Instructional Leadership: Building Student Agency in Formative Assessment Through Digital Learning

Feridarnalis[1],
Educational Administration Study Program
Universitas Pendidikan Indonesia
West Java, Indonesia
feridarnalis@upi.edu

Diding Nurdin[2]
Educational Administration Study Program
Universitas Pendidikan Indonesia
West Java, Indonesia
didingnurdin@upi.edu

Abstract— This study aims to provide an overview of instructional leadership in digital learning by involving students as learning agents when formative assessments are carried out. This research was conducted on students of SD Tunas Unggul by using a questionnaire with a Likert scale through a qualitative descriptive method. Respondents were parents of students who were involved in the mid- semester formative assessment totaling 135 people. The results of the study illustrate the importance of instructional leadership by creating collaboration between principals, teachers, students and parents in developing the abilities and multiple intelligences of each child. Leadership in learning provides space for students to be involved in determining their own assessment (student agency) so that students have a pleasant learning experience.

Keywords—Instructional Leadership; Student Agency;, Digital Learning

INTRODUCTION

Educational challenges in the future must be prepared from now. Technology that continues to develop and the impact of the Covid-19 pandemic has brought many changes and demands acceleration and adjustments in managing learning in accordance with the educational needs of the 21st century. This is also confirmed in Law no. 20 of 2003 article 1 paragraph 2 which states the meaning of national education which reads, "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and is responsive to demands for change era." Thus, 21st century learning becomes important to be prepared and implemented to answer the challenges of the times.

In 21st century learning, students are required to have various skills and knowledge in order to be successful in their life and future work careers. In the 21st century learning framework, students must be required to have skills, knowledge and abilities in the fields of technology, media and information, learning and innovation skills as well as life and career skills [1]. To be able to support 21st century learning, of course, a support system is needed, including the availability of a good curriculum and teaching, various professional developments, the creation of a conducive learning environment, as well as the existence of appropriate standards and assessments [1].

Regarding the assessment system, it is clear that assessment is an important part in an education. The quality of education is not only influenced by the quality of learning, but also demands a good quality assessment. So they will be tied to each other. Based on data from the Progress in International Reading Literacy Study (PIRLS) in 2011 published by the National Center for Education Statistics (2013) which yielded unsatisfactory results, Indonesia was ranked 41st out of 45 countries that participated in the PIRLS. Likewise, through the 2018 Program for International Student Assessment (PISA) survey published by the OECD in 2019, Indonesia in the reading, mathematics, and science categories is in the last 6 countries out of 78 countries that participated in the 2018 PISA. literacy culture, so the quality of our education still needs to be improved. [2].

The low literacy culture is even more challenging to improve in line with the Covid-19 pandemic, which means teachers need to develop an appropriate and pro-student assessment system. The limitations of face-to-face learning, where students cannot fully attend school, challenge teachers to improve their technology skills. Technological skills in digital learning by recognizing various applications in online learning, can assist teachers in making various forms of assessment for students. Although there are already several regions or schools that hold limited face-to-face meetings (PTMT) in accordance with the circular letter of the Ministry of Education, Culture, Research and Technology (Kemendikbud-Ristek), number 4 of 2021, regarding the implementation of face-to-face learning for the 2020/2021 academic year, in fact, the

role and influence of technology in the learning process is quite large and there are still many teachers who have difficulty using it.

In addition to challenges related to technological skills, teachers also need to be prepared to recognize the various forms of assessment needed in 21st century learning. In reality, in the field, there are still many teachers who have not been able to make varied assessments, so the assessment carried out focuses on one aspect of assessment, only certain things, for example cognitive assessments or teachers only focus on the need to have a list of student grades as a form of administration and reporting only. Teachers are not used to using diagnostic assessments as a first step to developing a student assessment system. Not many teachers understand that students have different intelligences from one another so that they require different forms of assessment. Differentiated learning and assessment in students is still a challenge for teachers to understand and implement. Especially now that the government is preparing to use the Merdeka Belajar of curriculum, one of which is student-focused assessments that must be carried out by teachers.

Based on research conducted on the theory of multiple intelligences, that all humans have multiple intelligences in varying amounts [3]. Everyone has a different intellectual profile. Education can be improved by addressing the multiple intelligences of students [3]. The results of the study identified nine different intelligences, namely linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalist. With various forms of intelligence, the teacher must also be able to develop skills in his assessment according to the characteristics of his students [3].

Responding to the various needs of teachers, of course, an instructional leadership model is needed where the behavior and practices of principals are needed to improve teaching and learning in schools. As an instructional leader, the principal's direct influence on student achievement and academics is low to average [4], but the principal's influence is shown in the improvement of classroom instruction [5] as well as changes in teacher behavior, beliefs, knowledge, practices and competencies. [4]. The principal's role in instructional leadership can be seen when observing and evaluating teacher performance and providing feedback to improve teacher learning techniques and strategies. Collaboration between teachers is carried out to develop various professional developments that can ultimately lead to school goals to be achieved [6]. The guidance

carried out in the leadership of the principal has been widely seen as one of the determining factors for the success of schools in creating student achievement [7].

LITERATURE REVIEW

The growth of technology has resulted in the development of various applications for online learning. For example, now teachers can use synchronous or asynchronous instruction methods in their learning [8]. Asynchronous learning allows the sequence of interactions between teachers and students to occur at different times [9]. Synchronous learning requires the presence of both parties at the same time to be able to carry out teaching and learning activities so that it can take place [10]. The Covid-19 pandemic is a challenge in itself, where teachers are required to be able to master technology both asynchronously and synchronously, especially in conducting the assessment process.

Assessment is an inseparable part of the learning process [11]. The teacher performs the assessment as a challenging task by incorporating technology in it. The assessment is a complex task meaning something different that can be adapted to the diversity of students and different situations. One type of assessment carried out by teachers is formative assessment. Formative assessment is interpreted as all activities related to activities carried out by teachers and students that can provide information where this information can be used as feedback to improve and modify teaching and learning activities [12].

The ability of formative assessment is used to improve the quality of ongoing learning, so this assessment is getting a lot of attention from education experts and practitioners. Formative assessment is a planned process in which evidence regarding student learning conditions is used by teachers to make adjustments to ongoing learning or also used by students to adjust their learning techniques [13].

Formative assessments can be in the form of project-based or investigation-based performance assessments, writing scientific journals, concept maps, portfolios and questions and answers. Formative assessment is used as an assessment for learning and assessment as learning.

Assessment for learning can help in improving student learning. While assessment as learning emphasizes the role of students, not only as contributors to the assessment and learning process, but also as a critical

link between that. Students, as active, engaged, and critical assessors, can understand information, relate it to prior knowledge, and master existing skills. This is a regulatory process in metacognition. This occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand [14].

Assessment as learning is the ultimate goal, where students are the best assessors for themselves. Students and teachers decide together what evidence of learning is important and how it should be organized and stored. Students regularly reflect on their work and make judgments about how they can benefit from what they have done. Comparisons with others are almost irrelevant. In contrast, a critical point of reference is the student's own previous work and aspirations and targets for continued learning [14].

The existence of collaboration between teachers, students, and even parents in designing the assessment, is further referred to as student agency. Student agency is defined as the capacity to set goals, reflect and act responsibly to bring about change. When students become agents of their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to set goals for learning. These students are also more likely to have "learned how to learn" – an invaluable skill that they can and will use over the course of their lives [15]. To simplify this, teachers talk about giving students 'voice, choice and ownership' over their learning. Children and youth who are able to exercise their agency are actively involved in making their experiences, better able to adapt to various environments, use their creativity to overcome obstacles and achieve desired results [16].

In an education system that encourages student agency, learning involves not only instruction and evaluation but also co-construction. Co-agency is when teachers and students become co-creators in the teaching and learning process. The concept of co-agency recognizes that students, teachers, parents and the community work together to help students progress towards a common goal [15].

The following are the main points of student agency: (1) Agency means having the ability and willingness to positively influence one's life and the world around them; (2) To exercise agency to its full potential, students need to build basic skills; (3) The concept of student agency varies across cultures and develops over a lifetime; (4) Co-agency is defined as interactive, supportive relationships with parents, teachers, communities, and one another that help students progress towards their common goals [15].

To run student agency in formative assessment requires instructional leadership from a leader. Instructional leadership is an approach used by school leaders to focus on teacher behavior in certain activities that indirectly impact students' academic achievement [17].

Instructional leadership is closely related to the role and duties of principals such as developing and socializing school goals, setting targeted standards, coordinating curriculum, supervising and evaluating teacher classroom instruction, encouraging students to learn and enhancing the professional development of teachers and administrative staff [18]. When instructional leaders monitor and provide feedback on the teaching and learning process, teacher reflection increases, lessons are prepared and planned more carefully, teachers tend to focus more on the instructional process and teachers show positive effects on motivation, satisfaction, trust and sense of security. Furthermore, teachers stated that principals who did not supervise and evaluate instructions had a negative effect on teacher achievement and student achievement.

RESEARCH METHODOLOGY

This research is a qualitative descriptive study using a list questionnaire to describe and explain how activities in the middle of the semester are carried out through the Student-Led Conference which focuses on student agency. The questionnaire made in the form of a google form, sent through whatsapp parent group. The sample is parents of SD Tunas Unggul students who have participated in the Student-Led Conference as a form of formative assessment which conducted 135 respondents. The questionnaire contains closed-ended questions and questions related to parental satisfaction with the Student-Led Conference activities, the concept and content of the conference, portfolio, learning process and the character formed in students. Collecting data not only through questionnaires, but also through the results of observations and interviews with teachers as well as conducting literature studies. The researcher as the main instrument, used an activity notebook for data collection as well as the recording of the zoom meeting during the activity.

RESULTS AND DISCUSSION

SD Tunas Unggul is one of the schools located in the East Bandung area which was established in 2003, currently listed as a candidate school for IB (International Baccalaureate) School. Learning during the Covid-19 pandemic is carried out through a hybrid learning system, where some students alreadytake part in limited face-to-face learning (PTMT), with a total of 50% per day following existing regulations. For students who do not attend school (online), the school continues to provide digital learning services, either synchronously using zoom meetings or asynchronously using LMS (Learning Management System). Synchronous and asynchronous are carried out to accommodate needs during the Covid-19 pandemic, so that students can still participate in learning.

One of the routine activities carried out by SD Tunas Unggul in the middle of the semester is conducting a formativeassessment. The assessment is carried out with an online systemusing a zoom meeting, inviting students and parents according to the time division and groups that have been previously scheduled by the teacher. The assessment carried out in the middle of this semester is not a written test but is a student performance by presenting projects according to the learning themes that have been studied. It can be explained that this mid-semester assessment is a form of direct student reporting to parents, which the school further mentions as a Student-Led Conference activity.

The selection of student projects is the result of collaboration between teachers, students and parents, especially for lower grade students, by focusing on children's diverse interests and abilities (multiple intelligence). Through student agency or student leadership, projects carried out by students emphasize three things, namely voice, choice and student ownership. The teacher gives each student the opportunity to choose and develop a project that will be presented in front of parents, friends, and teachers. The selection of tools, materials and technology applications involves students in their decisions. Teachers in this case are required to be able to see and read the potential of each child so that they can direct the right project according to their interests and abilities.

Formative assessments that involve the collaboration of students and parents provide different learning opportunities and experiences. Various assessments can be carried out, not only cognitive assessments, but also exploring skills assessments and attitude assessments. Parents are involved in providing assessments to students with rubrics prepared by the school and asking questions based on the projects presented. Through the student agency, students are encouraged to optimize various technology applications when presenting projects, including using Canva, Kinemaster, Power Point, Roblox and so on. Character building can also be explored, through skills in communicating during presentations, building respect for each speaker, being creative in developing ideas, solving problems, and collaborating with people.

From the results of the questionnaires given, the majority ofparents were satisfied with the form of mid-semester formative assessment of SD Tunas Unggul which was packaged in projectpresentation activities at the Student-Led Conference.
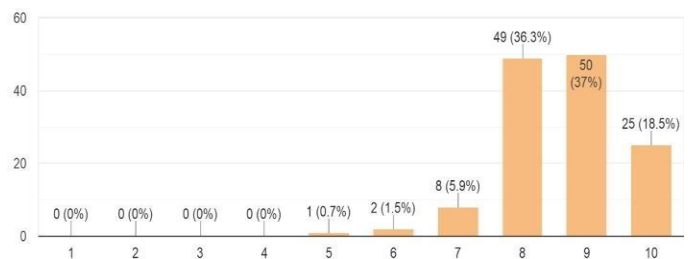
From the results of the responses, it is shown that overall the respondents (parents) stated their satisfaction level at 5-10. Level 5 has 1 respondent, level 6 has 2 respondents, level 7 has 8 respondents, level 8 has 49 respondents, level 9 has 50respondents, and level 10 has 25 respondents.

According to parents, the formative assessment that has been developed by the school in the form of project presentations by presenting a student agency, provides a positive experience because of the concept that involves students individually and independently, the opportunity for each individual to develop with their respective abilities, honed presentation skills, cooperation and collaboration between teachers and classmates.

To be able to implement this formative assessment, the principal carries out comprehensive and sustainable instructional leadership. Prior to the start of the semester, the principal and the teacher had established common goals in designing lessons, developing themes and making various forms of assessment. During the curriculum workshop with parents, principals and teachers, they explain the form of formative assessment that will be carried out by students, so that at the beginning of the semester, communication and information are established.

The principal opens a discussion room and holds regular meetings where all teachers can exchange ideas, provide suggestions and opinions to inspire each other. School leaders try to provide various kinds of assistance through training, workshops, supervision so that teachers get guidance to developideas and creativity in

learning exploration. With good collaboration and cooperation, formative assessment can provide an overview of the progress of students' development and abilities in a more diverse way.

CONCLUSION

Formative assessment involves students as student agency (leadership in students), where each student through the voice (voice of children) can choose opportunities in learning assessments, provide space for opinions and make decisions, and students are given choices (choice of- and for-children) in learning, as well as ownership (a sense of belonging and being part of the classroom and school community). This provides a meaningful, challenging and relevant student learning experience especially in relation to formative assessment.

Students are given the opportunity to take an active role in their education and develop positive skills and character in the process. Teachers develop student agency that inspires by creating collaboration, cooperation and communication between students and parents, so that the assessment provided not only accommodates various intelligences in students, but also develops 21st century educational needs including mastery of technology, communication skills, creativity and critical thinking in learning.

The instructional leadership of the principal has a very large role in providing support to teachers in designing more diverse formative assessments and preparing early on for the development of students who are able to survive and compete when they grow up.

REFERENCE

[1] The Partnership for 21st Century Skills, "21st Century Skills, Education dan Competitiveness: A Resource and Policy Guide, 2008.

[2] D .M. Andikayana, N. Dantes & I.W. Kertih. (2021). Pengembangan Instrumen Asesmen Kompetensi Minimum (AKM) Literasi Membaca Level 2 Untuk Siswa Kelas 4 SD. Jurnal Penelitian dan Evaluasi Pendidikan Indonesia, 11(2), 81-92.

[3] H. Gardner, Frames of Mind: The theory of Multiple Intelligences. New York, NY: Basic Books, 2011.

[4] M. Hendriks & R. Steen, "Results from school leadership effectiveness studies (2005–2010)," In J. Scheerens (Ed.), School leadership effects revisited: Review and meta-analysis of empirical studies (pp. 65-129). New York: Springer, 2012.

[5] V. M. J. Robinson & C. A. Lloyd & K. J. Rowe, "The impact of leadership on student outcomes: An analysis of the differential effects of leadership types," Educational Administration Quarterly, vol 44, pp. 635-674, 2008.

[6] F.J. Brieve, "Secondary principals as instructional leaders," NASSP Bulletin, vol 56, pp 11–15, 1972.

[7] K. Leithwood, et.al., How Leadership Influences Student Learning: Review of Research. New York: The Wallace Foundation, 2004.

[8] Koa, Hsiu-Chia, Kinshuk & Lin Taiyu, "A model for synchronous learning using the Internet," Innovations in Education and Teaching International, vol 42, pp. 181-194, 2005.

[9] Hotcomm, Synchronous tools and the emerging online learning model, 2003.

[10] It-analysis, Synchronous vs asynchronous learning, 2001.

[11] N. Alruwais, G. Wills, & M. Wald, "Advantages and Challenges of Using e-Assessment," International Journal of Information and Education Technology, vol. 8, pp. 34–37, 2018.

[12] P. Black & D. Wiliam, "Assessment and Classroom Learning," Assessment in Education: Principles, Policy & Practice, vol. 5, pp. 7 — 74, 1998.

[13] W James Popham, Instruction That Measures Up. Alexandria: ASCD, 2009.

[14] Lorna Earl, Assessment as Learning: Using Classroom Assessment to Maximise Student Learning. Thousand Oaks, CA: Corwin Press., 2003.

[15] OECD Future of Education and Skills 2030, Conceptual Learning Framework: Student Agency For 2030.

[16] Transforming Education, Agency, 2018.

[17] K. Leithwood, & D. Jantzi, "Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices," School Effectiveness and School Improvement, vol. 17, pp. 201-227, 2006.

[18] B. Lahui-Ako, "The Instructional Leadership Behavior of Papua New Guinea High School Principals: A Provincial Case Study," Journal of Educational Administration, vol. 39, pp. 233-265, 2001.