

PERCEPTION OF LITERACY ASSESSMENT FOR LEARNING ENGLISH LANGUAGE MGMP TEACHERS IN SPECIAL AREA OF YOGYAKARTA

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ABSTRACT

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The primary objective of this study was to conduct a comparative analysis of the assessment for learning (AfL) literacy among English teachers at junior and senior high school in Yogyakarta Special District, Indonesia. The study examined the understanding of the concept of Assessment for Learning (AfL) among in-service English teachers. The concept of AfL encompasses six dimensions, namely teachers as assessors, teachers as pedagogists, teachers as student partners, teachers as motivators, teachers as learners, and teachers as stakeholders. The study encompassed a total of 202 English teachers. In this study, a set of 42 items from the AfL questionnaire, as produced by Alonzo (2016), was utilized. Confirmatory factor analysis was conducted using Mplus version 7.2 to examine whether there was consensus among in-service English teachers regarding their perception of the six aspects. Subsequently, a Multivariate Analysis of Variance (MANOVA) was employed to examine any significant differences in the dimensions that developed based on the respondents' gender and their highest anticipated level of education. The findings indicate that the data obtained from the in-service teachers revealed the emergence of six elements of assessment for learning. Significant disparities were seen across the six parameters in respect to gender.

Kata Kunci: *assessment for learning, literacy in-service teachers*