree, 13% disagree, and 10% strongly disagree. Shifting to Theme 2, which examines online assessment management, 23% strongly agree and 33% agree, with 23% neither agreeing nor disagreeing, 20% disagreeing, and no respondents strongly disagreeing. The findings suggest a generally positive perception of language assessment comprehension, with a significant proportion also supporting online assessment management, albeit with some divergence in opinion.

Technological Pedagogical Knowledge

The fifth finding in this study is related to the TPK which explores the teachers’ comprehension regarding the lesson. Table 5 below depicts the details of the information.

Table 5. Responses on TPK

| Theme 1: Teaching technology selection | |
|--|------------|
| Likert-Scale | Percentage |
| Strongly Agree | 20% |
| Agree | 33% |
| Neither Agree or Disagree | 30% |
| Disagree | 13% |
| Strongly Disagree | 3% |
| Theme 2: Tech-adaptive teaching. | |
| Likert-Scale | Percentage |
| Strongly Agree | 20% |
| Agree | 33% |
| Neither Agree or Disagree | 27% |
| Disagree | 10% |
| Strongly Disagree | 10% |

Table 5 presents responses on TPK (Technological Pedagogical Knowledge). In Theme 1, which focuses on Teaching technology selection, 20% strongly agree and 33% agree with the current processes, while 30% are neutral, 13% disagree, and 3% strongly disagree. Moving to Theme 2, examining Tech-adaptive teaching, 20% strongly agree and 33% agree with instructors' adaptability to new technologies, with 27% expressing neutrality, and 10% each disagreeing and strongly disagreeing. In conclusion, the data suggests a mixed sentiment towards both technology selection and adaptive teaching practices, indicating areas for potential improvement to enhance technological integration in pedagogy.

Technological Content Knowledge

The fourth finding in this study is related to the TCK which explores the teachers’ comprehension regarding the lesson. Table 6 below depicts the details of the information.

Table 6. Responses on TCK

| Theme 1: Tech-assisted assessment knowledge | |
|---|------------|
| Likert-Scale | Percentage |
| Strongly Agree | 20% |
| Agree | 37% |
| Neither Agree or Disagree | 23% |

| | |
|-------------------------------------|------------|
| Disagree | 20% |
| Strongly Disagree | 0% |
| Theme 2: Online platform selection. | |
| Likert-Scale | Percentage |
| Strongly Agree | 17% |
| Agree | 30% |
| Neither Agree or Disagree | 30% |
| Disagree | 23% |
| Strongly Disagree | 0% |

Table 6 illustrates responses regarding Technological Content Knowledge (TCK) across two main themes: Tech-assisted assessment knowledge and Online platform selection. In Theme 1, relating to the teachers' knowledge of technology-assisted assessment, 20% strongly agree and 37% agree with the effectiveness of current practices, while 23% remain neutral, 20% disagree, and no respondents strongly disagree. Transitioning to Theme 2, which evaluates Online platform selection, 17% strongly agree and 30% agree with the suitability of existing platforms, while 30% express neutrality and 23% disagree, with no respondents strongly disagreeing. These findings suggest a generally positive perception of teachers' knowledge regarding technology-assisted assessment and selecting the proper online platform for assessment in English, although a notable proportion remains neutral or expresses disagreement in each theme.

DISCUSSIONS

This study aims to explore Indonesian elementary school teachers' perceptions toward online language tests and assessment practices. It focuses on understanding their attitudes towards tech-assisted assessment knowledge and the selection of online platforms. The aim is to identify challenges, preferences, and potential areas for improvement in integrating online assessment methods into language teaching.

The findings of this study through questionnaires examining six dimensions of the TPACK framework demonstrate that teachers generally hold a positive view on incorporating online language tests and evaluations in primary school environments. In practice, teachers acknowledged their exposure to technology in daily life, which helps them seamlessly integrate technology into teaching situations at school without encountering major issues. Analyzing the data from the interviews, it was found that some teachers have participated in various workshops and seminars focused on technology use in educational contexts, including assessment delivery to students. Therefore, teachers can assist each other in comprehending the significance of assessment in learning, as well as the direction of education in the present context, which integrates technology.

These findings support the claims made by Scherer et al. (2020) and Westhuizen (2016) that effective online assessment implementation relies on teachers' proficiency in two crucial areas: understanding learning assessment and utilizing technology.

However, viewed from a different angle, interviews revealed that teachers have less satisfactory opinions, particularly regarding technical aspects. The teachers mentioned that they commonly

encounter numerous technical challenges when incorporating technology into assessments in primary school. These challenges encompass 1) limited infrastructure, including the insufficiency of gadgets, computers, and limited internet access; 2) inadequate technical support, leaving teachers to handle complex issues independently; and 3) some teachers noted a lack of support from school principals, who generally prefer traditional assessment methods over technology-driven ones. These findings are consistent with the previous research conducted by Ulfa and Qamaria (2021) as well as Sumardi and Muamaroh (2020), who investigated the landscape of online-based assessments within the Indonesian educational context. This alignment underscores a persistent challenge regarding the effective integration of online assessment methodologies within primary school settings. The sustained prevalence of such challenges suggests a notable gap in addressing the complexities associated with online-based assessments, indicating a potential need for more nuanced strategies and comprehensive interventions to bridge this gap effectively. Moreover, it underscores the necessity for educational stakeholders to engage in concerted efforts to address these limitations in a timely and targeted manner, ensuring that the implementation of online-based assessments aligns with the evolving demands of modern education.

CONCLUSIONS AND SUGGESTION

Teachers who participated in the research possess a positive attitude towards incorporating online assessments into primary school education. They have shown their proficiency in deploying effective digital assessment techniques guided by the TPACK framework to enhance pedagogical practices with technology. However, technical limitations and inadequate support from relevant parties pose significant challenges for them. Therefore, there is an urgent need for further study to explore innovative strategies addressing these multifaceted issues obstructing stakeholders' capacity to leverage technological advancements as part of enhanced educational methodologies. Such inquiries are vital not only to optimize online-based evaluations but also to establish an enabling environment supporting the continuous integration of technology within primary schooling constraints.

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