Japanese Language Teacher Self-efficacy in Learning Outcome Assessment Practice

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Abstract. This study aims to determine the correlation between the self-efficacy of Japanese language teachers in the implementation of the assessment of learning outcomes with the practice of assessing learning outcomes carried out by the teacher. By applying a correlational quantitative research design, the results show that there is a significant positive relationship between the self-efficacy of Japanese language teachers in carrying out the assessment of learning outcomes and the practice of assessing learning outcomes that they do. The high self-efficacy of teachers in carrying out the assessment of learning outcomes is closely related to the practice of assessing learning outcomes that they do. The Japanese teacher who has high self-efficacy in the implementation of the assessment of learning outcomes shows that the Japanese teacher has good self-confidence about his ability to carry out the assessment of learning outcomes. Meanwhile, the Japanese teacher who has a high average value of the practice of assessing learning outcomes shows that the Japanese teacher assesses himself to be able to carry out the assessment of learning outcomes well.

Keywords: Correlation · Self-efficacy · Japanese teacher · Correlational quantitative

1 Introduction

Assessment of learning outcomes is an integral part of learning design. Assessment can be interpreted as a procedure to collect and process information that aims to measure student achievement related to their learning outcomes [1]. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 regarding Educational Assessment Standards, it has clearly described the criteria related to the scope, instruments, principles, objectives, mechanism, benefits, and procedures for assessing student learning outcomes. These standards can be used as a foundation for assessing student learning outcomes at primary and secondary levels.

The purpose of the assessment of learning outcomes is to determine the extent to which the competencies described in the learning design based on the curriculum have been achieved [2]. Assessment of learning outcomes is divided into three types, namely affective assessment, cognitive assessment, and psychomotor assessment. Affective assessment is related to the assessment of students' attitudes and values. Cognitive

assessment is associated with the assessment of students' knowledge (cognition) dimensions which can be in the form of principles, procedures, facts, and concepts. While psychomotor assessment is related to the assessment of students' ability to apply the knowledge that has been mastered into a particular skill.

Understanding the concept of self-efficacy comes from the social learning theory proposed by Albert Bandura. Self-efficacy is an individual's belief in his ability to take the necessary actions aimed at getting the desired results [2]. Self-efficacy is related to environmental control, which describes individuals who are able to overcome challenges through adaptive actions and strengthen individuals to develop more positive life goals [3].

In the world of education, teacher self-efficacy has a positive effect, both on teachers and on students. Ormrod explanation [4] about teacher self-efficacy is that when a teacher has high self-efficacy, then (1) they can influence student achievement in various ways, where teachers have more desire to try new teaching ideas and strategies with the aim of being able to improve and improve the learning process. Student learning [5], (2) high teacher self-efficacy makes teachers have higher expectations and set higher targets on student learning outcomes, thus making teachers try more in teaching and try their best in helping the student learning process [2], and (3) high teacher self-efficacy influences teacher behavior in making choices, expending effort and defense under unpleasant conditions, and increasing the ability to work longer with students who need help [6, 7].

According to Bandura [2] there are three aspects of self-efficacy. The first is level, which is an aspect that refers to the level of difficulty of the task that the individual believes will be able to overcome it. The level of self-efficacy of a person is different from one another. The level of difficulty of a task, whether difficult or easy will determine self-efficacy. Next is generality, which an aspect is related to the area of the task or behavior. Some experiences gradually lead to mastery of expectations in a particular area of task or behavior, while other experiences generate beliefs that cover a wide range of tasks. The last is strength, which is an aspect related to the strength of a person's self-efficacy when dealing with the demands of a task or a problem. Aspects that include the degree of individual stability to his beliefs. Stability is what determines resilience and tenacity.

Japanese is one of the foreign languages taught in schools in Indonesia. Japanese as a foreign language is not included in the class of compulsory subjects, but many Indonesian students are interested in learning it. One of the characteristics of the Japanese language is the use of hiragana, katakana, and kanji. In addition, the grammar used is also different from Indonesian. Therefore, learning Japanese in schools involves the ability goals, namely (1) mastery of hiragana, katakana, and kanji letters, (2) mastery of grammar, (3) mastery of vocabulary, (4) listening skills, (5) speaking skills, (6) reading skills, (7) writing skills (composing), and (8) translating skills [8].

Japanese language teachers are graduates of Japanese language education programs at universities and have educator certificates that determine their competence as professional Japanese language teachers. Japanese language teachers are also required to always be able to improve their professional abilities (teacher's professional development) by participating in continuous professional development activities (CPD) in adapting to the demands of the times, especially adapted to the implementation of the latest

curriculum by the Ministry of Education and Culture of the Republic of Indonesia. With these criteria, it is expected that Japanese language teachers have adequate teaching competence. Ideally, teachers who already have good teaching skills will have high self-efficacy and vice versa.

Assessment is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes systematically and continuously to make it meaningful information. In the decision-making process, assessment is an important part of decision-making in learning. By conducting an assessment, the teacher as the manager of learning activities can understand the students' abilities, the accuracy of the teaching methods used and the success of students in achieving the predetermined abilities. By considering the learning outcomes, the teacher can make the right decisions about the next steps to be taken. The results of the assessment can encourage students' motivation to have better achievements.

Based on the point of view of the professionalism of educational tasks, assessment activities are one of the characteristics inherent in professional teachers. A professional teacher always wants feedback on the learning process he does. This is done because one of the indicators of learning success is determined by the level of success achieved by students. Thus, the results of the assessment can be used as a benchmark for the success of the learning process and feedback for teachers to improve the quality of the learning process carried out [9].

In accordance with on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016, the procedure for assessing the learning process and learning outcomes by teachers is done within the following order: (1) determining the purpose of the assessment based on the lesson plan that has been prepared, (2) compiling a scoring grid, (3) compiling the assessment instrument and the guidelines, (4) analyzing the quality of the instrument, (5) carrying out the assessment, (6) processing, analyzing, and interpreting the results of the assessment, (7) reporting the results of the assessment, and (8) take advantage of the results of the assessment. While the assessment instruments that can be used by teachers are in the form of (1) tests, (2) observations, (3) individual or group assignments, and (4) other forms that can be adapted to the characteristics of the competence and level of student development.

From previous research that has been done, it is known that prospective Japanese language teachers have a good perception of language assessment literacy, but are unable to apply it in the practice of implementing Japanese language assessments, especially at the stage of preparing tests and implementing item analysis [10]. It implied that prospective Japanese language teachers still need to improve language assessment literacy and practice as a provision for teaching in schools later. Research by Syafiul Anam and Nanin VW Putri [11] examined the extent of classroom assessment literacy between teacher candidates and English teachers. The results of Anam and Putri's research concluded that prospective English teachers and English teachers had a slight stage of assessment literacy. Furthermore, the two groups of participants confirmed statistically massive variations in overall assessment literacy, namely in the implementation and scoring of the assessment, as well as in the implementation of alternative assessments.

Based on the previous research above, it was found that there was a research gap in the research of Japanese language teachers' self-efficacy. For this reason, it is necessary

to conduct research to measure the self-efficacy of Japanese language teachers. The focus of this research is on the practice of assessing learning outcomes carried out by Japanese language teachers. Taking into account of these reasons, this study aims to determine the correlation among the self-efficacy of Japanese language teachers in their practice of assessing learning outcomes.

2   Methods

This study uses a correlational quantitative research design. The sample characteristics are 58 Japanese language teachers at the high school level and/or equivalent in East Java, Indonesia. There are two instruments used, namely a questionnaire about the self-efficacy of Japanese language teachers in carrying out the assessment of learning outcomes and a questionnaire about the practice of assessing learning outcomes. To ensure the validation of the contents of the instrument, a review was carried out by two language assessment experts. Furthermore, revisions were made to the instrument based on the inputs obtained from the two experts where the results of the calculation of the reliability coefficients obtained consistent results.

Instruments was distributed to samples using Google Forms. The results of processing the average score of the questionnaire can show the level of teacher self-efficacy based on three levels, namely: low (1.00–2.00), medium (2.01–3.00), and high (3.01–4.00). The results of the distribution of the two questionnaires were then analyzed quantitatively using the Pearson product moment correlation.

3   Results and Discussion

To determine the self-efficacy of Japanese language teachers in carrying out the assessment of learning outcomes, the average calculation of the first instrument is the teacher self-efficacy questionnaire. Based on the 16 question items, the results are received as shown in Table 1.

Table 1 shows the average self-efficacy of Japanese language teachers based on 16 criteria. The highest average teacher self-efficacy is on the criteria of using the results of the assessment to monitor progress and diagnose student learning difficulties (M = 3.53). While the lowest self-efficacy lies in the criteria of using the results of the assessment to provide information to the public about the effectiveness of education so as to increase community participation (M = 3.10). The total average score of teacher self-efficacy is 3.33 which is included in the high level category. This shows that Japanese language teachers have good self-confidence about their ability to carry out assessments of learning outcomes. Furthermore, the results of the calculation of the standard deviation on the first instrument are 6.87.

The findings about the average teacher self-efficacy results are in line with Bandura's opinion [2] that teachers who have a high level of self-efficacy master three aspects of self-efficacy, namely level, generality, and strength. At this level aspect, teachers with high self-efficacy are able to overcome problems related to the tasks they face. The problems faced by teachers certainly vary, from problems with easy to difficult levels. However, with high self-efficacy, teachers can find solutions to these problems. Then on

Table 1. Average Self-Efficacy of Japanese Language Teachers in the Implementation of Learning Outcome Assessment

Carry out regular and consistent learning assessments in the classroom	3.40
Prepare an assessment plan at the beginning of the semester with the type of daily assessment	3.31
Develop an assessment plan at the beginning of the semester with the type of mid-semester assessment	3.24
Prepare an assessment plan at the beginning of the semester with the type of assessment on the cease of the semester	3.19
Using the results of the assessment as feedback for students in knowing their abilities and shortcomings	3.48
Use assessment results to monitor progress and diagnose student learning difficulties	3.53
Using the results of the assessment as input for improving the learning program in the classroom	3.43
Using the results of the assessment to enable students to achieve predetermined competencies	3.36
Using the results of the assessment to provide information to the public about the effectiveness of education so as to increase community participation	3.10
Applying the principles of valid, open, integrated, objective, fair, comprehensive and continuous, systematic, based on criteria, and accountable in preparing the assessment of student learning outcomes	3.34
Designing relevant assessments in accordance with the competency formulation in the curriculum.	3.41
Designing a comprehensive assessment, covering the domains of cognitive/knowledge, affective/attitude, and psychomotor/skills.	3.41
Develop an assessment by considering the validity criteria	3.26
Develop an assessment by considering the reliability criteria	3.22
Develop an assessment by considering the criteria of objectivity	3.31
Develop an assessment by considering the criteria of practicality	3.26
Japanese teacher's average self-efficacy score	3.33

the generality aspect, which explains the beliefs that teachers have to complete certain tasks thoroughly and well. Each teacher has a belief in different abilities according to the different scope of tasks. This aspect relates to the wide area of behavior that makes the teacher feel confident in his abilities. Teachers have the confidence in their capabilities without being restricted to a selected interest and scenario of activities and situations. Furthermore, in the aspect of strength, teachers are able to adapt to changes that occur, especially in matters related to their teaching duties, for example the implementation of a changing educational curriculum. With confidence related to their competence, teachers are able to develop a learning design based on the applicable curriculum and implement it. This is in line with Helmawati's opinion [1] that assessment is part of the learning

Table 2. Average Practices for Assessment of Learning Outcomes

Determine the purpose of the assessment by referring to the Lesson Plan that has been prepared	3.31
Compile the scoring grid	3.40
Develop assessment instruments and guidelines	3.53
Perform instrument quality analysis	3.19
Carry out the assessment	3.48
Processing, analyzing, and interpreting the results of the assessment	3.24
Reporting the results of the assessment	3.43
Take advantage of the results of the assessment	3.36
Average score of learning outcomes assessment practice	3.37

design, so the teacher must of course compile and carry out an assessment of learning outcomes as part of his task. Thus, teachers who have high self-efficacy will have no difficulty adapting in new situations. The ability of teachers to adapt can be supported by their active participation in CPD.

For the second instrument, the average result is calculated from eight criteria related to the practice of assessing learning outcomes. The results of the average calculation can be seen in Table 2.

Table 2 shows the average of the practice of assessing learning outcomes carried out by Japanese language teachers with reference to eight criteria. This criterion uses the Procedure for Assessment of Learning Processes and Learning Outcomes by Teachers based on Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 [12]. The highest average lies in the criteria for compiling the assessment instrument and the guidelines (M = 3.53). While the lowest average is found in the criteria for analyzing the quality of the instrument (M = 3.19). The total average score of the practice of assessing learning outcomes is 3.37 which is included in the high level category. This shows that the Japanese teacher assesses himself as being able to carry out the assessment of learning outcomes well. As for the calculation of the standard deviation, the result is 3.56.

The results of the average score of the practice of assessing learning outcomes by teachers with this high level category illustrates that Japanese language teachers have been able to apply the practice of assessing learning outcomes in accordance with the procedures for assessing learning processes and learning outcomes based on Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016. Competencies possessed by the teacher can be maintained by the existence of CPD designed by the Ministry of Education and Culture for teachers.

The result of the calculation of the correlation between the self-efficacy of the Japanese language teacher and the practice of assessing learning outcomes using Pearson's product-moment is 0.97 which is included in the very strong category. These results indicate that there is a significant positive relationship between the self-efficacy of Japanese language teachers in carrying out the assessment of learning outcomes with

the practice of assessing learning outcomes that they do. The higher the teacher's self-efficacy, the higher the ability to practice assessment of learning outcomes he does. This finding is in line with Ormrod's opinion [4] which states that teachers can influence student achievement in various ways, including the implementation of student learning outcomes assessment. High teacher self-efficacy makes teachers have higher expectations and set higher targets on student learning outcomes, thus making teachers try more in teaching and try their best in helping the student learning process and develop instruments to measure the achievement of student learning outcomes. High teacher self-efficacy affects teacher behavior in making choices, including when compiling learning outcomes assessment instruments.

The competence of Japanese language teachers in the practice of assessing learning outcomes is closely related to their self-efficacy. Japanese language teachers have been prepared to carry out learning activities, including the practice of assessing learning outcomes, from becoming teacher candidates to teaching practice. Then after becoming a teacher, it is continued with the in-service Teacher Professional Education Program as well as other activities that have been designed by the Ministry of Education and Culture related to Continuous Professional Development activities.

4   Conclusion

The results of this study indicate that there is a significant positive relationship between the self-efficacy of Japanese language teachers in carrying out the assessment of learning outcomes and the practice of assessing learning outcomes that they do. The higher self-efficacy of teachers in carrying out the assessment of learning outcomes is closely related to the practice of assessing learning outcomes that they do. The Japanese teacher who has high self-efficacy in the implementation of the assessment of learning outcomes shows that the Japanese teacher has good self-confidence about his ability to carry out the assessment of learning outcomes. Meanwhile, the Japanese teacher who has a high average value of the practice of assessing learning outcomes shows that the Japanese teacher assesses himself to be able to carry out the assessment of learning outcomes well.

Both teacher self-efficacy and the practice of assessing learning outcomes, which are both included at this high level, prove that Japanese language teachers have competence as professional teachers. The development of teacher competence can be carried out from being a prospective teacher to becoming a teacher. Therefore, the Continuing Professional Program designed by the Ministry of Education and Culture must continue to be implemented and is a must for teachers to play an active role in the program.

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