

ABSTRACT

Wellington, Ivana Arlene. (2025). *Integrating HOTS- and LOTS-Based Assessment with Reflective Practices: Exploring EFL Teachers' Challenges and Students' Self-Regulated Learning (SRL)*. Yogyakarta: English Education Master's Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This thesis is a thesis by publication, and it combines two published articles: (1) *Fostering Self-Regulated Learning (SRL): Higher Education Students' Insights on Formative Online Reflective Journals*, and (2) *HOTS and LOTS-Based Assessment: The Challenges in Assessing the Students' Summative Performance*. Through this thesis, the aims and objectives, theories and frameworks employed, and research methods and findings from both articles on EFL education and assessment specific to Indonesia can be compared from a critical and complementary point of view. In the first study, the researcher examined the effects of formative online reflective journals on higher education students' capacity for self-regulation within the learning environment. In the second study, the scholars investigate the difficulties that high school EFL teachers encounter while employing formative evaluation that combines HOTS and LOTS within summative tests. Both studies apply separate research methods. The first research method is a combination of qualitative and quantitative approaches. In contrast, the second one is a qualitative method and involves a combination of document analysis and interviews. Specifically, for the first study, this research was conducted among 52 higher education students from Central Java undergraduate and master's programs. A Likert-scale online survey was utilized for them to share their personal encounters with formative online reflective journals. Semi-structured interviews were conducted on five selected participants while analyzing their online reflective journal content. For the second study, the research was conducted on EFL teachers from five high school institutions at the district of Magelang. Semi-structured interviews and document analysis were applied on their formative evaluation test documents (PAT). The scholars categorized this information on Bloom's Revised Taxonomy (C1-C6) to extract LOTS and HOTS items. From the first study, the evidence shows that formative online reflective journals conceived as developing self-regulation skills benefit a greater number of higher education students. Some difficulties highlighted by research relate to time constraints, strict task conditions, fear of comparison with other students, and risk of writing superficial and automatically produced content threatened by the pressure to complete tasks over authenticity. On the other end, from the second research study comes evidence that while the design was to apply HOTS and LOTS within tests simultaneously, the greater number of items on the teachers' tests were LOTS-based multiple-choice questions. A variety of factors emerging from the study and contributing to differences between planned and actual application of HOTS and LOTS within classroom test assessment include students' lack of proficiency with the dominant language at the educational establishment and culture of standardized testing.

Keywords: *self-regulated learning, formative assessment, reflective journals, HOTS, LOTS, EFL teachers*

ABSTRAK

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Tesis ini merupakan thesis by publication. Tesis ini menggabungkan dua penelitian yang telah dipublikasikan: (1) Fostering Self-Regulated Learning (SRL): Higher Education Students' Insights on Formative Online Reflective Journals, dan (2) HOTS and LOTS-Based Assessment: The Challenges in Assessing the Students' Summative Performance. Tesis ini menyajikan perbandingan kritis terhadap kedua artikel tersebut, berfokus pada tujuan penelitian, kerangka teori, metode penelitian, temuan, serta implikasinya bagi pengajaran dan penilaian Bahasa Inggris sebagai bahasa asing di Indonesia. Studi pertama meneliti bagaimana jurnal reflektif daring formatif membantu mahasiswa pendidikan tinggi dalam mengembangkan self-regulated learning. Studi kedua menelaah kesulitan yang dihadapi guru EFL SMA dalam merancang dan melaksanakan penilaian sumatif berbasis HOTS dan LOTS. Kedua studi menerapkan dua metode penelitian yang berbeda. Studi pertama menggunakan pendekatan mixed-methods dengan menggabungkan survei kuantitatif dan wawancara kualitatif, sedangkan studi kedua menggunakan pendekatan kualitatif melalui wawancara dan analisis dokumen. Pada studi pertama, 52 mahasiswa dari program sarjana dan pascasarjana di Jawa Tengah mengisi survei daring berskala Likert mengenai pengalaman mereka menggunakan jurnal reflektif daring formatif. Lima mahasiswa kemudian diwawancarai dengan pertanyaan semi-terstruktur, dan transkrip jurnal reflektif mereka dianalisis. Dalam studi kedua, data diperoleh dari lima guru EFL SMA di Magelang melalui wawancara semi-terstruktur dan analisis dokumen berupa lembar soal Penilaian Akhir Tahun (PAT). Peneliti kemudian memetakan data tersebut berdasarkan Taksonomi Revisi Bloom (C1–C6) untuk mengidentifikasi butir LOTS dan HOTS. Temuan studi pertama menunjukkan bahwa sebagian besar mahasiswa menilai jurnal reflektif daring formatif bermanfaat untuk mengembangkan self-regulated learning, khususnya dalam penetapan tujuan, pemantauan proses belajar, dan evaluasi diri. Penelitian ini juga menyoroti sejumlah kendala, seperti keterbatasan waktu, tuntutan tugas yang ketat, kecemasan akibat perbandingan dengan tulisan rekan, serta kemungkinan munculnya refleksi yang dangkal. Selain itu, studi kedua menunjukkan bahwa meskipun guru EFL diharapkan mengintegrasikan HOTS dan LOTS dalam penilaian sumatif, sebagian besar soal yang digunakan masih berupa pilihan ganda LOTS. Studi ini menemukan bahwa implementasi HOTS dan LOTS dalam praktik penilaian di kelas dipengaruhi oleh berbagai faktor, termasuk keterbatasan kemampuan bahasa siswa, beban kerja guru, minimnya pelatihan, dan budaya penilaian yang sangat tersandar.

Kata Kunci: self-regulated learning, formative assessment, reflective journals, HOTS, LOTS, EFL teachers