Online assessment literacy level of EFL teachers in Denpasar

I Kadek Krisna Dharma Putra ᵃ *, A.A. Gede Yudha Paramartha ᵇ, Ni Wayan Surya Mahayanti ᶜ

Universitas Pendidikan Ganesha. Jl. Udayana No.11 Singaraja – Bali 81116, Indonesia
ᵃ krisna.dharma@undiksha.ac.id; ᵇ yudha.paramartha@undiksha.ac.id; ᶜ surya.mahayanti@undiksha.ac.id
* Corresponding Author

Abstrak: This study explored the online assessment literacy (OAL) of teachers in Denpasar, focusing on categorical variables affecting literacy levels. Utilizing a descriptive quantitative approach, the research used a cross-sectional design. The population was composed of EFL teachers within the Denpasar region, data were collected from elementary to high school teachers through scored survey questionnaires. Samples were 64 EFL teachers composed of diverse demographic backgrounds. Findings indicated a predominant "Fair" level of OAL among English teachers. These results align with prior research, emphasizing the need for professional development in validity and test design. Concerns were raised about pre-service education's effectiveness in preparing teachers for digital assessments. The study underscores the importance of Online assessment literacy and suggests targeted interventions to enhance educators' assessment literacy, highlighting the necessity to adapt to evolving technological landscapes.

Keywords: Assessment Literacy; English as a Foreign Language(EFL); Assessment Literacy Online Assessment Literacy (OAL)

INTRODUCTION

In the wake of the COVID-19 pandemic, the educational landscape has undergone a dramatic transformation, with a significant shift from traditional offline teaching methods to online platforms. Teachers, previously thrust into the realm of digital education by necessity, have now largely embraced and adapted to online teaching environments. This transition has not only altered teaching methodologies but has also led to the rapid development and adoption of digital assessment tools (Hoofman & Secord, 2021). As a result, the assessment process, a critical component of education, has evolved to accommodate these new digital formats, allowing for the establishment of educational goals and the monitoring of student progress in innovative ways (Biggs, 1998).

The emergence of Online Assessment Literacy (OAL) as a critical competency for educators, particularly English teachers, reflects broader trends in the digitization of education. This shift necessitates a comprehensive understanding of digital tools and platforms that facilitate assessment, a process integral to measuring student learning outcomes and guiding instructional strategies (Gikandi et al., 2011) As teachers navigate this digital landscape, their ability to effectively utilize online assessment tools becomes paramount. This includes not only the technical skills required to operate these tools but also an understanding of how to design assessments that are valid, reliable, and capable of providing meaningful feedback (Shute, 2008).

To further elaborate, the development of OAL among English teachers involves a multi-dimensional approach. Teachers must be adept in various online assessment formats such as quizzes, interactive assignments, and e-portfolios. Additionally, they need to harness analytics provided by learning management systems (LMS) to monitor student progress and adapt their teaching methods accordingly (Reeves, 2000). This capability allows for a more

personalized learning experience, catering to individual student needs and promoting a more engaging and effective educational process. The integration of formative assessment techniques in online settings can also foster a more iterative and responsive teaching approach, where ongoing assessments guide the instructional design and delivery (Black & Wiliam, 2009).

Despite the potential benefits, the transition to digital assessment is fraught with challenges. In many regions, including Denpasar, Bali. Teachers face obstacles such as limited access to technology, insufficient training, and a lack of institutional support (Kohnke & Moorhouse, 2022). These challenges can hinder the effective implementation of online assessments and, consequently, the overall teaching and learning experience. For instance, without adequate professional development, teachers may struggle with designing assessments that leverage the full capabilities of digital tools. This gap underscores the need for targeted training programs that focus on building OAL, thereby empowering teachers to utilize digital assessments more effectively (Pellegrino & Quellmalz, 2010).

To address these issues, educational stakeholders must prioritize the development of comprehensive training initiatives that equip teachers with the necessary skills and knowledge to excel in online assessment environments. This includes not only technical training but also workshops and professional development courses focused on best practices in digital assessment design and implementation (DeLuca et al., 2018). By fostering a supportive environment for teachers to enhance their OAL, educational institutions can ensure a more seamless integration of digital assessments, ultimately improving educational outcomes in the post-pandemic landscape.

The role of technology in education has expanded, providing both teachers and students with access to specialized materials beyond traditional textbooks, thus bridging gaps in time and space (Marinoni et al., 2020). This shift has required teachers to develop new competencies, particularly in digital literacy and online assessment methods (Hashim, 2018). The professional development of teachers is closely linked to their ability to adapt to these new tools and methodologies (Stevenson et al., 2016).

The concept of Online Assessment Literacy (OAL) for English teachers is a relatively unexplored area, despite its growing importance. High-quality online learning environments offer numerous assessment opportunities, from utilizing peer influence and sophisticated machine learning algorithms to fostering self-assessment among students (Anderson, 2004). However, current research on OAL is limited, with studies scattered and insufficiently developed to provide comprehensive insights into its impact on teaching quality. Previous literature highlights various aspects of assessment literacy and its importance in the educational process. Studies have shown that teachers often create their own assessments due to a lack of available resources (Zulaiha & Mulyono, 2020) and that there is a general need for better training in assessment practices (Levi & Inbar-Lourie, 2020). In Bangladesh, for example, teachers lacked proper training in language assessment, relying instead on experiential learning (Sultana, 2019). Research in Oman revealed that while teachers felt competent in language assessment, they were less confident in digital assessment, indicating a gap that needs to be addressed (Al-Bahlani & Ecke, 2023)

The novelty of this study lies in its focus on Online Assessment Literacy among English teachers, a topic that has not been extensively researched. This study aims to fill the gap by providing empirical evidence on the level of OAL among English teachers in Denpasar, Bali, Indonesia. By examining the level of OAL and the challenges teachers face in implementing digital assessments, this research contributes to a deeper understanding of how digital literacy impacts teaching efficacy in the post-pandemic era.

METHODS

This study employs a cross-sectional research design, which is valuable in situations where the timeframe of variables is unknown (Spector, 2019). This design allows for a

thorough exploration within a set timeframe, and the quantitative descriptive approach helps explain the data gathered in relation to the OAL levels, which is the main objective of the study. According to Queirós et al. (2017), quantitative research focuses on objectivity and is especially suitable for collecting quantifiable measures of variables and making inferences from samples of a population. The objective of this study is to find the level of OAL

In obtaining the data, this research conducted an online survey using a close-ended questionnaire consisting of 28 items. These 28 items are designed to measure the level of Online Assessment Literacy (OAL) among in-service English teachers within the region of Denpasar. The questionnaire includes 5 dimensions of demographic information: Gender, Education background, Teaching institution, Type of institution, and Teacher certification. The aim is to obtain data related to the teachers' OAL levels. The data were grouped into five levels: Very Good, Good, Fair, Poor, and Very Poor. The questionnaire for this study was adapted from previous research conducted by the researcher's supervisors, ensuring its reliability.

Variables in this study include the demographic background of teachers, which could affect their OAL scores. The questionnaires, developed based on previous research, use closed-ended questions to ensure objectivity and consistency (Oppenheim, 2000). Reliable questionnaires yield consistent results from repeated samples (Boynton & Greenhalgh, 2004). The online platform, specifically Google Forms, was chosen for its ease of access and ability to increase response rates.

The questionnaire contains 28 questions. The population for this study consists of all in-service English teachers within the region of Denpasar. A convenience sampling technique was used to determine the sample, which involves selecting participants who are easily accessible to the researcher. This method ensures that data can be collected efficiently and within the time constraints of the study. In this study, in-service English teachers from various schools within Denpasar who were readily available and willing to participate were selected to complete the survey.

Table 1. Demography Data of the Subject

N	%	Demography	Category
51	82.2	Gender	Female
13	20.9		Male
52	83.9	Educational Background	Undergraduate
12	19.3		Master
16	25.8	Education Unit	Elementary School
40	64.5		Junior High School
8	12.9		Senior High School
29	46.7	Type of Institution	Public
34	54.8		Private
1	1.61		International
29	46.7	Teacher Certification	Certified
35	56.4		Uncertified

The demographic data reveals significant insights into the composition of the study sample. A majority of participants are female (82.2%), while only 20.9% are male. In terms of educational background, 83.9% possess an undergraduate degree, with a smaller segment (19.3%) holding a master's degree. The distribution of participants across education units shows that 25.8% are affiliated with elementary schools, 64.5% with junior high schools, and 12.9% with senior high schools. Regarding the type of institution, 46.7% of participants are from public institutions, 54.8% from private institutions, and a minimal 1.61% from international institutions. Finally, in terms of teacher certification, 46.7% of the respondents are certified, whereas 56.4% are uncertified.

Table 2. OAL level Classification

Level	Score Range
Very Good	$80\% < X \leq 100\%$
Good	$60\% < X \leq 80\%$
Fair	$40\% < X \leq 60\%$
Poor	$20\% < X \leq 40\%$
Very Poor	$0 \leq X \leq 20\%$

This study employs a classification system comprising five levels—Very Good, Good, Fair, Poor, and Very Poor—to assess the literacy levels of English teachers in Denpasar, Bali. The framework categorizes teachers based on their performance scores, offering distinct benchmarks for evaluating proficiency

RESULT AND DISCUSSION

The data was obtained from the results of a questionnaire for in-service English teachers within the region of Denpasar which includes a total of 64 teachers. This research focused on assessing the level of Online Assessment Literacy (OAL) among these teachers.

Table 3. Online Assessment Literacy Level of EFL Teachers

N	Level	Score Range	f	%
64	Very Good	$80 < X \leq 100$	0	0
	Good	$60 < X \leq 80$	14	21.875
	Fair	$40 < X \leq 60$	33	51.5625
	Poor	$20 < X \leq 40$	17	26.5625
	Very Poor	$0 < X \leq 20$	0	0

Based on Table 3, the assessment literacy levels of English teachers in Denpasar span across five categories: Very Good, Good, Fair, Poor, and Very Poor, with scores ranging from 0 to 100. Out of the 64 teachers who voluntarily completed the questionnaire, 0 teachers (0%) demonstrated a Very Good level of assessment literacy, indicating exceptional mastery of assessment principles. Meanwhile, 14 teachers (21.875%) were categorized as Good, suggesting a solid understanding of assessment practices.

The largest group, comprising 33 teachers (51.5625%), fell into the Fair category. This indicates a moderate level of proficiency in assessment literacy, suggesting these teachers possess a basic understanding but may benefit from further development to enhance their skills. Additionally, 17 teachers (26.5625%) were categorized as Poor, highlighting a need for improvement in understanding and applying assessment principles effectively. Notably, no teachers were categorized as Very Poor, which suggests that while there is room for improvement, there is a foundational understanding of assessment principles among the surveyed teachers. These findings underscore the importance of continuous professional development in assessment literacy for educators in Denpasar.

The study focused on examining the assessment literacy levels of English teachers in Denpasar, Bali. According to questionnaire data, the majority of these teachers are categorized as Fair in terms of their assessment literacy skills. This finding mirrors the findings of Susrini et al. (2022) who found that EFL teachers in Singaraja, Bali demonstrate a sufficient level of assessment literacy. This regional consistency suggests a broader pattern at play within Bali, indicating that while there are variations, there is also a baseline level of assessment literacy among English teachers in different regions.

However, it is notable that the assessment literacy levels observed in Denpasar do not fully align with the expectations set by (Khadijeh & Amir, 2015) These scholars argue that a comprehensive understanding of assessment principles is crucial for teachers to effectively and responsibly conduct assessments. This implies that despite the moderate proficiency observed, there is room for improvement among English teachers in Denpasar to achieve a deeper grasp of assessment practices. Strengthening assessment literacy can empower

teachers to enhance the validity and reliability of their assessments, leading to more accurate evaluations of student learning outcomes. Moreover, by fostering a deeper understanding of assessment principles, teachers can better adapt their instructional strategies to meet the diverse needs of their students, ultimately promoting more effective teaching and learning experiences in the classroom.

Assessment literacy is crucial for teachers as it enhances their ability to develop accurate and valid assessment strategies (Khadijeh & Amir, 2015). Educators equipped with strong assessment literacy are better positioned to critically evaluate the efficacy of their teaching methods and materials (Mellati & Khademi, 2018). This competency allows them to seamlessly integrate assessments into their instructional practices, ensuring that they can tailor teaching techniques to meet the diverse needs of their students. Additionally, proficient assessment skills empower teachers to provide timely and constructive feedback, fostering a more effective learning environment. By understanding assessment principles deeply, educators can also identify and address learning gaps more effectively, thereby enhancing overall student achievement and engagement.

According to Stabler-Havener (2018), assessment literacy links the quality of assessments to student achievements, underscoring the need for teachers to enhance their assessment literacy. This connection is vital due to well-designed assessments provide accurate and actionable data on student learning, enabling educators to tailor instruction to meet students' needs effectively. When teachers possess strong assessment literacy, they are better equipped to create, interpret, and utilize assessments that genuinely reflect students' understanding and skills. Consequently, this proficiency not only informs instructional practices but also fosters an environment where continuous improvement is possible

Moreover, exploring the factors influencing assessment literacy is crucial for developing targeted interventions. Factors such as access to technology, availability of training opportunities, and institutional culture can all impact teachers' assessment literacy (Gikandi et al., 2011) By understanding these factors, educational stakeholders can design more effective professional development programs and provide the necessary resources and support to address specific needs. This targeted approach can help bridge the gap between current assessment literacy levels and the desired standards, ultimately enhancing the quality of education.

Improving assessment literacy among English teachers in Denpasar necessitates further investigation into the factors influencing their proficiency. Enhancing assessment literacy is critical as it directly impacts teacher quality and effectiveness in evaluating student learning (Bin Said et al., 2013) Professional development opportunities, such as tailored training sessions, seminars, and workshops, play a pivotal role in equipping teachers with advanced assessment skills. By participating in these activities, educators gain valuable experience and insights into effective assessment principles and methodologies.

Moreover, institutional support is indispensable in maintaining teachers' knowledge of current assessment practices (Xu & Brown, 2017) Regular socialization sessions on assessment guidelines and techniques ensure that educators remain updated with evolving educational standards. This support structure not only fosters a culture of continuous learning among teachers but also enhances their confidence and competence in implementing fair and reliable assessments.

Furthermore, investing in the enhancement of teachers' assessment literacy is a proactive measure towards improving the overall quality of learning and assessment processes. Teachers who are proficient in assessment practices can accurately gauge student progress, provide targeted feedback, and adjust instructional strategies accordingly. This cycle of informed assessment contributes significantly to student engagement and achievement, ultimately promoting a more effective educational environment in Denpasar and beyond. Therefore, ongoing research and concerted efforts in professional development are essential

to cultivate robust assessment literacy among English teachers, ensuring positive educational outcomes for all students.

CONCLUSION

In conclusion, the shift towards digital assessment tools in the wake of the COVID-19 pandemic has significantly transformed the educational landscape, particularly impacting English teachers in Denpasar, Bali. The study reveals a diverse spectrum of Online Assessment Literacy (OAL) among educators, highlighting both strengths and areas for improvement. While a majority of teachers demonstrate a moderate understanding of assessment principles, categorized as "Fair," significant opportunities exist to enhance their proficiency further. This underscores the critical need for targeted professional development initiatives aimed at equipping teachers with advanced OAL skills. By investing in comprehensive training programs and fostering a supportive environment, educational institutions can empower teachers to leverage digital tools effectively, thereby optimizing student learning outcomes.

Moreover, the findings emphasize the broader implications of assessment literacy beyond technical competence. Proficient OAL enables educators to design assessments that are not only valid and reliable but also capable of providing meaningful feedback to students. This iterative process fosters a more responsive teaching approach, where ongoing assessments inform instructional strategies tailored to individual student needs. Thus, enhancing assessment literacy is pivotal not only for improving teaching quality but also for promoting a more engaging and personalized learning experience that adapts to the digital age.

Furthermore, the study underscores the challenges faced by English teachers in Denpasar, such as limited access to technology and insufficient training opportunities. Addressing these obstacles is crucial for bridging the gap between current proficiency levels and desired standards of assessment literacy. By advocating for institutional support and continuous professional development, stakeholders can create an environment conducive to lifelong learning and skill enhancement among educators. This proactive approach not only strengthens the educational ecosystem but also aligns with global trends towards digital integration in education, ensuring that teachers remain agile and effective in their roles.

Ultimately, the research contributes valuable insights into the dynamics of assessment literacy among English teachers in Denpasar, Bali, providing a foundation for future studies and interventions. By advancing OAL competencies, educators can better navigate the complexities of digital assessment, thereby enhancing educational quality and fostering student success in the evolving educational landscape post-pandemic.

Article Contribution to Related Fields of Science

This study contributes to the field of education by examining and enhancing English teachers' proficiency in digital assessment tools, thereby informing policies and practices that foster effective integration of technology in teaching and improve student learning outcomes.

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