

**The Implementation of Assessment by Teachers of English
at a Piloting School in Lampung Province**

A THESIS

Submitted to the Faculty of Teacher Training and Education

in Partial Fulfillment of the Requirements for

the Degree of *Magister Pendidikan* (M.Pd.)

By

Fachrunnyssa

06012681620027



***MAGISTER* PROGRAM OF LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2018

CHAPTER I

INTRODUCTION

1.1. Background

Transforming educational system covering rethinking of curricula, retraining of teachers, and restructuring of organization becomes a shared agenda among policy-makers and educators in the region of Asia and Pacific including Indonesia (UNESCO Bangkok Office, 2015). Educational system in Indonesia is expected to promote the process of developing the personal quality of students as future generation of nation which is believed will be a determinant factor for the nation growth (*Undang-undang Republik Indonesia nomor 20, 2003*). Thus, the notion of upgrading educational quality is one of priority agenda of national education development in order to qualify nation future generation (Government regulation No. 2, 2015). In relation to the issue above, thus Curriculum and National Education Standards are regularly developed.

Curriculum as the whole knowledge learnt by students at school (Richards, 2001) is considered as one of most important educational aspects that need to be upgraded by considering the nation needs and technology advances so that national educational quality can be maximized properly. Curriculum applied in Indonesia, recently, is 2013 curriculum which is implemented gradually (Minister of Education and Culture regulation No. 81A, 2013b). 2013 curriculum for English subject, genre-based approach is the development of teaching and learning approach in this subject. According to Martin (1984), genre-based approach in terms of language teaching and learning process is intended to construct three dimension of competences (affective, cognitive and psychomotor) by applying social function within an appropriate text with correct structure and language components which is

related to its context. Learning material in affective dimension is consisting of social function (interpersonal, transactional, & functional). Learning material in cognitive and psychomotor dimension consist of social function, text structure and language component based on the types of the text. Genre-based approach will promote students' in constructing a written or spoken text with an appropriate social function, text structure, and language component which based on the context.

Besides developing curriculum, government also develop National Education Standard (NES) which sets minimum criteria applied to operate educational system in Indonesia which used and served as a basis or guide in preparing, applying and evaluating educational system in Indonesia so that educational quality and implementation can be controlled and standardized (Government regulation No. 13, 2015). NES consists of eight standards and one of them is Assessment Standard. Concurrently, assessment has been increasingly recognized as one of the educational aspects that define quality of educational system.

Assessment refers to 2013 Curriculum known as 2013 curriculum-based assessment standard. It covers components as follows; (1) assessment implementation is not only conducted to measure students' learning achievement but also to diagnose students' weaknesses and improve teaching and learning process by providing feedback to both teachers and students so that the teaching and learning objectives can be achieved. (2) Teachers conduct the assessment practices both during the teaching and learning process and certain timing decided in lesson plan. (3) Teachers focus on formative function of assessment. (4) Teachers assess students' cognitive, psychomotor, and affective performance. (5) Teachers use more than one kinds of instrument in assessing students'

competences. (6) Assessment result is intended to enhance teaching and learning process (Minister of Education and Culture regulation No. 23, 2016b).

Furthermore, there are some points that need to be understood by teachers and schools in implementing assessment; 1) There are three kinds of assessment that need to be done by educators, those are; assessment for learning, assessment as learning and assessment of learning. 2) Assessment is directed to measuring the achievement of basic competences and core competences. 3) Educators or teachers apply criterion-referenced assessment. 4) Minimum passing grade (*Kriteria Ketuntasan Minimal*) is decided by school direct to graduate competence standard (*Standar Kompetensi Lulusan*). 5) Assessment is done in a planned and sustainable. 6) The assessment result is analyzed to decide follow-up activity (Directorate of high school coaching, 2017).

Eventhough the regulation and guidance to implement standard of assessment have been published completely by the Government, unfortunately, the implementation done by teachers of English was not satisfying enough in improving students' English proficiency.

Indonesia English proficiency scales in the last three years explained as follows; According to EF EPI in 2014 until 2017, it is found that Indonesia ranking has been decreasing from year to year. In 2014 Indonesia was in 28th place out of other 63 registered countries, it became in 32nd place out of 72 countries in 2015 and 2016. Then, it is getting lower in 2017 which was in 39th place out of 80 registered countries. The same situation found in EF EPI Asia-Pacific ranking (2014-2017). Indonesia was in 6th place out of 13 countries in 2014. It became in the 8th place out of 14 registered countries in 2015. Then, Indonesia rank was still in 8th place out of 19 countries in 2016. Lastly in 2017, it moved to

10th place out of 20 registered countries. It has proved that Indonesia English proficiency is getting lower from year to year.

Moreover, Minister of Education and Culture (2015) teachers' competences test score found in National Education Balance revealed that 38.2% teachers in Indonesia achieved passing grade which was 55.0 and there was only 14.7 teachers achieved the passing grade which was 60.0 in 2016. Based on data mentioned, there were too many teachers whose lack of pedagogical and professionalism competences. Specifically, pedagogic competence include teachers' knowledge of implementing assessment practices which then can be concluded that teachers' assessment practices in Indonesia has not been good enough since the number of teachers who did not pass UKG was larger than teachers who passed the test.

More specifically, to find out teachers of English competences in implementing 2013 curriculum in Lampung Province, data from 2013 curriculum technical training (*BIMTEK Kurikulum 2013*) test score was involved. LPMP Lampung (2017b) revealed that in 2016 there were more or less 200 senior high schools teachers of English from every district in Lampung Province that followed *BIMTEK Kurikulum 2013* training. Then, based on the posttest score whose passing grade was 70.0, it is found that participants average score was only 63.41 which means that senior high schools teachers of English from every district in Lampung Province had low knowledge to implement 2013 curriculum, including knowledge to implement assessment.

Thus, a discrepancy between regulation and implementation of assessment by teachers in Indonesia, including teachers of English was found. In addition, there were many

researchers who found many difficulties and challenges faced by English teachers in implementing assessment.

Alsamaani (2014), one of those writers revealed that EFL teachers' understanding of assessment practice was found as one of the challenges to implement classroom assessment in Turkish. Moreover, Sethusha (2012) revealed that teachers' lack of assessment knowledge, overcrowded classroom, lack of resources and parental involvement were also difficulties faced by teachers in South Africa. Then, Saefurrohman and Balinas (2015) found that the lack of tools in supporting teaching and assessment activity is one of the difficulties faced by some English teachers in Purwokerto. Another finding also revealed by Diem, Yusufardiyah, Koniaturrohman, and Lismalayani (2016) that 62% out of 107 secondary school teachers of English in Palembang confessed that they had not yet optimally implemented KTSP although all of them had been involved in its dissemination program done by the government; which then reveal another fact that secondary school teachers of English in Palembang are not ready for applying 2013 curriculum since those teachers even have not comprehended and implemented the previous curriculum of 2013 curriculum properly.

Hence, in relation to facts mentioned above, the writer was encouraged to investigate the implementation of assessment by teachers of English in Lampung province. Specifically, an investigation to English teachers' knowledge about assessment covering three aspects (preparation, application, & evaluation) which are the components of standard of process conducted by teachers (Minister of Education and Culture regulation No. 22, 2016a) was also conducted. In addition, factors affect the implementation of assessment by teachers of English were also explored by the writer in this study.

1.2. Problems of the study

Based on the discussion of the problem in background above, the problems of this study were formulated in the following questions.

1. How is English teachers' knowledge about assessment (covering preparation, application, & evaluation aspects) at piloting school?
2. How is the implementation of assessment by teachers of English at piloting school?
3. What are the factors that affect the implementation of assessment by teachers of English at a piloting school?

1.3. Objectives of the Study

In relation to the problems, the objectives of this study were to find out;

1. English teachers' knowledge about assessment (covering preparation, application, & evaluation aspects) at a piloting school.
2. The implementation of assessment by teachers of English at a piloting school.
3. The factors that affected the implementation of assessment by teachers of English at a piloting school.

1.4. Significance of the Study

Hopefully, the finding of this study can be beneficial for teachers as one of guidance or references in improving the implementation of assessment, since it is found that still there are many teachers especially teachers of English who have not implemented assessment properly in real world context. Another benefit is also addressed to educational evaluator, it is hoped that the result of this study can help them in evaluating the quality of standard

assessment especially in senior high schools. Sequentially, the finding of this study might be used as reference by other writers who would like to conduct the same study about assessment implementation. Moreover, hopefully the finding in this study can be one of Government considerations in developing Indonesian educational curriculum later on so that educational developments in case of improving Indonesia educational quality, especially in assessment aspect, can be done better in the future.

REFERENCES

- Absari, I. G. A. K.L., Sudiana, N., &Wendra, I. W. (2015). Penilaian autentik guru Bahasa Indonesia dalam pembelajaran menulis siswa kelas VII di SMP Negeri 1 Singaraja. *Pendidikan Bahasa dan Sastra Indonesia*, 3(1), 66-73.
- Aiman, U. (2016). Evaluasi pelaksanaan penilaian autentik kurikulum 2013; Studi kasus di Islamic School Ibtidaiyah Negeri Tempel Sleman Yogyakarta. *Jurnal Pendidikan Islamic School*, 1(1), 1-28.
- Alsamaani, A. (2014). Evaluating classroom assessment techniques of novice saudi EFL teachers. *Journal of Arabic and Human Sciences*, 7(2), 63-81. doi: 10. 12816/0009602
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Belmont, CA: Wadsworth.
- Bachman, L. F., & Palmer, A., S. (1996). *Language testing in practice*. New York, NY: Oxford University Press.
- Badan Akreditasi Provinsi Sekolah/ Madrasah. (2016). *Data akreditasi SMA/Madrasah aliyah tahun 2016*. Lampung, Indonesia: Badan Akreditasi Provinsi Sekolah/Islamic School.
- Badan Akreditasi Provinsi Sekolah/ Madrasah. (2017). *Data akreditasi SMA/ Madrasah aliyah tahun 2017*. Lampung, Indonesia: Badan Akreditasi Provinsi Sekolah/Islamic School.
- Badan Akreditasi Nasional Sekolah/ Madrasah. (2017). *Panduan akreditasi SMA/Madrasah tahun 2017*. Jakarta, Indonesia: Government Publication Office.
- Badan Akreditasi Nasional Sekolah/Madrasah Menengah Atas. (2017). *Perangkat akreditasi SMA/MA tahun 2017*. Jakarta, Indonesia: Government Publication Office.

- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special?. *Journal of Teacher Education*, 59(5), 389-407. doi: 10.1177/0022487108324554
- Battistin, E. (2016). How manipulating test scores affects school accountability and student achievement. *EconStor*, 1(295), 1-11. Doi: 10.15185/izawol.295
- Boud, D. (2000). Sustainable assessment: rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2), 151-167. doi: 10.1080/713695728
- Brookhart, S.M. (2001). Successful students' formative and summative uses of assessment information. *Assessment in Education: Principles, Policy and Practice*, 8(2), 153-169. doi: 10.1080/09695940123775
- Brookhart, S. M., & Moss, C. M. (2009). *Advancing formative assessment in every classroom*. Alexandria, VA: ASCD.
- Brown, G.T.L. (2004). Teachers' conceptions of assessment implications for policy and professional development. *Assessment in Education: Principles, Policy and Practice*, 11(3), 301-318. doi: 10.1080/0969594042000304609
- Brown, H. D. (2003). *Language assessment: Principles and classroom practices*. San Francisco, CA: Longman.
- Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32, 653-675.
- Chan, Y. (2010). Elementary school EFL teachers' belief and practices of multiple assessment. *Reflections on English Language Teaching*, 7(1), 37-62.
- Chang, L. (1994). A psychometric evaluation of 4-point and 6-point Likert-type Scales in relation to reliability and validity. *Applied Psychological Measurement*, 13(3), 205-215. doi: 10.1177/014662169401800302
- Chetcuti, D., Murphy, P., & Grima, G. (2006). The formative and summative uses of a professional development portfolio: A Maltese study. *Assessment in Education*, 13(1), 97- 112. doi: 10.1080/09695940600563553
- Committee of 2013 Curriculum Technical Training. (2017). *An interview with committees of 2013 curriculum technical training/Interviewer: Fachrunnyssa*. An Information of

2013 curriculum implementation in Lampung Province, LPMP Lampung, Bandar Lampung, Indonesia.

Cresswell, J.W. (2012). *Educational research: Conducting and evaluating quantitative and qualitative research*. Englewood Cliffs, NJ: Prentice Hall.

Creswell, J. W., & Clark, P. (2006). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Denscombe, M. (2010). *The good research u\guide (4th ed.)*. London, GB: Open University Press.

Dick, W., Carey, L., & Carey, J. O. (2005). *The systematic design of instruction (6th ed.)*. Boston, MA: Scott Foresman.

Diem, C. H., Yusufardiyah., Koniaturrohmah, B., & Lismayani. (2016). Implementation of school-based curriculum as perceived by secondary school teachers of English. *Indonesian Journal of Applied Linguistics*, 5(2), 167-175. doi: 10.17509/ijal.v5i2.1341

Dinas Pendidikan Provinsi Lampung. (2017a). *Document of teachers of english in lampung province*. Bandar Lampung, Indonesia: Dinas Pendidikan Provinsi Lampung.

Dinas Pendidikan Provinsi Lampung. (2017b). Research regulation and principles in Lampung Province. *Kebijakan Kepala Dinas Pendidikan dan Kebudayaan Provinsi Lampung*. Bandar Lampung, Indonesia: Dinas Pendidikan Provinsi Lampung.

Directorate of high school coaching. (2013). *Pedoman pelatihan kurikulum 2013*. Indonesia: KementerianPendidikandanKebudayaan.

Directorate of high school coaching. (2015). *Panduan penilaian pendidik dan satuan pendidikan: Sekolah menengah atas tahun 2017*. Indonesia: Kementerian Pendidikan dan Kebudayaan.

Directorate of high school coaching. (2017). *Panduan penilaian pendidik dan satuan pendidikan: Sekolah menengah atas tahun 2017*. Indonesia: Kementerian Pendidikan dan Kebudayaan.

Direktur Jenderal Anggaran. (2017). *Informasi APBN 2017: APBN yang lebih kredibel dan berkualitas di tengah ketidakpastian global*. Jakarta, Indonesia: Direktorat Jenderal Anggaran.

- Earl, L.M. (2003). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.
- Educational First: English Proficiency Index. (2014). Retrieved from www.efcom/epi.
- Educational First: English Proficiency Index. (2015). Retrieved from www.efcom/epi.
- Educational First: English Proficiency Index. (2016). Retrieved from www.efcom/epi.
- Educational First: English Proficiency Index. (2017). Retrieved from www.efcom/epi.
- Education Ministry of Canada. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario School*. Ontario, Canada: Ministry of Education.
- European Research Centre for Anti-Corruption and State-Building. (2017). *Index of Public Integrity*. Retrieved from <http://integrity-index.org/>
- Federation of European Accountants. (2009). *Integrity in professional ethics: A discussion paper*. Retrieved from <https://www.icaew.com>.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: Louis de la Parte Florida Mental Health Institute Publication.
- Flucher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. New York, NY: Routledge.
- Forsythe, E. (2015). Improving assessment in Japanese University EFL classes: A model for implementing research-based language assessment practices. *21st Century Education Forum*, 3(10), 65-73.
- Fraenkel, J. R., & Wallen, N.E. (2009). *Design and evaluate research in education*. New York, NY: MCGraw-Hill.
- Frye, R., McKinney, G. R., & Trimble, J. E. (2006). *Tools and techniques for program improvement: A handbook for program review and assessment of student learning*. Bellingham, WA: Western Washington University.
- Government Publication Office, Republic Indonesia. (2004). *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 tentang sistem pendidikan nasional*. Jakarta, Indonesia: Government Publication Office.

- Government Publication Office, Republic Indonesia. (2005). *Undang-undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen* (Teachers and Lecturers Law). Jakarta, Indonesia: Government Publication Office.
- Government Publication Office, Republic Indonesia. (2015). *Government regulation of RepublicIndonesia, No. 2 year 2015: The law enforcement regulation number 7 of 2012 on the handling of social conflict*. Jakarta, Indonesia: Government Publication Office.
- Government Publication Office, Republic Indonesia. (2015). *Government regulation of RepublicIndonesia, No. 13 year 2015: National Education Standard (NES)*. Jakarta, Indonesia: Government Publication Office.
- Government Publication Office, Republic Indonesia. (2017). *Government regulation of RepublicIndonesia, No. 19 year 2017: Amandent to government regulation numbe 74 about teachers*. Jakarta, Indonesia: Government Publication Office.
- Guilford, J.P. (1956). *Fundamental statistic in psychology and education* (3rd Ed). New York: McGraw-Hill Book Company.
- Hamidi, E. (2010). Fundamental issues in L2 classroom assessment practices. *Academic Leadership: The Online Journal*, 8(2), 33-50. Retrieved from https://www.sisd.net/cms/lib/TX01001452/Centricity/Domain/2073/ALJ_ISSN1533-7812_8_2_444.pdf.
- Han, T., & Kaya, H. I. (2014). Turkish EFL teachers' assessment preferences and practices in the context of constructivist instruction. *Journal of Studies in Education*, 4(1), 77-89. doi: 10.5296/jse.v4i1.4873
- Hayward, L., & Hedge, N. (2005). Traveling towards change in assessment: policy, practice and research in education. *Assessment in Education: Principles, Policy and Practice*, 12(1), 55- 75. doi: 10.1080/0969594042000333913
- Huerta-Macias, A. (1995). Alternative: assessment: Responses to commonly asked questions. *TESOL Journal*, 5, 8-11.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge, UK: Cambridge University Press.
- Imao, Y. (2001). *Validating a new ESL placement test at SFSU*. San Fransisco, CA: San Fransisco State University.

- Knaus, M. (2015). Time for being: Why the Australian early years learning framework opens up new possibilities. *Journal of Early Childhood Research*, 13(3), 221-235. doi: 10.1177/1476718X14538601
- Krissandi, A. D. S., & Rusmawan. (2015). Kendala guru sekolah dasar dalam implementasi kurikulum 2013. *Cakrawala Pendidikan*, 34(3), 457-467.
- Kronsnick, J. A., & Alwin, D. F. (1987). An evaluation of cognitive theory of response-order effects in survey measurement. *Public Opinion Quarterly*, 51(2), 201-219. doi: 10.1086/269029
- Krueger, A. P. (2002). *Designing and conducting focus group interviews*. Thousand Oaks, CA: Sage.
- LPMP Lampung. (2017a). Data of senior high schools which have implemented curriculum 2013 in Lampung province. *Schools Data of Lampung Province*. Bandar Lampung, Indonesia: LPMP Lampung.
- LPMP Lampung. (2017b). Data of senior high schools teachers of English in Lampung Province. *Teachers Data of Lampung Province*. Bandar Lampung, Indonesia: LPMP Lampung.
- LPMP Lampung. (2017c). *Document of BIMTEK kurikulum 2013 in Lampung province*. Bandar Lampung, Indonesia: LPMP Lampung.
- Marsh, H. W. (1986). Negative item bias in rating scales for preadolescent children: A cognitive-development phenomenon. *Developmental Psychology*, 22(1), 37-49. Retrieved from <https://files.eric.ed.gov/fulltext/ED242772.pdf>.
- Martin, J. R. (1984). Language Studies: Children's Writing: Reader. *Language, register and genre' in F. Christie*. Geelong: Deakin University Press.
- Master Teacher. (2009). *Strategies for effective time management in the classroom*. Manhattan, NY: PDXpert.
- Minister of Education and Culture. (2013). *Kurikulum 2013: Dokumen pelatihan kurikulum 2013 guru sasaran sekolah menengah atas*. Jakarta, Indonesia: Departemen Pendidikan Nasional.

- Minister of Education and Culture. (2013b). *Regulation number 81A: Curriculum Implementation*. Jakarta, Indonesia: Departemen Pendidikan Nasional.
- Minister of Education and Culture. (2013c). *Regulation number 70 year 2013: 2013 curriculum*. Jakarta, Indonesia: Departemen Pendidikan Nasional.
- Minister of Education and Culture. (2014). *Regulation number 160: Implementation of 2013 curriculum and school-based curriculum*. Jakarta, Indonesia: Department of National Education.
- Minister of Education and Culture. (2015). *Rencana strategies kementerian pendidikan dan kebudayaan 2015-2019*. Jakarta, Indonesia: Departemen Pendidikan Nasional.
- Minister of Education and Culture. (2016a). *Regulation number 22: Standard of Process*. Jakarta, Indonesia: Department of National Education.
- Minister of Education and Culture. (2016b). *Regulation number 23 Year 2016: Standard of Assessment*. Jakarta, Indonesia: Department of National Education.
- Minister of Education and Culture. (2017). *Regulation number 23: School days*. Jakarta, Indonesia: Department of National Education.
- Meier, S.L. , Rich, B. S., & Cady, J. (2006). Teachers' use of rubrics to score non-traditional tasks: factors related to discrepancies in scoring. *Assessment in Education: Principles, Policy and Practice*, 13(1), 69-95. doi: 10.1080/09695940600563512
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. Revised and Expanded from Case Study Research in Education. San Francisco, CA: Jossey-Bass Publishers.
- Merta, M. E. D. I., Suarjana, I. M., & Mahadewi, L. P. P. (2015). Analisis penilaian autentik menurut pembelajaran kurikulum 2013 pada kelas VI SD No. 4 Banyuasri. *Pendidikan Guru Sekolah Dasar*, 3(1), 98-110.
- Mousavi, S. A. (2002). *An encyclopedia dictionary of language testing* (3rd ed.) Taipei, Taiwan: Tung Hua Book Company.
- Munzenmaler, C., & Rubin, N. (2013). *Bloom's taxonomy: What's old is new again*. Santa Rosa, CA: Scott Hanson.
- Nillsen, R. (2004). The concept of integrity in teaching and learning. *Journal of University Teaching and Learning Practice*. This paper is a development of a talk given at

Symposium on Promoting Academic Integrity in Newcastle on 24th-25th November 2004.

Nunan, D., & Carter, R. (2001). *The cambridge guide to teaching English to speakers of other languages*. Cambridge, UK: Cambridge University Press.

Oller, J. W. (1979). *Language test at school: A pragmatic approach*. London: Longman.

Platt, J. (1981). Evidence and proof in documentary research: Some specific problems of documentary research. *The Sociological Review*, 29(1), 31-52. doi: 10.1111/j.1467-954X.1981.tb03021.x

Raveaud, M. (2004). Assessment in French and English infant schools: Assessing the work, the child or the culture. *Assessment in Education*, 11(2), 193-211. doi: 10.1080/0969594042000259474

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.

Saefurrohman., & Balinas, E. S. (2015). EFL teachers classroom assessment purposes. *International Journal of Education and Psychological Research (IJEPR)*, 4(4), 55-66.

Sass, T. R., Apperson, J., & Beuno, C. (2015). *The long-run effects of teachers cheating on student outcomes*. Retrieved from <https://www.atlantapublicschools.us/crctreport>.

Scott, J. (1990). *A matter of record: Documentary sources in social research*. Cambridge: Polity Press.

Sethusha, M. J. (2012). *An investigation of the challenges affecting teachers' classroom assessment practices*. Retrieved from <https://sethusha-dissertation-classroom-assessment-practices>.

SIREP. (2015). *Assessment system in Southeast Asia: Models, successes and challenges*. Metro Manila, Philippines: SEAMOE INNOTECH.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. doi: 10.17763/haer.57.1.j463w79r56455411

- Smith, E., & Gorard, S. (2005). "They don't give us our marks": the role of formative feedback in students' progress. *Assessment in Education: Principles, Policy and Practice*, 12(1), 21- 38. doi: 10.1080/0969594042000333896
- Suharji. (2015). *Evaluasi pelaksanaan standar penilaian oleh guru di Kecamatan Kalasan Kabupaten Sleman D.I Yogyakarta*. Yogyakarta, Indonesia: Widyaaiswara LPMP D.I. Yogyakarta.
- Suurtamm, C., Koch, M., & Arden, A. (2010). Teachers' assessment practices in mathematics: classrooms in the context of reform. *Assessment in Education: Principles, Policy & Practice*, 17(4), 399-417. doi: 10.1080/0969594X.2010.497469
- TALIS. (2009). *Creating effective teaching and learning environments: First result from TALIS*. French: OECD.
- Thomas, K. (2004). *Learning taxonomies in the cognitive, affective, and psychomotor domains*. International Alchemy Guild: Rocky Mountain Alchemy Conference. Retrieved from <http://www.rockymountainalchemy.com/whitePapers/rma-wp-learning-taxonomies.pdf>.
- Tierney, R.D. (2006). Changing practices: Influences on classroom assessment. *Assessment in Education: Principles, Policy & Practice*, 13(3), 239-264. doi: 10.1080/09695940601035387
- Ugwulashi, C. S. (2013). Time management: Essential tool for teaching and learning improvement in challenging resource period in Nigeria. *Educational Research International*, 1(2), 61-69.
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- UNESCO Bangkok Office. (2015). *Transforming teaching and learning in Asia and the Pacific*. Bangkok, Thailand: United Nations Educational, Scientific and Cultural and UNESCO Bangkok Office.
- Widiyanti, N., Pitoewas, B., & Nurmalisa, Y. (2014). Studi tentang pemahaman guru terhadap penilaian autentik jenis portofolio pada kurikulum 2013. *Jurnal Kultur Demokrasi*, 2(8), 145-159. Retrieved from <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/5602>
- Wiggins, G. P. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. San Fransisco, CA: Jossey-Bass Publisher.

Wiggins, G. (1998). *Educative assessment: Designing assessment to inform and improve student performance*. San Francisco, CA: Jossey-Bass Publisher.

Yin, R. K. (1994). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage Publications.