

ABSTRACT

The assessment practice in Indonesian Higher Education presently uses the traditional methods, which are assessment of learning and assessment as learning. However, the new perspective on assessment proposes that it should include the process of learning called Assessment for Learning (AfL) and this assessment can be enhanced through the Constructive Alignment (CA) method. Based on input from experts in AfL and CA, the study developed the constructs of AfL, namely (i) sharing learning objectives, (ii) helping pupils to know and recognize the standard, (iii) peer and self-assessment, (iv) providing feedback, (v) promoting confidence, and (vi) involving in reviewing and reflecting, whereas constructs for CA were (i) learning outcomes, (ii) syllabus, (iii) students learning times, (iv) assessment task, and (v) teaching and learning activities. The main objective of this study was to determine the correlation between AfL and CA. The respondents of this study were 454 lecturers of 11 Universities selected through multistage cluster sampling method. This study used explanatory sequential design, a combination of quantitative and qualitative method. Quantitative data were obtained using questionnaires followed by qualitative data collection using interviews. The qualitative data were used to explain the quantitative data results. Quantitative data were analyzed using ANOVA, chisquare and SEM. The validity and reliability of the instruments were determined using the Rasch Model. The findings showed that there was a high-level practice of AfL and CA, among the lecturers. In addition, there was a strong significant correlation between AfL and CA, with the value of $r = 0.8936$, $p < 0.000$. Research findings showed that there were no significant differences between AfL and CA based on gender, academic qualifications, and departments. Based on the findings, a

model of AfL and CA by lecturers was proposed to increase the quality of assessment in the teaching and learning provision of higher education institutions in Indonesia.

ABSTRAK

Amalan penilaian dalam Pendidikan Tinggi Indonesia pada masa kini menggunakan kaedah tradisional, iaitu penilaian pembelajaran dan penilaian sebagai pembelajaran. Walau bagaimanapun, perspektif baru kepada penilaian mencadangkan ia sepatutnya mengandungi proses pembelajaran yang dikenali sebagai Penilaian untuk Pembelajaran (AfL) dan penilaian ini boleh dipertingkatkan melalui kaedah Penjajaran Konstruktif (CA). Berdasarkan input daripada pakar dalam AfL dan CA, kajian ini membangunkan konstruk AfL, iaitu (i) objektif perkongsian pembelajaran (ii) membantu murid-murid untuk mengetahui dan mengiktiraf standard, (iii) rakan sebaya dan penilaian sendiri, (iv) memberikan maklum balas, (v) menggalakkan keyakinan, dan (vi) terlibat dalam penyemakan dan pemikiran, manakala konstruk untuk CA terdiri daripada (i) hasil pembelajaran, (ii) sukatan pelajaran, (iii) jam pembelajaran pelajar, (iv) tugas penilaian, dan (v) aktiviti pengajaran dan pembelajaran. Objektif utama kajian ini adalah untuk menentukan korelasi antara AfL dan CA. Responden kajian terdiri daripada 454 pensyarah dari 11 Universiti yang dipilih melalui kaedah persampelan kelompok berbilang. Kajian ini menggunakan reka bentuk penerangan berurutan, gabungan kaedah kuantitatif dan kualitatif. Data kuantitatif telah diperoleh dengan menggunakan soal selidik yang diikuti dengan pengumpulan data kualitatif menggunakan temu bual. Data kualitatif telah digunakan untuk menjelaskan keputusan data kuantitatif. Data kuantitatif dianalisis menggunakan ANOVA, chisquare dan SEM. Kesahan dan kebolehpercayaan instrumen ditentukan menggunakan Rasch Model. Dapatan kajian menunjukkan bahawa terdapat satu

amalan peringkat tertinggi AfL dan CA, antara pensyarah. Di samping itu, terdapat hubungan signifikan yang kuat antara AfL dan CA, dengan nilai $r = 0,8936$, $p < 0.000$. Dapatan kajian menunjukkan bahawa tidak terdapat perbezaan yang signifikan di antara AfL dan CA berdasarkan jantina, kelayakan akademik, dan jabatan. Berdasarkan kepada dapatan kajian, model AfL dan CA oleh pensyarah telah dicadangkan untuk meningkatkan kualiti penilaian dalam pengajaran dan pembelajaran yang peruntukan di institusi pendidikan tinggi di Indonesia.