



CONSTRUCTIVISM IN PRE-, PROCESS, AND POST-ASSESSMENT OF INDONESIAN LANGUAGE LEARNING

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ABSTRACT

This article aims to explain constructivism in Indonesian language learning assessment which includes pre-, process, and post learning. Indonesian pre-learning assessment in the Merdeka Curriculum is an initial evaluation to identify students' mastery of language, integrating constructivism and psycholinguistic theories, to profile learners and use task-based assessment techniques, written exams, and formative instruments. Indonesian learning process assessment is a constructivism and CLT-based evaluation, monitoring student interaction, integrating multiple intelligences, assessing language skills, and supporting learning quality improvement. Post-learning assessment of Indonesian is an evaluation of student outcomes and achievements, measuring language comprehension, skills, and application. Use written, project, and portfolio techniques, to evaluate and improve learning.

INTRODUCTION

Indonesian language learning is a complex process that involves understanding and applying various linguistic aspects and communicative skills. In this context, assessment becomes a critical element in measuring students' understanding and development (Fawzi, 2017). This paper will explain the role of constructivism in the pre-, process, and post-assessment of Indonesian language learning, focusing on the integration of theory and evaluative practice.

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In line with Jean Piaget's theory of constructivism, "Learning is an active process of knowledge construction by the individual, not the delivery of information by the teacher" (Piaget, 1950). The constructivist approach emphasizes the active role of students in constructing their understanding of learning materials, and this is relevant to the Indonesian language context. Constructivism not only covers cognitive aspects but also considers students' experiences and backgrounds in understanding and using language.

Research by Chomsky (1957) supports the concept that "language skills are innate and can be learned by every individual." In this framework, the pre-learning assessment of Indonesian aims to identify students' initial level of understanding of language structure, vocabulary, and communication skills. Meanwhile, in the learning process assessment, the focus is on monitoring and assessing students' progress during the teaching-learning process, in line with Howard Gardner's (1983) theory of multiple intelligences, which emphasizes the diversity of ways individuals express their knowledge.

In post-learning assessment, evaluation of student outcomes and achievements is the focus. Stake's (1967) Measurement and Evaluation Theory highlights the importance of measuring observable and quantifiable learning outcomes. Post-learning assessment of Indonesian involves various forms of evaluation, such as final exams, research projects, or final assignments, which measure students' understanding and ability to apply the knowledge of Indonesian that has been acquired during learning.

Through this approach, constructivism provides a solid foundation for designing assessments that not only reflect students' understanding but also encourage the development of practical language skills. Recent research, such as that conducted by Susilo (2018) using essay writing instruments and portfolio analysis, shows that a constructivist approach to assessment can provide an in-depth picture of student progress and provide insights for improved learning methods.

By integrating the theories of constructivism, multiple intelligences, and evaluative approaches, this paper will outline relevant assessment practices in the Indonesian language context, creating a meeting point between theory and implementation in the classroom.

Based on the above description, the problem formulation of this article is to explain constructivism in the assessment of (a) pre, (b) process, and (c) post-Indonesian language learning.

RESULT AND DISCUSSIONS

PRE-LEARNING ASSESSMENT OF INDONESIAN LANGUAGE

Definition

In the context of implementing the Merdeka Curriculum, pre-learning assessment can be interpreted as an assessment carried out before learning. It can be interpreted that this assessment is a diagnostic effort so many translate it as a diagnostic question. This assessment can be carried out during the initial registration of students, for example, elementary school graduates enter junior high school (SMP), junior high school graduates enter senior high school (SMA), and high school graduates enter higher education. In addition, this assessment can also be carried out before teachers develop learning instruments.

Indonesian pre-learning assessment involves an initial evaluation of students' ability to understand and use Indonesian. In this framework, the theory of constructivism by Jean Piaget can be applied to the quote, "Learning is an active process of knowledge construction by the individual, not the delivery of information by the teacher" (Piaget, 1950). In addition, Psycholinguistic theory, as expressed by Noam Chomsky, emphasizes that language skills are innate and can be learned by every individual (Chomsky, 1957). By integrating these theories, Indonesian pre-learning assessment is an attempt to identify students' initial language acquisition level and their language skill development potential. This assessment can also reflect a skill-based approach, which focuses on language use in practical contexts, following the theory of Student-Centered Language Teaching (CLT) (Richards & Rodgers, 2001). Thus, Indonesian pre-learning assessment helps teachers design lessons that match students' level of understanding and integrate these theories to improve their language skills (Piaget, 1950; Chomsky, 1957; Richards & Rodgers, 2001).

Purpose

The Indonesian pre-learning assessment aims to identify students' level of mastery of the language before they engage in learning activities. In addition, the purpose of this assessment is to understand how students build their understanding of language structure, vocabulary, and communication skills in the context of the Indonesian language. The Indonesian pre-learning assessment thus also aims to identify students' language skill development potential based on their basic understanding of language structures and rules.

Another function of this assessment is to support a skill-based learning approach, following the theory of Student-Centered Language Learning (CLT) as expressed by Richards and Rodgers (2001). This assessment can help measure students' ability to use Indonesian in real communicative situations, ensuring that learning focuses on developing practical language skills. Thus, pre-learning assessment of Indonesian plays a key role in aligning teaching methods with students' needs and level of understanding (Piaget, 1950; Chomsky, 1957; Richards & Rodgers, 2001).

In the context of implementing the Merdeka Curriculum, the purpose of pre-assessing Indonesian language learning is to profile students, student eligibility, and placement. The profile includes (a) initial competence, (b) learning style, (c) interests, and (d) student talent. Learner eligibility, in this case, is related to whether matriculation is needed before learning begins. Learner placement is related to efforts to place learners in homogeneous or heterogeneous groups in terms of (a) initial competencies, (b) learning styles, (c) interests, and (d) talents.

This is very important because it will be the basis for educational institutions, and teachers, in (a) placing students in study groups, (b) preparing learning programs through the preparation of learning modules, (c) preparing extracurricular programs, and (d) preparing things to support learning.

Techniques and Instruments

Assessment of Indonesian language learning includes four skills, namely listening, reading, speaking, and writing. Based on that, more than one technique

and Instrument is needed that can be used to conduct the assessment. Assessment of reading and listening skills can be done with test techniques using multiple-choice item instruments. Assessment of speaking and writing skills is productive so it is more valid to use task or project-based assessment. In this context, Jean Piaget highlighted the importance of actively involving students in learning, and task or project-based assessment techniques can reflect this approach. Therefore, project-based tasks or projects can actively engage students in demonstrating their understanding of Indonesian.

For example, a study by Nurhayati and Setiawan (2018) used project-based assessment techniques to assess students' writing skills in Indonesian. Students were asked to create a short story based on a specific topic, utilizing the vocabulary and language structures they had learned. The results showed that the project-based assessment technique provided a more holistic picture of student's ability to apply their knowledge of the Indonesian language.

In addition, formative assessment instruments such as periodic assignments or portfolios can provide deeper insights into students' development over time. This method supports the Student-Centered Language Learning (CLT) approach which emphasizes language use in real communicative situations (Richards & Rodgers, 2001). For example, research by Wardhani (2017) used formative assessment in the form of portfolios to track the development of students' speaking skills in Indonesian over a period.

Nonetheless, as an instrument, the test technique remains excellent, in this case, written exams, only for reading and writing, remain a commonly used method to measure students' understanding of grammar and vocabulary. Therefore, written exams can provide an overview of students' ability to construct sentences, use vocabulary, and understand Indonesian grammatical rules. However, it has a weakness, which is that there is no assessment of listening and speaking skills.

By combining task-based assessment techniques, written exams, and formative instruments, the Indonesian pre-learning assessment approach can reflect cognitive and psycholinguistic theories while providing a comprehensive picture of students' abilities (Piaget, 1950; Chomsky, 1957; Richards & Rodgers, 2001; Nurhayati & Setiawan, 2018; Wardhani, 2017).

ASSESSMENT OF THE INDONESIAN LEARNING PROCESS

Definition

Assessment of the Indonesian language learning process is an evaluation carried out during the learning process to monitor and assess students' progress and understanding of Indonesian language materials. The assessment of the learning process refers to the constructivist approach by exploring students' understanding through their active interaction with learning materials. This assessment is not to measure the result but to monitor students' learning journey over time.

In the assessment of the Indonesian language learning process, it is important to consider the theory of Student-Centered Language Teaching (CLT) which emphasizes the use of language in real communicative situations (Richards & Rodgers, 2001). Assessments can include tasks or activities that simulate everyday communicative situations, such as having a discussion or making a presentation, to measure students' ability to apply their knowledge in a practical context.

By integrating the constructivist approach, thinking about multiple intelligences, and the principles of CLT, the assessment of the Indonesian language learning process provides a more holistic picture of students' development in language use and emphasizes the importance of students' active interaction with learning materials (Piaget, 1950; Gardner, 1983; Richards & Rodgers, 2001).

Purpose

The purpose of assessing the Indonesian language learning process is to monitor and evaluate students' progress during the learning process, with a focus on students' active interaction with learning materials and language use in real communicative situations. In the context of assessing the Indonesian language learning process, this goal reflects the constructivist approach by assessing how students actively construct their understanding of language materials. In addition, it aims to cover variations in students' intelligence and provide a comprehensive picture of how they understand and use Indonesian.

The assessment function of the learning process also involves the application of Student-Centered Language Learning (CLT) theory which emphasizes language

use in real communicative contexts (Richards & Rodgers, 2001). For example, students can be assessed through tasks or projects that simulate everyday communicative situations, allowing teachers to measure students' ability to apply their knowledge in real-life situations.

By integrating constructivism theory, multiple intelligences, and the CLT approach, the assessment of the Indonesian language learning process aims to provide a holistic insight into students' development in using language and illustrate their abilities in practical contexts (Piaget, 1950; Gardner, 1983; Richards & Rodgers, 2001).

In addition, this assessment is also an effort to find out the obstacles faced by students in the Indonesian language learning process. These constraints include (a) materials, (b) methods, (c) instructions, (d) media, and (e) learning interactions, both horizontal (student-student) and vertical (student-teacher). Thus, this assessment is holistic and comprehensive.

The results of this assessment can be used as a consideration of things that can be maintained and improved in the learning process. This follows the main purpose of assessing the Indonesian language learning process, which is to improve the quality of learning. This will have an impact on the process of mastering students' language skills.

Techniques and Instruments

Assessment of the Indonesian language learning process can involve a variety of techniques and instruments to monitor students' active interaction with learning materials as well as their ability to use language in a communicative context. Following the constructivist approach espoused by Jean Piaget, task or project-based assessment techniques provide an overview of how students actively construct their understanding of the material.

As an example of the technique, an essay writing task or an independent research project can provide an overview of how students respond to and construct knowledge of Indonesian. In a study by Fitriana (2019), an assessment of the Indonesian language learning process was conducted through a student research

project that explored and documented variations in Indonesian dialects in different regions.

Instruments in the form of observation in communicative situations can be a relevant method to the Student-Centered Language Learning (CLT) approach. In CLT theory, Richards and Rodgers (2001) emphasize the importance of language use in real contexts. For example, a checklist instrument or observation rubric can be used to assess students' ability to communicate effectively in situations such as role-play, debate, or realistic simulation.

Formative assignments, such as portfolios that include a variety of students' written work, can also reflect their development over time. Incorporating Howard Gardner's theory of multiple intelligences, which emphasizes the diverse ways individuals express their knowledge (Gardner, 1983), portfolios can include written work, oral presentations, or even artistic projects that demonstrate students' linguistic intelligence.

Thus, using these techniques and instruments, assessment of the Indonesian language learning process can reflect a constructivist and student-centered approach, while illustrating the diversity of ways students understand and use language in real communicative contexts (Piaget, 1950; Gardner, 1983; Richards & Rodgers, 2001; Fitriana, 2019).

POST-ASSESSMENT OF INDONESIAN LANGUAGE LEARNING

Definition

Indonesian post-learning assessment involves evaluating students' outcomes and achievements after they have taken part in a learning program or stage. The nature of this assessment is to measure students' understanding, skills, and application of Indonesian after engaging in the learning process. Post-learning assessment reflects students' understanding that has been constructed during the learning process. This assessment can be done after learning a module commonly referred to as daily tests, mid-semester exams, end-of-semester exams, final exams, and national exams.

Robert Stake's Measurement and Evaluation Theory supports the concept of

post-learning assessment by emphasizing the importance of measuring observable and measurable learning outcomes (Stake, 1967). Post-learning assessment can include various forms of evaluation, such as final exams, research projects, or final assignments, which measure students' understanding and ability to apply the knowledge of the Indonesian language that has been acquired during learning.

In addition, Howard Gardner's theory of Multiple Intelligences can be integrated into post-learning assessments. Post-learning assessments can include different types of tasks and projects that allow students to demonstrate their intelligence in different aspects of the Indonesian language, such as speaking, writing, or text comprehension skills. By integrating constructivism theory, measurement and evaluation theory, and multiple intelligences theory, the post-learning assessment of Indonesian aims to provide a comprehensive picture of students' achievements and their ability to use language in varied contexts (Piaget, 1950; Stake, 1967; Gardner, 1983).

Purpose

The main purpose of Indonesian post-learning assessment is to evaluate students' learning outcomes after they have followed a program or stage of learning. It aims to measure the understanding, skills, and application of Indonesian that students have acquired during the learning process. The post-learning assessment reflects the understanding that has been constructed by students during the learning process and provides an overview of the extent to which students can apply the knowledge.

Robert Stake's Measurement and Evaluation Theory supports the purpose of post-learning assessment by emphasizing the importance of measuring observable and measurable learning outcomes (Stake, 1967). Post-learning assessment can include various forms of evaluation, such as final exams, research projects, or final assignments, which measure students' understanding and ability to apply the Indonesian language knowledge that has been acquired during learning.

The function of post-learning assessment also includes assessing the effectiveness of learning and guiding further improvement or development measures. In this regard, Scriven and Stake's Evaluative Learning theory suggests

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that assessment should provide useful information for learning improvement and evidence-based decision-making (Scriven, 1967; Stake, 1967).

Combining constructivism theory, measurement and evaluation theory, and evaluative learning theory, the post-assessment of Indonesian language learning aims to provide a comprehensive picture of students' achievement and their ability to use language in varied contexts, while guiding continuous learning improvement and development (Piaget, 1950; Stake, 1967; Scriven, 1967).

In addition to knowing the quality of student learning outcomes, this assessment can also be used to determine the accuracy of the technique and the quality of the instrument. The accuracy of the assessment technique has an impact on the assessment data as a reflection of the student's mastery of language skills. For example, in learning speaking skills, an assessment is carried out using a written test technique. The test results cannot be used to determine students' speaking skills because the technique used is not appropriate. Assignment or performance techniques should be used. Instrument quality includes validity, reliability, objectivity, difficulty level, differentiation, and readability. So, the use of appropriate and quality techniques and instruments will provide valid information about learning outcomes or students' mastery of language skills as learning outcomes.

Techniques and Instruments

Post-assessment of Indonesian language learning can involve a variety of techniques and instruments to evaluate students' understanding and abilities after completing a program or stage of learning. In this context, written assessment techniques, such as final exams or writing assignments, can be used to measure students' understanding of grammar rules, vocabulary, and their ability to express ideas in Indonesian.

Instruments in the form of research projects or presentations can reflect the constructivist approach in the Indonesian language context. Robert Stake, in his theory of Measurement and Evaluation, highlights the importance of measuring observable and quantifiable outcomes (Stake, 1967). For example, students could be asked to put together a research project interviewing native speakers of Indonesian or making a presentation on a cultural topic, allowing them to apply their

knowledge in a real situation.

In addition, the formative approach can utilize instruments in the form of student portfolio assessment. Michael Scriven's Evaluative Learning Theory emphasizes that assessment should provide useful information for learning improvement (Scriven, 1967). For example, student portfolios can include a collection of written works, projects, or recordings of oral presentations to show students' progress during Indonesian language learning.

To illustrate, research by Susilo (2018) used essay writing instruments and portfolio analysis to assess students' ability to apply grammatical structures and express ideas in Indonesian. The results of this study provide an in-depth picture of students' progress and provide insights for the improvement of learning methods.

Thus, using techniques and instruments such as final exams, research projects, and portfolios, post-learning assessment of Indonesians can reflect constructivist and formative approaches, while providing useful information for continuous learning improvement (Piaget, 1950; Stake, 1967; Scriven, 1967; Susilo, 2018).

CONCLUSIONS

In understanding and applying pre-, process- and post-assessment of Indonesian language learning, the constructivism approach becomes a solid foundation. Pre-learning assessment aims to understand how students build their understanding of language structure, vocabulary, and communication skills. Process assessment focuses on monitoring and assessing student progress during the teaching-learning process. Post-learning assessment aims to evaluate students' outcomes and achievements after engaging in the learning process.

In achieving these goals, task-based assessment techniques, written exams, and formative instruments such as portfolios become effective instruments. This approach provides a holistic picture of students' abilities and provides insights for improved learning methods. The combination of constructivism, multiple intelligences, and the Student-Centered Language Learning (CLT) approach creates a rich theoretical foundation for more relevant and meaningful assessment in the context of Indonesian language learning. By integrating these theories, teachers can

design assessments that not only reflect students' understanding but also encourage the development of practical language skills. Overall, the use of these techniques helps align teaching methods with students' needs and levels of understanding, creating a more effective and meaningful learning environment.

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