

# THE CORRELATION BETWEEN ASSESSMENT FOR LEARNING AND LEARNING ENGAGEMENT OF EFL PRE-SERVICE TEACHERS AT STKIP PGRI JOMBANG

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**Abstract:** Assessment for Learning is an assessment process that can provide information to students about what has been achieved/mastered and what has not been achieved/mastered. Learning engagement is involvement of students in learning to reach maximum results. The purpose of this research is to know the correlation between assessment for learning and learning engagement of EFL Pre-Service teacher at STKIP PGRI Jombang. The design of this research was correlational research. The researcher determined the sample by using purposive sampling technique. The researcher samples are 2018 and 2019 class. Both of groups consist of 130 students. The instrument of this research was questionnaire. Based on the result, the data was normally distributed and homogenous. The researcher used Pearson product moment to answer the research questions. The correlation shows that the correlation is significant with significant value (p) 0.00. The correlation value is 0.570 and it means below than 0.05. There is a significant relationship between EFL pre-service teachers' assessment for learning and learning engagement. Based on the Pearson correlation value or correlation coefficient is 0.570 which means that it has positive relationship with relationship criteria is moderate (0.41-0.60). It can be concluded that there is significant correlation between assessment for learning and learning engagement as perceived by EFL Pre-Service teachers at STKIP PGRI Jombang. Suggestions, it is recommended to applied assessment for learning and learning engagement in teaching learning process. Because it can be effect on their skill/ability at the end of learning process.

**Keywords:** *Assessment for Learning, Learning Engagement, EFL Pre-Service Teacher*

## INTRODUCTION

Assessment is generally accepted as a powerful tool to inform student learning in education. Current research into assessment as a tool to support student learning is increasingly focused on how this support is perceived. There is evidence emerging that teachers and students in their perception of the extent to which assessment is integrated with instruction and its content. Currently, most teachers only focus on the assessment of learning, assessment is carried out after the learning process is completed (Yusron & Sudiyatno, 2021). The assessment focuses on students' goals and achievements as long as they learn in class.

Assessment is collecting and interpreting students' progress to identified learning goals (Gan et al., 2017).

Assessment for learning is an assessment that aims to provide information to teachers to modify their learning activities. In addition, with this AfL, it is hoped that teachers can distinguish and understand how students approach learning. Furthermore, assessment as learning (AaL) is part of the assessment for learning (Schellekens et al., 2021). It emphasizes the use of assessment as a process of developing and supporting student metacognition, in which students are given the opportunity and guided to monitor and use monitoring results to improve their learning. A balanced use of AoL, AfL and AaL can enhance the quality of student and learning outcomes.

Mostly, many teachers just applied the assessment of learning for measure the learning goals of student. According to Volante (2010) also said only minority educators were using assessment for and as learning consistently within their classrooms and schools. The phenomenon also occurs in accounting learning at SMKN Surakarta. The results of the study show that: Most teachers understand assessment only to measure learning outcomes, almost all teachers use tests to measure learning outcomes, nearly all teachers do not use assessment results for the improvement of teacher and student learning processes, almost all teachers do not involve students in every stage of the assessment process, both when determining learning objectives, determining learning tasks, monitoring of results and feedback for improved learning. So, the use of unbalanced assessments cannot provide the information teachers and students need to enhance the learning process. (Stiggins & Chappuis, 2005) It will impact teachers and students, which cannot improve learning processes and outcomes. Therefore, it is necessary to use AfL effectively and consistently in classroom learning. There are two aspects that need to be considered by teachers to encourage the success of this *AfL*: Monitoring and Scaffolding.

Some of the activities above require student engagement so the learning is active and run well in the classroom. (Mansyur, 2011) stated that assessment for learning (Afl) is a collaborative process between teachers' and students' engagement in making learning structures. Student activity and engagement are equally important. If the learning is packaged so that students become more active in class, there will be an increase in students at the end of the lesson. AfL learning will not run well without classroom engagement and cooperation between students and teachers. Teachers and students must work well together to engage in learning. The more students engage in learning, the better the results will be. Learning engagement can improve student academic achievement. The more students engage in learning, the more student learning outcomes increase. Student engagement in learning is one of effective learning because it is an essential predictor of learning and academic success.

There was several inconsistency between the studies cited above. So, in this study, the researcher focused on *AfL*, which is assumed to correlate with learning engagement. The more students actively engage in learning, the more they can learn from the assessment. With the results from the findings, the researcher conducted research on pre-service teachers at STKIP PGRI JOMBANG to examine whether there is a correlation between Assessment for Learning (AfL) and Learning Engagement (LE) which can improve student learning outcomes through students' engagement in Assessment for Learning.

## **LITERATURE REVIEW**

### *Assessment for Learning*

The Assessment for Learning is a formative assessment when it refers to the actual purpose of the assessment, and AfL prioritizes design and practice to promote student learning (Black & Wiliam, 2005). Pearson Education (Mansyur, 2013) stated that Assessment for Learning is a collaborative process between teachers and students and students and students' engagement in making learning structures. This shows that the assessment for learning model is an assessment model that aims to improve the learning process. The assessment results become feedback and become the basis for improving the learning process based on student needs.

### *Monitoring*

The aspect monitoring has items that deal with feedback and self-monitoring, which share a common intent to optimize learning. As stated by Ajibade & Ajibade (2020) observed that monitoring is an internal activity of programmed management the purpose of which is to determine whether programmed has been implemented as planned in other words whether resources are being mobilized as planned and whether they are being shared as scheduled. Monitoring is important for many reasons according to (Noun,2009) It enables us to describe the programmed we will subsequently evaluate. The researcher conclude that Monitoring is one of the benchmark tools to measure the achievement of learning objectives which is also used as evaluation material. *Learning Writing*

### *Scaffolding*

The second aspect is scaffolding has items that refer to clarification of learning goals and criteria and to classroom questioning, which are largely instruction-related processes. Scaffolding is teaching and learning activities to improve students' abilities/competencies by using interactive learning. This is also this line with Priyanti (2008) found that the used of scaffolding is significantly effective to improve students' competence in writing paragraph. Scaffolding represents many activities that go in the classroom teaching and teacher-learner interaction (Bolbet, 2012).

### *Learning Engagement*

Learning engagement is an important predictor of academic achievement as well as an effective indicator of the quality of learning. Andrew and Ronald (2009) found that learning engagement can promote students' academic achievement, improve professional maturity, and reduce attrition. Rhodes (2007) discovered that learning engagement is significantly and positively correlated with academic performance. Learning engagement can also enable individuals to maintain a good physical and mental state. Students who devote more effort to their studies tend to exhibit better mental and physical health than those who invest less time (Gao, 2016).

### *Behavioral Engagement*

Behavioral engagement is the observable act of students being involved in learning; it refers to students' participation in academic activities and efforts to perform academic tasks (Fredricks et al. 2004; Suarez-Orozco et al. 2009). Fredricks et al. (2004) to explain behavioral engagement as the student behavior on a learning task, which includes student persistence, effort, and their contribution towards their own learning. Facilitating student behavioral engagement is expected to lead to increased probability of positive schooling outcomes, such as academic success (Skinner & Pitzer, 2012) Students' experiences of attachment at school facilitate their behavioral engagement, which, in turn, contributes to educational outcomes (Skinner and Pitzer, 2012, Wang and Eccles, 2012a) such as school attendance. Finally, the researcher conclude that Behavior Engagement is involvement of student behavior in learning: participation, contribution, effort and persistence.

### *Emotional Engagement*

Emotional engagement on the other hand embodies the positive and negative feelings towards teachers, classmates, academics, and school (Fredricks et al., 2004). Furrer and Skinner<sup>12</sup> (2003) offers that students' emotional engagement is foreseen by their sense of belonging to their parents, teachers and peers during the learning process. Positive emotional engagement is acknowledged to establish student relationship towards the institution they study in, and enhance students' enthusiasm in learning (Connell & Wellborn 1991; Finn 1989). In another study, (Pekrun et al.<sup>22</sup> (2011) found that positive emotions to be linked to good grade of the undergraduate psychology students' Grade Point Average (GPA). Finally, the researcher conclude that Emotional Engagement is positive or negative emotional involvement that has an impact on the learning process. The emotional such as: enjoyment, interest, curiosity, fun

### *Cognitive Engagement*

Clarke (2002:133) states that cognitive engagement involves the thinking that students do while engaged in academic learning task. Cognitive engagement is engaged students in learning task which related students thinking and knowledge in learning. Sharan and Than (2008:41) describe that cognitive engagement is related to motivational goals and self-regulated learning. Christenson et al. (2012:161) states that cognitive in students' engagement is related to strategic learning strategies, and active self-regulation. So, the indicators of cognitive engagement are Sophisticated (Elaboration-Based) learning strategies and Metacognitive self-regulation strategies.

## **METHOD**

### ***Research Design***

This research used Quantitative method (Correlation Research). This aims to determine the correlation between assessment for learning and learning engagement of EFL Pre-Service Teacher at STKIP PGRI JOMBANG .

### ***Research Variable***

The variable of this research are assessment for learning and learning engagement.

### ***Population and Sample***

The population of this study were students of English department of STKIP PGRI JOMBANG are 324 students, which obtained from academic administration department of STKIP PGRI JOMBANG. The samples taken using purposive sampling. The considerations are the students that passed micro teaching and real teaching. Therefore, 130 at 324 are eligible to be the sample of the present research.

### ***Data Collecting Procedure***

The procedure of collecting the data and concluding the research, in general, are as follows:

1. The researcher prepared the questionnaire as an instrument used in the research.
2. The researcher adapted and translated all of the instrument's items from English to Bahasa Indonesia.
3. The researcher tried out the instruments to find out whether the results of the questionnaire were valid and reliable.
4. The instruments were 130 EFL pre-service teacher in academic year 2018 and 2019 by google form. This is the link of Assessment for Learning and Learning Engagement Questionnaire: <https://forms.gle/9JxmCFTbArxFUwcWA>

### ***Research Instrument***

The instrument that the researcher will use is a questionnaire. The researcher collected questionnaire data using a closed questionnaire. Researcher used closed questionnaires as the main instrument in collecting data in this study. Researcher adapted statements from Pat El (2013) and Reeve & Tseng (2011) regarding assessment for learning and learning engagement of STKIP PGRI JOMBANG.

### ***Data Analysis Technique***

Data analysis from this study can be described in the following steps.

1. Content validity and construct validity are used to determine validity and reliability
2. The data was distributed normally, this research used Pearson product moment

## **FINDING**

Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree
Indicator 1	40%	51.25%	8.75%	0%
Indicator 2	56.70%	35.27%	7.14%	0.89%
Indicator 3	26.56%	49.61%	21.48%	2.34%

1. Table of The result of students' perception

Based on the results of the table above, it can be concluded that students' perceptions of learning to write using Canva teaching media. This shows that the first indicator of Ease of Access has a percentage of each, namely students who answer the scale strongly agree 40%, then students who answer agree as much as 51.25%, and students who answer disagree as much as 8.75%, while 0% for students who strongly disagree. These results indicate that respondents positively perceive Ease of Access to the Canva application. In the second indicator, the Benefits of Online Assessment in Canva shows, 56.70% strongly agree, 35.27% agree, 7.14% disagree, and 0.89% strongly disagree. These indicators show that students strongly agree with the Benefits of Assessments in Canva. In the last indicator, namely Student Satisfaction, students stated that they strongly agreed with a percentage of 26.56%. In comparison, 49.61% of students agreed, then 21.48% disagreed, for a rate of 2.34% of students stated strongly disagree. This shows that they agree with student satisfaction with Canva.

## **DISCUSSION**

From the data of assessment for learning questionnaire that consist of two indicators, there are monitoring and scaffolding. The mean of monitoring is 15.9. It means that monitoring in assessment for learning had perceived by EFL Pre-Service Teacher in class by good category. Meanwhile, the mean of scaffolding is 19.4. It means that their perception about scaffolding had perceived by EFL Pre-Service Teacher in class by good category. From the data above, monitoring and scaffolding are the indicators that EFL Pre-Service teacher perceived when they are learn in class.

Meanwhile, learning engagement that consist of three aspects has a different result. The mean of behavioral engagement is 23.1 and it means that EFL Pre-Service Teacher perceived that the aspect can be identified in class very good. In emotional engagement shows that the mean is 12.9. The mean of cognitive engagement is 25.3 with excellent category. From the findings above, behavioral engagement, emotional engagement and cognitive engagement perceived by EFL Pre-Service teacher perception in learning engagement is aware excellent and can be interpreted in class easily.

As a result of questionnaire, the data distributed normally. It means, the researcher used Pearson-product moment to find out the correlation between assessment for learning. The results shows that assessment for learning and learning engagement has correlation with correlation coefficient 0.570. It means that there is moderate relationship between assessment

for learning and learning engagement. It showed the assessment for learning connected with learning engagement makes student's skill and ability of engagement even more critical. The better EFL Pre-Service teacher practices AfL in class, the more likely learning engagement can be found or occurred.

## **CONCLUSION**

Based on the results of the research and discussion that have been described, it can be concluded that there is significant correlation between assessment for learning and learning engagement. This research used correlation research to find out the EFL Pre-service teacher perceived in assessment for learning and learning engagement. From the data above, showed that monitoring and scaffolding perceived by EFL Pre-Service Teacher's perceptions in assessment for learning in class with good category and interpreted easily in class. Meanwhile, behavioral engagement, emotional engagement and cognitive engagement perceived by EFL Pre-Service teacher and can be identified in class very good and aware excellent when they are learned. The questionnaire was given to EFL pre-service teachers at STKIP PGRI Jombang. The result of the research and discussions which have described, referring to research question. It was evidenced by the analysis result that computed by Pearson product moment in SPSS 24.0 for windows program.

The statistical hypothesis also shows that the alternative ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. This is evidenced by the results of hypothesis testing using the SPSS test with a significant value of  $0.000 < 0.05$ . The r-value is 0.570 which means it has a positive relationship between X variable and Y variable is moderate relationship (0.40-0.599). It can be said that they were perceived assessment for learning and learning engagement occur in class.

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