
| RESEARCH ARTICLE

Lecturers' Perceptions of PBA in Teaching Academic Writing Courses

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| ABSTRACT

One of the best learning strategies for achieving synchronization between student achievement during the learning process and final grades is performance-based assessment. In the Academic Writing course, where the goal is to develop students to become proficient novice writers, Performance-Based Assessment is an approach used to help postgraduate students meet their learning objectives. Therefore, Performance-Based Assessment (PBA) is one of the best learning strategies, according to lecturers, who are undoubtedly based on their experience, based on the maximum amount of study undertaken by researchers, as well as data gathered through observation, interviews, and documentation. The research design used in this study is a single case study research design. This research design was chosen with consideration in order to obtain more detailed data about the respondents studied. In this study, an academic writing class that applied Performance Based Assessment (PBA) as a learning strategy was studied. The results of this study indicate that the application of Performance-Based Assessment is responded positively by students in the learning process. In conclusion, the application of Performance-Based Assessment is the best strategy in the lecture process, as indicated by the enthusiastic response of students with the implementation of PBA in the Academic Writing learning process.

| KEYWORDS

Lectures' Perception, PBA, Teaching, Academic Writing

| ARTICLE INFORMATION

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1. Introduction

Understanding that teaching is a crucial activity in education becomes crucial as a key component in the growth of education. Teachers must be able to impart their knowledge to students, support students in their learning, provide learning opportunities for students, and establish learning environments for them. Brown (2000 p.7). As a learning technique, Performance-Based Assessment (PBA) involves students directly in the learning process by demonstrating their performance when working on and completing assignments and evaluating them according to the criteria of material studied in the learning process. Darling-Hammond (1994) Meanwhile, according to Brown et al., (1998). PBA, which is also known as authentic assessment or performance assessment, requires students to complete authentic real-life tasks, usually using productive speaking or writing skills but also using reading or writing, or combining skills. In short, these skills involve written and oral production, oral interactive activities, experiments, group discussions, and projects carried out in small groups by Kazemi et al., (2015). The researchers want to know what kind of Performance-Based Assessment academic writing course instructors employ in the classroom, whether PBA is utilized as a learning method or solely for learning evaluation, or perhaps both. The researcher determines that additional investigation is

necessary for light of this issue. Through the background of this problem the researchers formulated a research question as follows: How does the lecturer perceive performance-based assessment as a technique in teaching academic writing courses?

2. Literature Review

Academic writing refers to structured and persuasive prose utilized by students, professors, and researchers to communicate substantial information on specific topics. This form of writing is characterized by its accuracy, semi-formal tone, impersonality, and objectivity. It does not merely present fully formed thoughts; instead, it originates from initial, often unclear ideas that can be revisited and refined over time. This iterative process allows writers to explore concepts from various angles, experiment with different approaches, and continuously rethink their arguments (Murray et al., 2006). In academic writing, breaking down ideas through deductive reasoning, maintaining a formal tone, and using a third-person perspective are essential. The focus is on what the writer thinks and the evidence that supports those thoughts (Patricia et al., 2017). According to Prihatmi & N. (2017), academic writing is a critical issue requiring attention from educational institutions, which should develop effective curricula and allocate time for lecturers to guide students in the writing process, starting from foundational levels. Lecturers should have sufficient time to devise methods suited to different student levels and study programs, along with writing practices that are continuously assessed. Meza et al. (2021) found that students who understood the structure of essays were able to gradually incorporate essential elements they initially overlooked. This improved comprehension of essay components enhanced the quality of their writing, enabling them to meet international exam standards. Performance-Based Assessment (PBA) is identified as a teaching strategy that encourages students to apply their knowledge and skills in real-world contexts, promoting active learning and higher cognitive abilities. PBA also serves as an assessment tool to evaluate these capabilities throughout the learning process. Additionally, it emphasizes self-esteem and fairness, allowing students to participate in assessing their own learning (H. D. Brown & Abeywickrama, 2010; J. D. Brown & Hudson, 1998). This approach empowers students to engage collaboratively with their teachers in determining their learning focus, particularly when facing challenges related to goal-setting and task completion.

3. Methodology

The research design used in this study was a single case study research design, this research design was chosen with the consideration that more detailed data were obtained about the respondents being studied. Through case studies, especially a single case study, we could conduct an in-depth study of the behavior of an individual unit, group, or social institution of society. In this study, what was studied was the Academic Writing class that applied the Performance-Based Assessment (PBA) as a learning strategy. In this study, the researcher conducted interviews, observations, and documentation to collect data in accordance with the research orientation, as described by the researchers in chapter three, which said that data collection in the research was carried out using a case study. The extracted and analyzed interview results represent the lecturer's perspectives on Performance based Assessment as a learning strategy used in Academic Writing lectures, which are intended to introduce students to academic writing or theses.

4. Results and Discussion

Based on the data obtained during interviews and observations, there are several items that need to be analyzed in accordance with the theory of Heuer et al., (1999) "perception is strongly influenced by their previous experience, education, cultural values, and role requirements, as well as stimuli recorded by their receptor organs".

Based on this theory, it is necessary to map related to lecturers' perceptions of the PBA strategy in the learning process:

a. The Lecturer's Perception based on his Experiences on Pedagogical Activities of PBA

Perception based on experience in this research refers to a lecturer's perception of a learning approach based on his experience instructing as a lecturer. The lecturer who taught the Academic Writing course by pedagogical activities the PBA strategy revealed that he chose PBA as a learning strategy on the grounds of learning from his past teaching experiences, in accordance with what was conveyed by the lecturer concerned.

Interviews conducted by researchers with the lecturer who teach Academic Writing courses by implementing PBA as a learning strategy obtain information from lecturers regarding what their perceptions are about the implementation of PBA in teaching which is used as a strategy, lecturers' perceptions provide information on positive impact on the implementation of PBA in teaching, especially at Academic Writing course, it has been shown that the PBA assessment helps them to know the important skills of students' scientific writing competence. According to the lecturer concerned, one of the positive points of this PBA is that besides being a teaching strategy, it is also a way or strategy in assessing student work results, even from the start of the process until the end of the learning evaluation. This is based on a statement from the lecturer"

"PBA yang saya implementasikan dalam mengajar menurut saya merupakan strategi yang sangat baik, karena sebagai dosen yang senantiasa berusaha memberikan pengalaman terbaik bagi mahasiswa, saya harus memilih metode, strategi, atau teknik yang baik sesuai dengan kebutuhan dan keadaan mereka" (Interview with Mr. Syhbn 23/02/2024)

"PBA, which I employ in my classes, is, in my opinion, a very good strategy. As a lecturer who always aims to provide students the greatest experience possible, I have to choose a decent method, strategy, or technique in accordance with their needs and circumstances." (Translation of lecturer interviews)

The results of the interview above are the results of interviews with lecturers to obtain real information related to the implementation of PBA according to the lecturer's perception. According to the lecturer's acknowledgement during the interview, the lecturer concerned does not only choose and implement a learning strategy but as a lecturer who is responsible for the output that students will produce depending on what the lecturer has prepared and what the realization is in learning.

One advantage of implementing PBA in the learning process is that the application of PBA in the Academic Writing learning process is based on things that, according to the lecturers of Academic Writing courses, are very important for students.

From the explanation, this lecturer explained that the learning process, especially in the Academic Writing course through pedagogical Activity of PBA, provided an opportunity for students to show their performance in the learning process. Based on the acknowledgment of the lecturer concerned, it could be understood simply that students' abilities and performance could be measured and evaluated directly through the process of pedagogical activity in the learning process that takes place in the classroom.

Pedagogical Activity of PBA in the learning process and feedback from lecturers is something that absolutely must be done between lecturers and students in the learning process. According to the Academic Writing lecturer in the English education study program at UNIKA, PBA is a suitable learning strategy for the level students because it is based on student performance directly.

At the interview stage with lecturers who teach Academic Writing courses that use PBA as a teaching strategy, the researchers obtained information from lecturers that:

"Melalui implementasi PBA dalam pembelajaran Academic Writing, mahasiswa akan mendapat kesempatan untuk mendemonstrasikan tulisannya setelah saya cek sebagai dosen". (Interview with Mr. Syhbn 23/02/2024)

Students will have the chance to exhibit their writing through the implementation of PBA in Academic Writing course once I have reviewed it as a lecturer. (Translation of lecturer interviews)

"Through the implementation of PBA in Academic Writing course, students will get the opportunity to demonstrate their writing after I check it as a lecturer."

The transcript of the interview results above provides information related to the lecturer's perception of the implementation of PBA in the learning process. From the interview results it was obtained information that PBA is quite suitable for maximizing learning activities in the learning process. Students should put out the most effort possible during the learning process to complete the material covered in lectures, including completing any assignments given out by lecturers as a way to gauge students' learning and their lecturers' teaching experience with performance-based learning. The assessment strategy gives the lecturer the greatest amount of assurance that the outcomes and standard of student learning will meet expectations. Based on the lecturer's information in the interview session, the researcher learned that the Performance-Based Assessment used by the lecturer in question as a teaching strategy in the Academic Writing course was a strategy he learned from experience, so he could easily implement it in accordance with the Performance teaching procedure -Based Assessment, even if it had to be modified to meet the needs of students in class.

The pedagogical activity of PBA chosen by the lecturer as a teaching strategy is intended to accelerate and deepen students' knowledge and understanding related to writing skills. From the statement of the lecturer concerned, it is understood that PBA is implemented in teaching as a strategy to help students reach the stage of intellectual experience and discipline in completing a job with a predetermined target. So that through pedagogical activity students will choose a learning experience that is oriented to student knowledge and learning discipline.

b. The Lecturer's Perception of PBA based on his Education

Perception based on education in this research refers to a lecturer's perception of a learning strategy based on knowledge related to the strategy used in the learning process beginning with the planning stages, teaching procedures, and ending with the evaluation stage.

The advantages of PBA mentioned by lecturers are related to feedback or the process of revising student work in class in the learning process using PBA, before feedback, the lecturer reduces students' workload in writing so that lecturers can save time. The lecturer stated that.

"Melalui implementasi PBA dalam pembelajaran Academic Writing, mahasiswa akan mendapat kesempatan untuk mendemonstrasikan tulisannya setelah saya cek sebagai dosen." (Interview with Mr. Syhbn 23/02/2024)

Through the implementation of PBA in Academic Writing learning, students will get the opportunity to demonstrate their writing after I check them as lecturers. (Translation of lecturer interviews.)

"Implementasi PBA ini unik karena dalam penerapannya antara kinerja mahasiswa dan evaluasi pembelajaran berjalan secara bersamaan, saya kira uniknya disitu pak". (Interview with Mr. Syhbn 23/02/2024)

This PBA implementation is unique because its application between student performance and learning evaluation runs simultaneously, I think it's unique there, sir. (Translation of lecturer interviews.)

Based on the answers, and the acknowledgment from the lecturers, it can be concluded that the PBA is intended to add to the repertoire of students' knowledge regarding the proper and correct procedures for Academic Writing by underpinning students with basic knowledge of writing and research through PBA. So that the lecturer's perception of PBA related to education illustrates that the selection of PBA as a learning strategy is certainly based on the educational orientation and knowledge of students as well as their skills in writing a scientific paper. Lecturers who teach Academic Writing courses make every effort to adjust students' prior knowledge with teaching materials and learning strategies implemented.

On the other hand, because the selection of the PBA strategy is based on education, be it the education of lecturers as subject teachers or student education, so that it becomes a reason for lecturers that lecturers must prepare everything, including adjusting students' abilities or students' prior knowledge and then formulating teaching procedures for learning objectives and learning materials, in this case the Academic Writing course which also requires time, is structured within the framework of planning the realization of learning to further mature students in writing, especially Academic Writing. Therefore, what the students get during the lectures that are meant by the lecturers is the knowledge that underlies the students' knowledge and experience in writing and compiling scientific papers.

Based on the lecturer's information, it is simple to understand that students with basic knowledge will benefit greatly from PBA's pedagogical activity; the emphasis of the sentence from this lecturer shows the relationship between education or prior knowledge and PBA as a teaching strategy.

c. The Lecturer's Perception of PBA based on his Role requirements

Perceptions based on role requirements in this study are lecturers' perceptions of learning strategies that are implemented in the learning process based on job responsibilities referring to their duties and roles, in particular as lecturers.

One of the reasons for choosing PBA as a learning strategy in Academic Writing lectures is because of academic demands. In accordance with perception theory which categorizes role requirements as the basis for providing perceptions, then PBA is chosen as a teaching strategy because of the role requirements themselves, meaning that academic demands require acceleration completion of studies for all students, therefore students must be equipped with knowledge and experience so that they can complete their studies in accordance with the curriculum targets and regulations that are binding on universities, especially the internal campus rules at UNIKA which always try to encourage students to be able to complete studies faster from the normal target, this is consistent with the lecturer's response in the interview.

"Saya termotivasi untuk memilih PBA sebagai strategi dalam belajar mengajar, karena mahasiswa dalam pembelajaran diarahkan untuk menghasilkan sesuatu sebagai hasil kinerjanya dalam belajar, dalam hal ini draft proposal yang sederhana" (Interview with Mr. Syhbn 23/02/2024)

I am motivated to choose PBA as a strategy in teaching and learning, because students in learning are directed to produce something as a result of their performance in learning, in this case a simple draft proposal.

(Translation of lecturer interviews.)

Choosing a learning strategy is, of course, based on certain factors, which means that students must not only be taught by lecturers, but they must also demonstrate their performance through their active and active role in the learning process, as well as their performance through completion. Duty

"Strategi PBA sangat membantu mahasiswa dalam pembelajaran khususnya pada tugas-tugas yang berorientasi pada prestasi mahasiswa, dosen dapat mendeteksinya pada saat proses perkuliahan, karena dosen secara langsung memonitor dan mengarahkan kembali" (Interview with Mr. Syhbn 23/02/2024)

The PBA strategy really helps students in learning, especially in assignments that are oriented towards student achievement, lecturers can detect it during the lecture process, because the lecturer directly monitors and redirects. (Translation of lecturer interviews.)

The positive perception given and displayed by students from the start of the lecture process can be seen as a positive indicator of the application of PBA in the lecture process as a learning method or strategy, according to lecturers who teach Academic Writing using the PBA strategy. The students' ability to cohesively group sentences into paragraphs, which can then result in a straightforward draft proposal, is one potential factor that could positively affect the use of PBA as a lecture strategy. Researchers believe that this PBA can be implemented by changing how students are positioned during lectures, and that it will be very obvious when it has been done because of how students perform during lectures.

d. The Lecturer's Perception of PBA based on Cultural Value

Culturally-based lecturer perceptions are fundamental principles and ideals based on which all students from different communities are treated equally and given equal standing in the learning process. Even minor differences in the class add their own flavor to the environment in the classroom, especially when PBA is used to facilitate learning as well as being a foundation for peaceable coexistence and relationships. Customs, which include traditions and rituals; values, which are convictions; and culture, which are guiding principles in education, make up the notion.

Regarding the cultural values that are the basis for providing perceptions, according to the researcher, they are more or less the same as the role requirements. Why are they almost the same? Because in determining academic achievement which then becomes the target of completing student studies, it has become a cultural value in every higher education institution, especially at UNIKA.

" Sebagai dosen yang diberi amanah untuk mengampu matakuliah Academic Writng, saya berharap, PBA lebih membantu dan memudahkan saya dalam mengajar, dan tentunya lebih memudahkan mahasiswa dalam belajar". (Interview with Mr. Syhbn 23/02/2024)

As a lecturer who has been entrusted with teaching the Academic Writing course, I hope that PBA will help and make it easier for me to teach, and of course make it easier for students to learn. (Translation of lecturer interviews.)

"Melalui penggunaan PBA sebagai strategi atau metode pengajaran akan sangat membantu dan memudahkan dosen untuk melihat dan mengontrol kesalahan penulisan mahasiswa karena kita bisa melihat langsung hasil pekerjaannya, bahkan dalam setiap rangkaian kalimat yang mereka buat. PBA sebagai strategi pembelajaran mengarahkan mahasiswa untuk bekerja secara langsung dengan mengikuti instruksi yang saya berikan sebagai dosen." (Interview with Mr. Syhbn 23/02/2024)

Through the use of PBA as a teaching strategy or method will be very helpful and make it easier for lecturers to see and control students' writing errors because we can see directly the results of their work, even in every series of sentences they make. PBA as a learning strategy, directs students to work directly by following the instructions that I give as a lecturer. (Translation of lecturer interviews.)

Based on the statement from the lecturer, it can be measured that choosing a strategy is based on the cultural values inherent and characterizing UNIKA which consistently provides opportunities for all students to accelerate the completion of studies, so the pedagogical activity of the PBA in the Academic Writing lecture process is to see and directly measure the ability of students in writing, especially writing scientific papers which are a requirement for completing each student's study.

5. Conclusion

Based on the outcomes of the researcher's research, it can be concluded that PBA is a learning approach that lecturers can use to teach students academic writing skills and English proficiency. This study demonstrates the advantages of PBA implementation for instructors and learners. This demonstrates how teaching methods that emphasize student performance are advantageous to both presenters and learners. Semi-structured interviews revealed that PBA is very helpful for lecturers in detecting whether or not their students have actually mastered the content being taught. The strengths and weaknesses of their students can be immediately determined by lecturers.

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