

Digitalizing Performance-Based Assessment: Preservice English Teachers' Perception and Readiness

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ABSTRACT

Digitalization becomes a current issue in English language teaching. It gives influences to many aspects in assessment. Meanwhile, performance-based assessment (PBA) is considered as another issue in for its subjectivity and complicated implementation. In EFL context, many studies noted positive perception on the use of digitalization for PBA delivered by English teachers. Yet, rare similar studies are conducted to preservice English teachers. This study aims to explore preservice teachers' perception and readiness on the use of digitalization for PBA. It is a quantitative study by employing descriptive quantitative research design. Eleven preservice teachers were purposively included as the subjects of the study. Data were collected by using a 5-likert-scale questionnaire with 21 questions. Then, it was analyzed by concerning on mean score and standard deviation. The findings show that preservice English teachers involved in this study perceived digitalization on PBA very well and they were ready to apply digital PBA on their future real classes.

INTRODUCTION

Deep Learning approach has currently become massive issue related to education in Indonesia. Its implementation is focused on three goals, namely mindful learning, meaningful learning, and joyful learning (Kemdikdasmen, 2025). Mindful learning gives a description that every student has their own special needs of learning and various backgrounds. Further, meaningful learning invites students to actively engage in the process of learning while activating their critical thinking. In addition, joyful learning motivates students to enjoy their process of learning. In other words, this approach emphasizes more on students' involvement in the process of learning instead of focusing on what the teachers have decided for the class. Here, learning views how learners develop their deep critical understanding about a certain content which demands them to transfer knowledge to new contexts and to engage them in creative ways (Hattie and Donaghue, 2016). Therefore, for evaluating students' progress after the implementation of the approach, the balancing of formative assessment and performance-based assessment (PBA) cannot be avoided (Goodwin, 2015; Gyamfi et al, 2023; Quansah, 2018;). Students' progress for each learning process should be acknowledged and recorded.

PBA is considered valid in assessing students' language mastery because it occurs during the process of learning. Moss (2003) stated that validity of assessment needs to be reconceptualized in the contexts of the classrooms in which the assessment occurs. In other words,

the learning process and learning assessment should not be done separately as formative assessment does. Regardless the aim of formative assessment in which focuses on the product of instructional, whether it is successful or not; PBA looks more on learners' progress which could happen during the teaching learning process.

PBA which has been known as an authentic assessment implemented altogether with the learning process gives many positive impacts for the learners. It is considered as an alternative for formative assessment which only shows less authenticity and less attention on giving and receiving feedback for students (Kasani, et al, 2020). On the other side, PBA requires learners to apply their knowledge into real-life situations through various language tasks such as projects, problem solutions, or task demonstration (Ameti, 2024). It means PBA requires authentic and meaningful tasks. Such tasks encourage learners to apply communicative strategies in performing their competence in certain language contents (Abedi, 2010). In addition, PBA also maintains learners' motivation since it emphasizes more on the progress during the learning process instead of the failure which many times happens on formative test (Altukruni, 2022). Those advantages are in line with the main goal of EFL learning which requires the learners to apply their language ability in various situations rather than just memorizing concept to perform well for the formative test only.

Related to EFL context in Indonesia, English teachers are demanded to be a good designer of authentic assessment (Anggraena et al., 2022). In other words, PBA is something common for many English teachers in Indonesia. Several studies proved that English teachers had positive perception towards the use of PBA in English class (Ayubi et al., 2021; Hamidah, 2017; Latipah & Purnawarman, 2019; Rachmawati, 2021). However, the findings also showed that the implementation of PBA struggled with some challenges. First, assessment criteria for productive skills through PBA is still inadequate to diminish subjectivity towards students' group performance (Ayubi et al., 2021; Latipah & Purnawarman, 2019). Second, time management in giving feedback for each individual also becomes another challenge (Ayubi et al., 2021; Hamidah, 2017; Latipah & Purnawarman, 2019). Third, the teacher found some difficulties during instructional activities such as managing class activity and monitoring student's work originality (Ayubi et al, 2021). Further, Popham (2008) emphasizes that one difficult practice in implementing PBA lies in maintaining validity, reliability and fairness while working with performance tasks in the process of assessment, especially when technology is included.

Many studies show the positive impacts of using technology in EFL learning process as well as in formative assessment, yet not many discussed about the relationship between technology and PBA. Integrating technology into PBA has the potential to bring more authentic, interactive and learner-centered experience than traditional or formative assessment. Mishra and Koehler (2006) stated that the framework of Technological Pedagogical Content Knowledge (TPACK) focuses on the needs of effectively integrating technological tools into content knowledge as well as pedagogical strategies, including in assessment. This framework sees technology as a critical part which reforms how assessment tasks are created, implemented and interpreted. In EFL context, integrating technology into PBA can support students' outputs, allow real time feedback and help collaborative learning which is considered as the basis of PBA. However, research which focuses on how TPACK technology integration improves the implementation of PBA in EFL setting remains rarely explored.

Some of few studies about English teachers' perception related to integration of PBA and technology highlights successful implementation of such practices. Yunus, Hashim, and Embi

(2013) found that the importance of institutional support and digital literacy development to ensure the effective integration of technology in PBA. In addition, Hafner and Miller (2011) and Wang (2025) showed that English teachers perceive technology as a useful key that improves the flexibility, authenticity and efficiency in performance tasks. Learning Management Systems (LMS), digital platforms, digital portfolios, interactive applications, video-based assessment are believed to assist teachers in designing performance tasks that are reflective and contextualized of students' communicative competence. Meanwhile, technical constraints like time consuming feedback and limited training opportunities still become an issue.

Exploring teachers' perception, especially related to their readiness in developing technology into PBA, remains a concern to study. While several studies above focus on in service English teachers' perception dealing with their attitude and experience, there is still a gap in studying preservice English teachers. This study focuses on how future English teachers perceive the integration of technology into performance tasks. Davis's (1989) Technology Acceptance Model (TAM) about perceived usefulness and perceive ease of use is used as consideration of exploring preservice English teachers' readiness to integrate digital tools into their PBA practices. Understanding their perceptions offers insights into future programs of English teacher education to more include technology into their language assessment class objectives. Meanwhile, dealing with Popham's (2008) statement, preservice teachers are considered coping several challenges like limited classroom experience, lack of exposure to digital assessment tools, and often insufficient training in designing rubrics or interpreting performance data.

Based on the elaboration of background above, it is importance to explore preservice English teacher's perception and readiness in the use of digitalization in PBA. This exploration informs the development of teacher education programs, especially in English Language Teaching, that promote the integration of technology in language assessment. Research question for the study is formulated as follows: *How are preservice English teachers' perception and readiness towards digitalization on performance-based assessment?*

METHODS

The study employs quantitative research approach with descriptive quantitative as the research design. As the aim of the study is to explore the preservice teachers' perception and readiness towards digitalization of PBA, preservice English teachers in a state Islamic University in Jember, East Java were chosen purposively as the subjects of the study. Therefore, there some criteria were set. First, they should be at least in the 6th semester. In this semester, most of them have already finished their educational content subjects, including Language Assessment and Teaching Media. Second, they should have joined *Asistensi Mengajar*, either local or international program. By this program, they have already experienced in managing a class as well as conducting assessment for their students. The candidates of this program had been selected by joining several test selections before. Therefore, it was appropriate to include those preservice teachers into this study, instead of common Teaching Practice students. Based on those criteria, eleven preservice English teachers were selected as the subjects of this study. The number was limited because only these participants met the criteria required in this study. This purposeful selection aimed to ensure data richness and relevance to the research objectives. In addition, *Asistensi Mengajar* is not accessible to all students in general, only they who were selected through an audition who were able to involve in this program.

The data in this study were collected by using 5-scale Likert questionnaire. It was distributed with a Google Form and then the obtained data were analyzed through excel program with descriptive analysis. The main decision of the findings was focused on the *mean score* and *standard deviation*. The findings of readiness and perception were categorized into 3 categories high, medium and low. The questionnaire consists of 21 statements which were arranged based on 4 theories; namely Moss (2003) about PBA, Mushra and Koehler (2006) about TPACK framework, Davis (1989) about Technology Acceptance Model; and Popham (2009) about Digitalization Assessment Literacy. The questionnaire was created based on the following indicators:

Table 1. Indicators of the Questionnaire

Dimension	Theory	Item Number	Statement
Perception of PBA	Moss	1, 2, 3, 4, 5	Positive
Perception of Digitalization in PBA	Mushra and Koehler	6, 7, 8, 9, 10	Positive
Readiness of TPACK	Davis	11, 12, 13, 14, 15, 16	Positive
Challenges of Using Digitalization in PBA	Popham	17, 18, 19, 20, 21	Negative

Before being implemented to the subject of the study, the questionnaire items had been piloted to find out the scores for validity and reliability. The tryout was conducted to 10 preservice English teachers who were chosen randomly. However, they were in the same semester with the subjects of the study. The validity was examined by using Pearson Product moment formula, while reliability was counted by using Cronbach Alfa formula. Both were completed in Microsoft excel. Based on the computation, the score number for reliability test was 0,89 which means high reliable. Meanwhile, the result of the validity test is presented in the following table:

Table 2. The Result of Validity Test

Number of Items	r-table	r-count	Decision
1	0,632	0,8776598	Valid
2	0,632	0,7464684	Valid
3	0,632	0,7501769	Valid
4	0,632	0,8078389	Valid
5	0,632	0,8119366	Valid
6	0,632	0,8607673	Valid
7	0,632	0,8350848	Valid
8	0,632	0,9427058	Valid
9	0,632	0,8078389	Valid
10	0,632	0,9085151	Valid
11	0,632	0,8776598	Valid
12	0,632	0,818269	Valid
13	0,632	0,9454304	Valid
14	0,632	0,684415	Valid
15	0,632	0,8776598	Valid
16	0,632	0,8776598	Valid
17	0,632	0,8078389	Valid
18	0,632	0,7501769	Valid
19	0,632	0,9427058	Valid
20	0,632	0,8119366	Valid
21	0,632	0,7464684	Valid

Based on those results, it was concluded that the questionnaire was valid and reliable, so that it was appropriate to use to collect data of the study.

FINDINGS AND DISCUSSION

Findings of the study is presented through 4 dimensions based on the indicators of the questionnaire. The summary of the findings is presented into the following table:

Table 6. Summary of Findings

Dimension	Mean	SD	Category	Interpretation
Perception of PBA	4,18	0,95	High	perceive PBA very well
Perception of Digitalization in PBA	4,47	0,75	High	perceive digitalization on PBA very well
Readiness of TPACK	4,37	0,79	High	so ready of using TPACK
Challenges of Using Digitalization in PBA	3,16	1,20	Medium	ready enough facing challenges

Based on table 6 above, it can be summarized that preservice English teachers' perception towards digitalization on PBA was positive for namely their perception on PBA, their attitude towards digitalization in PBA and their readiness in using technology in PBA. Further, it was concluded that the challenges faced by those preservice English teachers were not too difficult to handle, since the findings shows it was in the medium level of challenge. In other words, they felt that integrating technology in PBA was helpful for them and they had solution for problems they faced related to digitalization in PBA. The elaboration of findings for each dimension is presented below respectively:

Table 2. Perception of PBA

Statement	Mean	SD	Interpretation
I understand about the differences between formative assessment and performance assessment	4	0,89	High
I believe that performance assessment shows learners' true ability	4,27	0,90	High
I believe that PBA encompasses 21 st century skills	4,09	1,04	High
I believe that PBA increases learners' motivation	4,45	0,82	High
I believe that the use of PBA is relevant to EFL in Indonesia	4,09	1,13	High
Average	4,18	0,95	High

Based on the findings above, it shows that the English preservice teachers' perception about PBA was high with average score of mean score was 4,18 with 0,95 of standard deviation. It shows that English preservice teacher had positive perception about the use of PBA in EFL class. They knew how it is different from formative assessment. They also believed that PBA has positive impacts on students' language skill improvement and learning motivation. Further, they recognized that PBA is relevant to current curriculum in Indonesia which focuses on projects and portfolios as the instruments of assessment. It is in line with the principles of authentic assessment, as outlined by Gulikers, Bastiaens, and Kirschner (2004), who argue that assessment should reflect real-world tasks and encourage deeper learning. Those preservice teachers also believed that PBA presented learners' true ability because the result of assessment was based on the learners' performance which occurred at the same time when the teaching learning process was conducted. There was no manipulated treatment created. This perception supports Popham's (2008) claim that performance-based assessment offers a more valid representation of student achievement because it captures learning in context.

Table 3. Perception of Digitalization in PBA

Statement	Mean	SD	Interpretation
Technology makes the use of PBA easier	4,27	0,78	High
I feel helpful using technology for PBA	4,54	0,68	High
Digital platform improves the effectiveness of PBA	4,45	0,82	High
Technology could avoid subjectivity in assessment	4,63	0,67	High
I learn the integration of technology into assessment eagerly	4,45	0,82	High
Average	4,47	0,75	High

The table above presents about English preservice teachers' attitude towards digitalization in PBA. The findings show that they had already got experience in integrating digital platform into PBA. It was proven with the high average score of mean score. The use of technology made them in easier in applying PBA. They also learnt how to integrate technology into PBA. Therefore, they had positive perception on the effectiveness of PBA which was believed in avoiding subjectivity in assessing students' work. This aligns with the Technology Acceptance Model (Davis, 1989), which posits that when users perceive a technology as useful and easy to use, they are more likely to adopt it. Additionally, it supports the findings of Hafner and Miller (2011), who argue that technology can enhance the authenticity, transparency, and fairness of assessment in EFL contexts by enabling more objective and consistent evaluation processes.

Table 4. Readiness of TPACK

Statement	Mean	SD	Interpretation
I know how to design performance tasks with technology	4,09	0,94	High
I can create a rubric for performance task	4,36	0,80	High
I can use digital platform i.e. Google Forms, Flipgrid etc.	4,54	0,68	High
I can integrate technology into assessment	4,45	0,68	High
I can give students feedback for their performance through digital media	4,45	0,82	High
I feel confidence in using PBA with technology	4,36	0,80	High
Average	4,37	0,79	High

The table 4 above shows about preservice English teachers' readiness in integrating technology into assessment, especially PBA. The findings include the preservice English ability in designing PBA tasks which allowed them to assess the students' performance at the same time. It also shows that they had experience in creating rubric for performance task. They knew what digital platforms that could be useful for English class. It was acknowledged that giving feedback for students' performance through digital platform was easy to do. All responses for those indicators were positive which was presented by the average score of mean is 4,37 and 0,79 for standard deviation. Meanwhile, the preservice English teachers felt confidence in implementing PBA with digital platform. It means that technology helps both the teaching learning process of English as well as the process of assessment needed. This is supported by Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the intersection of content, pedagogy, and technology as essential for effective teaching. Their readiness demonstrates a developing integration of these knowledge domains, suggesting that digital literacy and pedagogical innovation are becoming central to English language teacher education.

Table 5. Challenges of Using Digitalization in PBA

Statement	Mean	SD	Interpretation
I get difficulties in designing performance tasks by using technology	3,27	0,90	Medium challenges
I did not join many trainings about digitalization in PBA before	2,81	1,07	Low challenges
Infrastructure issues, i.e. internet, still become an obstacle	3	1,41	Medium challenges
I have a doubt about objectivity on PBA	3,27	1,42	Medium challenges
I have not got any idea of how creating digital PBA	3,45	1,21	Medium challenges
Average	3,16	1,20	Medium challenges

Dealing with the challenges of applying digital platform for PBA, the table 5 above shows that preservice English teachers interpreted the challenges in a medium level, which was shown by the average score of mean score is 3,16 and 1,20 for standard deviation. In other words, they did not think that it was difficult nor easy enough to handle digital platform into PBA. The most

difficult problem they experienced was to brainstorm idea for creating digital PBA. However, they experienced several trainings about how to implement PBA in digital platforms. In addition, subjectivity in assessing still became another challenge for them. They still had a doubt about objectivity even though they created their own rubrics. It was known that *Asistensi Mengajar* students must have created their own teaching modules, teaching media; and teaching assessment which includes the instruments and the rubrics. Internet signal was also a concern for them. It can be said that even digital platform gives much help for the preservice English teacher in designing and implementing PBA, still it gave them some challenges, especially in expressing their idea into digital platform. It is in line with Popham (2008), who noted that assessment design demands not only clarity of instructional goals but also a high degree of teacher competence in transforming those goals into measurable and authentic tasks, a skill that often requires time and practice to develop.

Based on the elaboration of the findings and discussion, it can be said that preservice English perception towards digitalization in PBA was positive. Several reasons could be listed as the factors. First, they had several trainings related to digitalization in PBA before. In other words, they had already got knowledge about media for assessment before then implementing PBA into digital platforms in their own class during the *Asistensi Mengajar* program. This supports the idea proposed by Mishra and Koehler (2006) in the TPACK framework, which highlights that effective teaching with technology requires the integration of technological, pedagogical, and content knowledge.

Second, they had experience in implementing PBA into digital platform during the *Asistensi Mengajar* program. They recognized learners' true ability while teaching as well as assessed this ability with performance tasks in digital platform they had created before. The students enjoyed the performance tasks without realizing the assessment process done by the preservice English teachers. This aligns with Popham (2008), who asserts that performance-based assessments, when authentically administered, reveal what students can actually do rather than what they simply know.

Third, those English preservice teachers taught alpha generation during their *Asistensi Mengajar* program in which those students had been close with digital material since they were young. Here, they could look at how students maintained their motivation in learning, engaging themselves during the performance tasks in the digital platform they were familiar with. It is supported by Prensky (2001), who coined the term *digital natives* to describe learners who are naturally adept at using digital tools and often thrive in technology-enhanced environments.

Fourth, giving feedback for students' performance sometimes took much time, however by applying digital platform they could manage the rubrics of assessment specifically. Here, they were helpful in writing their feedback efficiently, since the digital platform could directly show them what it was wrong or what errors contained on the students' work. This is in line with Bennett (2011), who noted that digital assessment tools can enhance the speed, specificity, and clarity of feedback, thereby improving instructional responsiveness. The feedbacks could be directly read by the students without waiting for another meeting to show. The faster students read the feedbacks and their scores, the faster teachers could prepare further teachings or remedials.

Further, the analysis also shows following several concerns that should be considered for preservice English teachers' readiness on the integration of digitalization into PBA. These findings are consistent with the TPACK framework, which highlights the need for balanced integration of

technology, pedagogy, and content. Supporting earlier studies (Ayubi et al., 2021; Hamidah, 2017; Latipah & Purnawarman, 2019), this study confirms that limited pedagogical application of technology remains a key challenge, particularly in PBA contexts. It is elaborated into these several themes.

First, insights about how PBA was different from formative or traditional assessment needs to be explored more for preservice English teacher. More practices during the lectures should be conducted, so that preservice English teacher do not only obtain the concept but also have an ability to implement it in a real class. As Darling-Hammond and Bransford (2005) suggest, teacher education should provide sustained opportunities for preservice teachers to apply theoretical knowledge in practice-based contexts to ensure pedagogical coherence.

Second, digital platforms should be introduced more on the concept of assessment. Many times, it is only shared for teaching learning process. Each preservice English teacher should have a belief that problems occur in applying PBA can be reduced by applying digital platform during the process of language assessment. This is supported by Davis's (1989) Technology Acceptance Model, which posits that positive beliefs about the usefulness and ease of technology influence one's intention to use it.

Third, introducing PBA digital platforms during language assessment class or trainings with such topic should have the same portion of applying formative test with digital platform. Therefore, preservice English teachers are trained to create their own tasks and rubric used for their English class. In addition, the discussion during the class or trainings is expected to inspire the preservice English teachers' mind about how to be creative in creating performance tasks in digital platforms as well as their rubric. As emphasized by Mishra and Koehler (2006) in the TPACK framework, the ability to creatively integrate technology, pedagogy, and content is essential for preparing teachers to meet the demands of 21st-century classrooms. Class discussions and collaborative task design can further stimulate creativity and build confidence in using digital tools for authentic language assessment.

CONCLUSION

Based on the results of data analysis, preservice English teachers' perception towards digitalization in PBA was positive. They had insights of how PBA was different from formative assessment. They had positive perception towards the use of digital platforms in PBA, such as it improved the effectiveness of PBA by time efficiency and maintained students' motivation by providing platforms they were familiar with. They also involved high readiness in applying TPACK. They felt confident in creating performance tasks and rubric by using digital platforms. Last, even though they experienced few teaching practices, they did not experience much challenges towards subjectivity in PBA through digital platform. The most difficult challenge was related to brainstorm idea into performance tasks.

The limitation of the study deals on several terms; first, the number of the subject was only a few, so that the findings only associate with the setting of the study. It is suggested for further study to apply mix methods to obtain more validated findings by conducting further a quantitative survey research design with more numbers of subject which come from various universities; mixed by exploring more about factors influencing their perceptions towards the digitalization in PBA with a descriptive research design. It can also add another aim of the study related to factors influencing that preservice English teachers' perception. This study only describes the factors based on the

mean score of each indicators proposed. Second, the aim of the study focuses only on PBA in the context of EFL learning process in general. It is suggested for further study to focus directly on the use of PBA in each language skills or components, especially for productive skills such as speaking and writing which includes complex performance tasks and rubrics. Third, this study does not focus on the types of digital platforms which are appropriate for PBA in English class. It is suggested for further study to explore the effectiveness of those digital platforms in implementing PBA on students' English performance or English learning motivation. It is also suggested for English teacher education program to include trainings for digitalization of PBA into their curriculum.

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