

## Writing Assessment Construction for Madrasah Teacher: Engaging Teacher Faith and Identity Processes

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### ABSTRAK

*Perkembangan prestasi akademik mahasiswa dalam bidang bahasa Indonesia sangat urgen dan untuk itu diperlukan penilaian secara tertulis. Penelitian ini bertujuan untuk menganalisis keterlibatan atribusi iman dan identitas guru bahasa Indonesia dalam pengembangan penilaian menulis di madrasah. Penelitian ini menggunakan pendekatan fenomenologis. Penelitian ini melibatkan dua puluh guru bahasa Indonesia di madrasah dan melakukan wawancara mendalam untuk mengungkap narasi praktik guru dalam mengembangkan penilaian menulis. Pengumpulan data menggunakan pengalaman pertama dengan informan dan reaksi mereka terhadap pengalaman tersebut, digunakan jadwal wawancara semi terstruktur. Penelitian ini menggunakan analisis tematik untuk mengkaji makna holistik dari fenomena melalui deskripsi persepsi subjektif. Hasil penelitian menunjukkan keterlibatan moralitas dan religiusitas pribadi, atribusi identitas ketika menilai, berperan dalam pengembangan penilaian menulis bahasa dan sastra Indonesia di madrasah. Penerapan prinsip iman merupakan mata rantai utama dalam pengembangan penilaian menulis, selain atribusi identitas kepribadian pemberian Tuhan untuk penilaian tulisan bahasa dan sastra Indonesia. Kemampuan penilaian identitas dan tulisan guru bahasa Indonesia berkembang dengan berbagai varian, dan keterampilan serta penguasaan materi siswa juga berkembang dalam meningkatkan literasi, serta prestasi akademiknya. Kesimpulannya, hasil kajian eksploratif ini menunjukkan bahwa atribusi keimanan dan identitas diri dapat mengembangkan penilaian menulis dalam bidang bahasa Indonesia.*

### ABSTRACT

The development of students' academic achievement in the field of Indonesian language is very urgent and for that a writing assessment is needed. The aims of this study is to analyses the involvement of faith and the identity attribution of Indonesian language teachers in developing writing assessments in madrasah. This study uses a phenomenological approach. This study are involving twenty Indonesian teachers in madrasah and conducting in-depth interviews to reveal the narrative of teachers' practices in developing writing assessments. The collected data using first experiences with informants and their reactions to those experiences, a semi-structured interview schedule was used. This study uses thematic analysis to examine the holistic meaning of phenomena through the description of subjective perceptions. The result of study shows involvement of personal morality and religiosity, attribution of identity when assessing, plays a role in the development of writing assessments in Indonesian language and literature in madrasah. The application of faith principles is the main link in the development of writing assessments, in addition to attribution of the identity of God-given personality to the assessment of writing Indonesian language and literature. The identity and writing assessment abilities of Indonesian language teachers develop with various variants, and students' skills and mastery of material also develop in improving literacy, as well as their academic achievements. In conclusion, the results of this exploratory study show that faith and personal identity attribution can develop writing assessments in the Indonesian language field.

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## 1. INTRODUCTION

High school education seeks to help students develop high writing skills in the field of Indonesian language with good judgment (Pyle et al., 2020; Zeng et al., 2018). While forging high writing skills that enable students in madrasas to think higher order with constructive assessment is one that is neglected in high school. The development of this writing assessment also burdens teachers and is found to be an important factor in increasing teaching professionalism (Priyatni & Martutik, 2020; Shaari & Mohamad, 2020; Hung & Chan, 2020). However, while the literature outlines that unsuccessful writing assessments in senior secondary schools may have an adverse effect on teacher quality, it is unclear which strategies teachers can employ to develop quality learning in the classroom. Instead, until now research has focused mainly on program evaluations aimed at improving students' quality learning strategies and paying little attention to the construction of teacher-quality language assessments in learning in schools (Arnold & Reed, 2019; Priyatni & Martutik, 2020). Here, the construction of high school teachers' writing assessments may be a very important resource in addressing the quality of learning and students' mastery of Indonesian language learning materials because research suggests that writing assessments emphasize reliability, fairness and measuring attainment have positive effects on the development of learning quality and success, understanding of the material and increasing students' learning motivation (Ulya et al., 2020; Zeng et al., 2018; Zulkifli, 2014). However, until now it is not clear how the assessment of writing in Indonesian language learning carried out by teachers can contribute to improving the quality of learning, the quality of student learning, and improving student literacy. Teaching with quality writing assessment in Indonesian language learning has been identified as a very challenging job (Arnold & Reed, 2016; Brown, 2019; Habibi, 2016; Pyle et al., 2020). Because learning material in this field is related to the ability to analyze, construct thoughts and ideas which are very important for the development and progress of students in the future (Albrecht & Karabenick, 2018; Ricchiardi & Emanuel, 2018; Warren, 2019; Zeng et al., 2018). The factor that contributes to the writing quality of students is the ability of teachers to judge fairly and accountable which is applied to the basics of faith (Kamal & Ghani, 2014; Laeheem, 2018; Tambak & Sukenti, 2020). Here, the research shows that the worse the teacher's writing assessment, the greater the contribution to the decline in scientific thinking patterns, analytical skills, creative thinking, and students' logical construction abilities (Habibi, 2016; Lu et al., 2021; Tanak, 2020). For example, teachers who teach languages who do not develop quality writing assessments are found to have greater knowledge stagnation for teaching failure and poor professionalism even when compared to another group of teachers who fail to teach languages (Arnold & Reed, 2019; Habibi, 2016; Shaari & Mohamad, 2020). Therefore, the development of writing assessments in Indonesian is very important to maintain high-level scientific thinking skills, scientific development of students and the quality of learning in the classroom environment. This is very closely related to the identity process that is imprinted in the teacher (Breakwell, 2015; Fielding & Hornsey, 2016; McKay & Sappa, 2020).

Writing assessment' in Indonesian language learning in senior high schools was originally a concept that characterized the capacity of an individual's identity to teach writing material (Habibi, 2016; McKay & Sappa, 2020; Priyatni & Martutik, 2020; Sternisko et al., 2020). Recent research has shown that instead of being an attribute of personal identity, writing assessment is a complex dynamic relationship between scientific insight and mastery factors in the implementation of assessment (Habibi, 2016; Jaspal & Breakwell, 2012; Priyatni & Martutik, 2020; Rapoport & Yemini, 2020). However, while scientific attitude among children has been extensively investigated, limited empirical investigation has addressed writing assessments. Evidence from studies that have examined the writing assessment of high school teachers suggests that a variety of factors are involved in the development of teacher assessment. For example, studies that describe studies examining the relationship between teachers' personal knowledge, effectiveness and writing assessment ignore relevant extrinsic factors (Damaianti et al., 2020; Hung & Chan, 2020; Lee et al., 2020; Priyatni & Martutik, 2020). On the other hand, extrinsic and intrinsic factors of Islamic behavior, individual values, leadership style, social support and significant relationships were found to be important in the development of writing assessments conducted by teachers in the field of language (Annalakshmi & Abeer, 2011; Habibi, 2016; A. K. Othman et al., 2014; Tambak & Sukenti, 2020). However, although religiosity is associated with the construction of writing assessments in the field of language in various contexts, namely (teaching competence, Islamic personality, emotional resilience, reading competences, the role of a teacher's faith in the development of writing assessments in Indonesian language learning has not yet been studied (García-Martín & García-Sánchez, 2020; Susilowati & Suyatno, 2021; Tambak & Sukenti, 2020; Wang et al., 2016). This is problematic because the faith and teacher's personal identity process may be an effective way to develop students' writing assessments in language areas to elicit students' learning quality, literacy skills, analytical thinking, and higher order thinking. Teaching writing is a process of activities that hone students' abilities that focus on a product approach.

This approach provides an assessment of aspects of structure (grammar), vocabulary, punctuation and spelling as described (Castillo-Cuesta, 2022; Fahim & Jalili, 2013). The reason for the positive effect of writing assessments on learning quality may be related to the identity processes that high school teachers have. In particular, previous study suggests that the experience of identity processes such as fairness and accountability can cause problems in constructing one's personal identity and thus pose a threat to teaching creativity (Breakwell, 2015). The threat of identity processes, responding to the notion of a structural model of creativity, occurs when the principles of teacher identity are undermined (Fielding & Hornsey, 2016; Jaspal & Breakwell, 2012; McKay & Sappa, 2020). The basic principles that underlie the construction of this identity make it possible to maintain a positive understanding of oneself.

Basically, recent research has shown that the faith can contribute to the identity maintenance process by responding to these six basic principles of identity construction in an indestructible way, providing a positive outlook on oneself even in times of distress and trouble (Annalakshmi & Abeer, 2011; Khir et al., 2016). Previous research has not examined the underlying identity maintenance processes in relation to high school teacher writing assessments. Here, particularly the Islamic personality and the development of teacher writing assessments in relation to the development of learning quality and student success are examined as important drivers of progress, which contribute to the promotion of higher quality and creativity in high school teachers. Previous study state that the writing assessment is focused on clarity of pronunciation is the pronunciation of the whole discourse and its parts sounds clear and does not doubt or cause misunderstandings fluency of pronunciation is the overall discourse is expressed smoothly without disturbing prolonged pauses (Garadian, 2016; Mondro et al., 2020). Pronunciation accuracy is the overall pronunciation of words and parts of discourse expressed appropriately and the fairness of pronunciation is that the overall pronunciation of words and parts of discourse is expressed fairly as a native speaker.

This project addresses gaps in knowledge by taking an exploratory approach to understanding how the faith of Indonesian language teachers can impact writing assessment constructions in relation to the underlying principles of teacher identity construction. While focusing on the individual experiences of teachers will therefore not provide generalizable conclusions that would allow determining the extent to which teachers' faith may impact writing assessments conducted by Indonesian language teachers. This study will provide analyses of how teachers can experience their Islamic personalities in their own contexts. In relation to the identity process that has an impact on the development of writing assessment development in Indonesian language learning in high school.

## 2. METHOD

Qualitative methodology with a phenomenological approach was used to examine whether and to what extent faith and identity processes can construct writing assessments conducted by high school Indonesian language teachers and thereby contribute to writing literacy intellectuality (Cooley, 2013; Hussain, 2015; Williams, 2021). Two group discussions with twenty-two active teachers each were held in Pekanbaru, Indonesia. This sample size is generally considered an appropriate sample size to allow an in-depth examination of patterns and understanding of psychological thinking by thematic analysis (Groenewald, 2004; Mayoh & Onwuegbuzie, 2015; Patton, 2002). Although there are no strict rules, qualitative research analyzed by thematic analysis generally considers twelve to twenty-five participants an effective sample size for testing subjective experiences (Castleberry & Nolen, 2018; Hussain, 2015). To collect descriptions of first experiences with informants and their reactions to those experiences, a semi-structured interview schedule was used (McGrath et al., 2019; Seidman, 2006). The two-group discussion with ten informants lasted 100 and 170 minutes, respectively. The interview schedule was organized into two sub-sessions. In the first stage, participants were asked to speak freely about their beliefs in relation to their coping strategies (Castleberry & Nolen, 2018; Lundh, 2020). Interviews were recorded, transcribed and translated from Indonesian to English. The transcribed interviews were sent to participants for review. After the participant made some minor changes and sent back the corrected version (Aşdelen Teker & Güler, 2019; Braun & Clarke, 2006; Castleberry & Nolen, 2018). Thematic analysis was found to be the most suitable method because it examines the holistic meaning of phenomena through the description of subjective perceptions (Braun & Clarke, 2006; Okolie et al., 2021).

## 3. RESULT AND DISCUSSION

### Result

The analysis of the results showed that especially in the assessment of writing, faith and teacher religiosity made it possible to develop them in students related to creative thinking in science and literacy skills. The

developments of writing assessment are conducting in two ways. On the one hand, the informants applied the principles of their Islamic behavior, which was the theme 'Application of Islamic Principles and faith as Construction of Writing Assessment'. On the other hand, the participants perceive their work as a calling and anticipate having a divinely created personality that protects them from overwhelming creativity stagnation behavior. This perception is the theme of 'God-given Attribution of Personality Identity as a Writing Assessment Construction'. However, in both themes excerpts from interviews were found to respond to six principles of identity process construction. In this case, elements of Islamic beliefs and personality may have facilitated identity behavior to construct positive judgments and views about one's work. While teaching creativity in constructing writing assessments in Indonesian is considered a noble work, the process of personal identity makes it possible to understand one's experience by incorporating an faith into the narrative framework. This framework gives meaning by making it possible to categorize experiences as part of a larger divine plan for one's life and extended environment.

#### *Application of faith for writing assessment*

Basically, the results show that all (20 Indonesian language teachers) in senior high schools report that student-teacher creativity is the main basis for teaching and learning and often this is very difficult to apply, including in writing assessment in the field of Indonesian language and literature. Teachers and students must work together in developing this writing assessment to develop higher order thinking as a way to improve academic achievement in the Indonesian language field. However, all Indonesian language teachers in senior high schools utilize Islamic and Islamic behavior to develop writing assessments in the language field at high escalation levels. Base on the result, this quote exemplifies the student's inability to pronounce the whole discourse and its parts sound clear and not doubtful or cause misunderstandings in Indonesian language learning during writing assessments. While trying to calm the student down, the teacher received an unfavorable response that was thrown at him by relying on his belief. Basically, making use of faith values allows him to act with patience and accept the situation as it is. In this sense, teachers feel that they will act according to God's will by enduring conflict and acting in the situation they are in at the moment. In this sense, difficult situations can persist, even if there is no immediate satisfaction, Base on the result exemplifies how the assessment of the effective sentence is carried out on the whole pronunciation of words and parts of discourse expressed appropriately-by involving the concepts of faith in Islam. Here, judging resonates with giving meaning, i.e. finding meaning and purpose in one's life. This makes it possible to develop writing assessments by understanding them from a superordinate third-level perspective. So, in developing writing assessments in Indonesian language and literature materials can improve students' literacy skills, Base on the result confirms that teacher morality is very involved in developing students' writing assessments in the field of language to improve their literacy in learning. In addition, the teacher also considers the purpose of teaching as charity and is done sincerely, applied in activities to increase students' mastery and understanding of language material. Faith possessed by teachers is the main basis in carrying out writing assessments and directing students to progress from day to day.

#### *Identity attribution of God-given personality as a writing assessment*

Understanding oneself as 'chosen to teach' makes it possible to see oneself as having a purpose in one's struggles. In this case, using one's personality identity contributes to maintaining a positive view of oneself and one's work. A person's good character will lead him to do good things. Base on the result is shows how understanding oneself as different from others with inherently different traits acts as a resource for developing writing assessments in Indonesian language and literature learning. Strategies for perceiving oneself as equipped with special features that allow for developing writing assessments in the classroom may therefore have responded to the peculiarities of the underlying identity principle. Moreover base on the result exemplifies how perception makes a unique and positive contribution to the development of students' writing assessments and contributes to positive self-perception. In this sense, writing assessment in Indonesian language and literature materials contributes positively to scientific thinking and students' literacy skills. On the other hand, contribution to the development of a constructive writing assessment is considered a personal success and is related to one's unique personality. Interestingly, the conceptualization of personality in this context is related to the understanding of identity as a divine prenatal gift. As the following quote will show, this conceptualization of personality can also contribute to identity continuity (Breakwell, 2015; Jaspal & Breakwell, 2012; Rapoport & Yemini, 2020). Moreover, other subject exemplifies how being a teacher turns into an expression of individual personality rather than seeing the individual as a teacher. This makes it possible to allocate superior language assessment development strategies that are specific to the nature of the teacher, and, in doing so, can increase self-esteem and self-efficacy. Hence, the anticipation of specific inherent traits as conditions for a career can resonate with continuity of principle identity, and, in doing so, provide self-esteem-enhancing rationality. By separating inherently different 'types' of people and associating themselves with these categories, individuals can build a sense of belonging. This makes group membership an inherited right that forms group cohesion, even in the development of creativity in writing assessment in Indonesian language and literature learning. It is also possible to make a stark separation from

former teachers who followed other career aspirations and left school. Base on result of study as this quote exemplifies, the anticipated absence of a given teacher personality inherently justifies a misfit for this role. In this sense, the role of teacher training in relevant skills can be reduced. On the other hand, if a teacher does not develop sufficient resilience to develop quality writing assessments, then this teacher is associated as part of an outside group, which is not divinely chosen to teach. Therefore, the rationale that only a certain part of the population is created, or created, for assessment and teaching makes it possible to understand the differences in aspirations and career development.

## Discussion

The application of personal morals in assessing the fluency of pronunciation in the Indonesian language material being studied can increase the stability of identity self-esteem by utilizing self-efficacy (Aminnuddin, 2020; Jaspal & Breakwell, 2012; A. K. Othman et al., 2014). Basically, challenging situations are seen as opportunities to grow in the virtues of Islam (Othman et al., 2014; Laeheem, 2020). In this sense, success is defined by controlling one's emotions. Situations in reflective thinking and the application of personal moral principles aside from hasty and emotional responses are characterized as personal accomplishments (Damaianti et al., 2020; Khir et al., 2016; A. K. Othman et al., 2014). It contributes not only to self-efficacy, as a feeling of being in control of one's life and situation, but also to self-esteem, conceptualizing personal growth according to personality principles in Islam as personal success. Writing assessment in teaching becomes more than just a job, it turns into a calling and, in doing so, responds to meaning as the underlying principle of identity construction (Breakwell, 2015; Jaspal & Breakwell, 2012). Faith which includes various morals and divine values is the main key for Indonesian language teachers in conducting writing assessments to contribute to changes in the quality of mastery and understanding of Indonesian language and literature material. The findings of this study suggest that Islamic personality, Islamic coping strategies can contribute to the development of writing assessment by responding to the underlying principles of identity 'construction'. Thus, the results suggest that religion, Islamic coping strategies and narratives can develop writing judgments, contribute to identity maintenance and stabilization processes. Therefore, teachers apply their Islamic personality principles to develop writing assessments and use religious narrative frameworks that justify their innate and distinctive suitability for their profession (Auphan et al., 2020; Wang et al., 2016). Assessing students' writing ability in teaching to be in this way is conceptualized as a challenge to grow in the virtues of Islam in addition to the vocation one is chosen, or born to do (Howarth, 2016; Jaspal & Breakwell, 2012). In line with previous research, analysis of narrative reports shows a variety of challenging situations faced by teachers who would need and require the development of writing assessments in language to maintain personal well-being (Arnold & Reed, 2016; Habibi, 2016; Hung & Chan, 2020; Jiménez et al., 2014; Priyatni & Martutik, 2020; Reed et al., 2020; Wu et al., 2014). However, while previous research has focused primarily on how foreign and intrinsic factors can contribute to the development of writing assessments in the field of Indonesian language and literature, this study extends previous knowledge by examine the possible relationship between faith and personal identity in writing assessments (Damaianti et al., 2020; Greene-Woods & Delgado, 2020; Lee et al., 2020; Yusof & Mohamad, 2020). In particular, the results suggest that faith and religiosity can respond to the underlying constituents of identity construction and self-development for assessment of writing in learning. This is in line with an extensive series of studies on identity maintenance showing that writing assessment contributes to students' greater scientific mindset and literacy skills (Annalakshmi & Abeer, 2011; Khir et al., 2016; McKay & Sappa, 2020; Mondro et al., 2020; A. K. Othman et al., 2014; N. Othman, 2015; Sultan et al., 2020).

However, this study continues this idea by showing that the application of faith in writing assessment contributes to personal development and growth in harmony with the principles of identity construction of self-esteem and self-efficacy (Tambak & Sukenti, 2020; Aminnuddin, 2020; Kamal & Ghani, 2014). In this sense, narrative stories show that Islamic moral virtues are conceptualized as more understanding, reflective and more creatively developed for the quality of writing assessment in learning (Dzo'ul Milal et al., 2020; Eissa & Khalid, 2019). Therefore, controlling oneself, one's emotions and reactions in the development of writing assessments in Indonesian language and literature with feelings of self-efficacy and morals (Peura et al., 2021; Shehzad et al., 2019; Webb-Williams, 2018). In addition, personal interpretation of Islamic doctrines, combined with faith in these doctrines, contributes to writing assessment development activities by stabilizing identity when motivation is low and expectations are high (Asutay & Yilmaz, 2020; Damaianti et al., 2020; Habibi, 2016; Khir et al., 2016; A. K. Othman et al., 2014; Priyatni & Martutik, 2020). Fundamentally, Islamic doctrine makes it possible to form narrative arcs that facilitate reflection on student behavior and contribute to the evaluation of the meaningfulness of a teacher's work (Khir et al., 2016; N. Othman, 2015; Tambak & Sukenti, 2020). At the time of the assessment of writing the language field, the teacher's individual interpretation of Islamic religious texts is therefore used to understand the teachings scientifically and, as a consequence, to increase faith. Here, a very important factor is to see oneself as a Divine choice to become a teacher. Therefore, teachers define themselves through their work: Instead of understanding teaching from the perspective of a contractually required job identity, being a teacher is

described as being imperatively tied to one's identity, similar to gender identity (Breakwell, 2015; Damaianti et al., 2020; Jaspal & Breakwell, 2012; Mondro et al., 2020; Rapoport & Yemini, 2020).

However, although these findings have outlined the relationship between faith and teachers' personal identity in the development of writing assessments in the Indonesian language and literature field, a number of caveats need to be considered. As qualitative research with a relatively small sample size of 20 teachers with strong beliefs, this research is limited in its ability to generalize. This warning is especially important in the context of the recruited population, as all Indonesian teachers who declare themselves to be believers are deeply affiliated with Islam. It is still possible that similar accounts could be obtained from highly affiliated individuals of other Islamic denominations or individuals with different strong beliefs. However, despite these limitations, this study offers a new perspective in Indonesian language teacher writing assessment research by linking faith with identity construction principles. While it is not suggested that faith can be an exclusive way to develop Indonesian language teachers' writing assessments, it was found to be a useful addition that could contribute to the use of teachers' language assessments and would merit further examination. Therefore, future research may wish to carry out large-scale studies investigating possible relationships between processes of religiosity, writing assessment and identity, and, to examine the possible benefits of implementing language area writing assessments in teacher training courses. This will make it possible to outline the possible effects with a quantitative and representative sample so as to provide more generalizable conclusions.

#### 4. CONCLUSION

The development of personal identity, high emotional, Islamic personality and personal religiosity play a role in the development of madrasah teachers' writing assessments in learning Indonesian language and literature. The application of Islamic principles and faith becomes the main glue in the development of writing assessment, in addition to the attribution of identity from the God-given personality to Indonesian language and literature learning. The creativity and writing assessment abilities of Indonesian language teachers develop with various variants, and students' skills and mastery of material also develop in improving literacy, as well as their academic achievements.

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