Development of Writing Assessment Skills
with Psychosocial Involvement for Indonesian Language Teachers

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Abstract

The assessment of writing skills is very important for improving students' academic performance in the Indonesian language. The phenomenological method is used in this research to investigate the psychosocial involvement of Indonesian language teachers in developing writing skills assessments. Primary data sources consist of interviews with informants, results from field observations, and documents related to the research findings, while secondary data sources consist of written materials relevant to the research results. The data in this study were collected through non-participatory passive observation, interviews, and documentation. The data analysis techniques used are reduction, data display, and conclusion drawing. This research involves twenty Indonesian language teachers to uncover how teachers use writing skill assessments. The results of this study indicate that the development of writing assessment skills for Indonesian language teachers involving psychosocial aspects can mean that Indonesian language teachers need to have a strong understanding that incorporates psychosocial elements. The psychosocial teacher offers a narrative framework to motivate religious values and Islamic behavior that helps individuals articulate their experiences. The assessment of writing skills in Indonesian language learning is influenced by personal moral and spiritual involvement, concepts of life principles, experiences, and literature. These psychosocial principles are given by God to the assessment of writing in the Indonesian language and literature, which is a critical component of the writing assessment development process.

Keywords: Writing Assessment Skills, Psychosocial, Indonesian language teachers

Introduction

Assessment of students' writing skills is urgent for Indonesian language teachers because it is the key to success in developing future professionalism. The literature shows that teachers assessing students' writing skills professionally can measure learning progress and provide follow-ups (Black & Wiliam, 2018; Brown, 2019; Maison, 2020). Indonesian language teachers who are professional in assessing students' writing skills have a crucial impact on the progress and development of students' logical thinking skills in Writing (Nurkamto & Sarosa, 2020). Quality assessment of students' writing skills conducted by Indonesian language teachers can develop students' higher-order thinking and divergent thinking in language learning (Okayana, 2019). This also includes diagnosing student performance in both linguistic and non-linguistic aspects of learning to improve students' writing skills professionally (Nuryani, 2018).

Assessment of writing skills is carried out to help teachers have the ability and knowledge to assess and make correct, measurable, and planned instruments. It can identify students' academic learning development in various writing needs (Rukayah et al., 2021). This opinion is reinforced by Jiménez (2017), who said that the assessment of students' writing skills is not an easy job to do but requires a robust process and knowledge in expressing and constructing words that shift to phrases, sentences, and paragraphs into a collection of very complex texts. Assessment of students' writing skills also needs to strengthen cultural knowledge, professional competence, psychosocial skills, and metacognition in the educational context. In developing writing learning, psychological, social, and cognitive aspects have a role in improving students' writing skills. Understanding the cultural and social contexts in which teachers operate can help develop an inclusive perspective on writing (Parter & Skinner, 2020). Teachers' professional competence plays a role in guiding students in developing writing skills. Teachers who deeply understand the writing process, effective teaching strategies, and constructive feedback can provide practical guidance to students. Teachers' professional competence also includes designing writing tasks according to students' developmental levels, identifying students' strengths and weaknesses, and providing vital support in improving writing skills (Hayuningkyas, 2021; Mulyasa, 2007). Likewise, psychosocial aspects play a role in assessing students' writing skills. Motivation, emotions, social interaction, and the learning environment can influence how students express themselves in Writing. Students who are intrinsically motivated, feel safe, and get positive social support tend to have a better assessment of their writing skills.

The behavior of assessing students' writing skills involves several aspects that can be observed and evaluated by teachers, including First, assessing the quality of content by seeing whether students can convey relevant information, think critically, and develop arguments or ideas well; Second, the assessment of text structure is done by evaluating whether students use appropriate text structures, such as a clear introduction, coherent content development, and concise conclusions. The assessor can also check the use of well-organized paragraphs and proper punctuation. Third, language and grammar skills are assessed by checking students' ability to use precise, clear, and standard language (Palmatier & Rovner, 2015; Stefaniak, 2020).

Teachers' understanding of the intricacies of assessing students' writing skills includes an understanding of the various aspects that are relevant in determining. The knowledge teachers must have includes understanding the assessment criteria pertinent to assessing students' writing skills. This includes understanding aspects such as content, structure, grammar, fluency, and originality of Writing; understanding the grading scale used in assessing students' writing skills; understanding the use of structured assessment rubrics to provide more detailed and specific assessments; the importance of observing and monitoring students' writing processes; understanding the importance of giving constructive feedback to students. This feedback includes points for improvement, suggestions, and praise for student success. Teachers realize that effective feedback helps students understand their strengths and weaknesses and provides clear guidance for improvement (Crossouard & Pryor, 2012; Black & Wiliam, 2009; Petruzzi, 2008). In addition, teachers' understanding and mastery of language knowledge (content, vocabulary, grammatical structure, and other language rules) are used to assess students' writing skills. Rahmawati et al. (2021) view that a good assessment of students' writing skills will respond well to the progress and development of students' learning and can ensure fairness in assessing tasks and creativity in synthesizing the information received. In this case, to determine authenticity and validity in assessing writing learning outcomes, it is necessary to pay attention to many aspects, namely linguistic and non-linguistic aspects, so it is necessary to focus on the results of students' Writing (Nguyen & Truong, 2021).

So far, several studies have examined assessing students' writing skills in senior high schools in various countries. The problem of evaluating students' writing skills from multiple studies conducted by teachers is revealed in the rubric assessment. Penelitian Wind (2020) highlighted the low use of analytical rubrics in assessing writing skills conducted by language teachers. Language teachers need help to improve the rubric scale to evaluate students' writing skills in learning. The implication leads to less fulfillment of student learning outcomes in Writing and less improvement in the learning process for Writing. Crusan et al. (2016) in the United States on 702 language teachers about literacy assessment of students' writing skills with a survey approach. Language teachers in this country need clarification and are concerned about using rubrics to assess students' writing skills, especially regarding knowledge, beliefs, and practices. Arindra & Ardi (2020) in Yogjakarta revealed that language teachers' rubric

writing skills assessment had less impact on students' writing ability. His research showed that the rubric assessment conducted by teachers needed to be more consistent and had high validity, including the application of quality writing to students.

In addition to the problem of assessing students' writing skills in the rubric aspect, various studies focus on scale assessment. On-scale assessment in Writing was researched by Galti (2018) on language teachers in Nigeria conducting assessments on holistic and analytic assessment scales in language learning experience significant difficulties. Language teachers need to be more able to apply these two assessments in assessing content students' writing skills, especially in the rating scale to measure students' Writing. Language teachers need help to provide writing skills assessments to students who pay attention to the academic aspects of Writing. Nguyen & Truong (2021) also researched the assessment of students' writing skills in Central Vietnam and revealed that the results of a survey conducted on 60 language teachers in Vietnam found that in assessing student writing, they must pay attention to the purpose of formative assessment associated with the rating scale. Specifically, this study modified and improved how to evaluate student writing by informing students of the assessment criteria. Another study revealed problems in developing assessments for writing skills assessment conducted by language teachers. Thirakunkovit (2019) explored language teachers studying for a master's degree at a Thai university. The perception of language teachers in assessing students' writing skills varies. This is a big problem in the development and quality of education, especially regarding accountability for student performance assessment. Language teachers, 30% in Thailand, need more support with developing assessments to assess students' writing skills.

The assessment of students' writing skills is conducted by language teachers for learners who experience problems with different assessment practices, so educators cannot reflect on the evaluation of writing practices appropriately. Differences in the assessment of students' writing skills in the aspects of language paradigms, language standards, and language development are problems faced by teachers in assessment practices. Teachers need help integrating the three paradigms and implementing them in assessing students' writing skills in learning (Tanner & Balzotti, 2019). Gradini (2021) and Harrington (2021) highlighted that assessing higher-order thinking skills can improve teachers' competence in composing questions in multiple-choice and essay forms. However, the results of his research show that teachers still need to enhance their ability to ask questions based on higher-order thinking skills.

Research on students' writing skills was also conducted by Hamamah at the State University of Malang, which revealed that the assessment of students' writing skills on academic Writing carried out by teachers still has difficulties in developing assessing student writing, especially in large class sizes so the assessment carried out is still not optimal. This is because, in principle, teachers have never been given knowledge and stabilization in developing student writing skills assessments. This research was conducted to design a model for assessing students' writing skills by accommodating paper-based portfolios and using online applications (Hamamah, 2020; Zhao & Liao, 2021). Tayyebi's (2022) research at Islamic Azad University, South Tehran Branch, focused on the assessment of literacy students' writing skills through portfolio assessment and self-assessment, which aimed to examine teachers' knowledge in conducting student writing skills assessment for English teachers with the concepts and practices of student writing skills assessment. The results of this study showed that teachers' level of knowledge of student writing skills assessment still needs to be improved because they rarely practice innovative assessment. Nazizah et al. (2020) revealed that teachers' behavior in assessing still experience obstacles in using portfolio documentation, especially in responding to student texts and having problems using an appropriate rating scale. This research contributes to language teachers to provide language literacy assessment training.

Lee et al. (2012) in the Philippines explored the assessment of argumentative essay writing between first-language and second-language proficiency based on textual characteristics and quality of assessment related to text quality. Research conducted by Canz (2020) revealed that evaluating students' writing skills in essays, especially in terms of text quality and readability, orthographic errors, grammar, and punctuation, is problematic for teachers in Germany. So, to overcome this problem, emotional intelligence is given to teachers so that they can make reasonable and appropriate assessments. Mariano et al. (2022) highlighted that in Western Australia, where language teachers found it difficult to assess students' writing skills by focusing on the essay text genre. Teachers need to be able to apply fair assessment of students' writing skills, especially checking, commenting, and evaluating students' Writing in the form of 'correct' punctuation, spelling, and structure. Matre and Solheim (2016) examined

the problematic assessment of student texts by teachers in Norway. The solution used in this study was to use collegial discussion and interaction toward functional understanding.

Although various studies have examined the assessment of students' writing skills from multiple aspects and dimensions, Indonesian education still needs to solve this problem. This problem also happens in high schools in Indonesia, where Indonesian language teachers need help in assessing students' writing skills in Indonesian language learning. Indonesian language teachers have Difficulty conducting scale assessments, rubrics, assessment development, portfolio assessment, and text quality assessment in Indonesian language learning. This should be different because Indonesian language teachers have had a long teaching experience; they also have a professional certificate as evidence of skilled teachers. Assessment of students' writing skills involved in the design and implementation is essential for teachers; the thing that causes that assessment in Writing is vital is that many teachers consider themselves writing assessors; they lack confidence in assessment evaluation, especially in assessing, interpreting, and improving classroom-based assessments. The results showed that assessment teachers must receive clear theoretical instructions to determine students' Writing (Sohrabi, 2022). The issue of evaluating students' writing skills carried out by senior high school teachers is still a crucial problem that needs to be improved. The Indonesian government has carried out the improvement process by making policies to improve the quality of Education by enhancing the quality of its educators through learning assessments described in Permendikbud No.4 of 2018 concerning assessment of learning outcomes by education units and evaluation of learning outcomes by the government.

Based on the current phenomenon, assessing writing skills is still difficult for teachers because evaluation is very complex, such as building good sentences, punctuation, spelling, and word selection(Rosayu & Jaja, 2019). So far, assessing still needs to be done subjectively, and attention needs to be paid to objective assessment, making it difficult to find a fair and valid assessment for developing their potential. Assessing is not just about giving grades to students, but far from that, it is about developing their potential, knowledge, and soft skills so that they can grow and succeed in the future (González, 2021; Ghanbari, 2020). The phenomenon that occurs in the field is that assessment in writing activities has a significant influence on students, especially in expressing creative and imaginative ideas so that they can write according to excellent and correct rules (Widiastuti et al., 2022; Wangsa et al., 2019). If the assessment given is by the substance, it will have an impact on progress in learning. To conduct the evaluation, teachers need to design a complete assessment rubric for the learning indicators that will be produced. So, in this case, Indonesian language teachers who teach in senior high schools must have fair and wise abilities in providing writing learning assessments to make appropriate and objective evaluations.

The research on the assessment of Indonesian language teachers' writing skills is focused on the high school and vocational school levels in Pekanbaru City because these two school levels adopt different curricula. Through this research, it is possible to understand how good the curriculum is in assessing students' writing skills and the extent to which teachers understand and apply it in Indonesian language learning. In addition, I will understand how teachers in SMA and SMK have the knowledge and experience to assess students' writing skills professionally. The diverse learning environments of these school types also need to be considered, including factors such as available resources, class size, and teaching approaches used. By paying attention to these factors, this study can provide valuable insights into how Indonesian teachers' assessment of writing skills contributes to the quality of classroom teaching and learning and academic success at both the high school and vocational school levels in Pekanbaru City.

Based on this, the problem of assessing students' writing skills in Indonesian language teachers is assumed to be overcome by involving psychosocial Indonesian language teachers. Research conducted by Tambak (2018) confirms that psychosocial, the relationship between a person's social and emotional conditions involving attitudes and social perspectives, significantly impacts a person's performance in life. This theory needs to reveal the assessment of students' writing skills specifically. Still, in this theory, a person's performance emerges, which can be related to one of the teacher's activities, namely the learning assessment process. Likewise, the theory of Anwar and Wahyuni (2017) emphasizes that psychosocial studies explain individual behavior as a function of psychological and social stimuli. When connected to the activity of teacher skills in assessing Writing, it can control the teacher's self by involving emotional, social, and psychological factors.

This research examines the development of writing assessment skills involving psychosocial skills for Indonesian language teachers. This research is new and has never been researched by others in teacher skills in assessing student writing in Indonesian language learning. The novelty of this research lies in the solution offered by involving psychosocial, which is essential in developing teacher skills in assessing student writing in Indonesian language learning. The assessment of students' writing skills cannot be separated from teachers' psychosocial and professional competence, so a balanced evaluation will be achieved between test-shaped and performance assessments. Assessment of students' writing skills plays a vital role for educators in producing the right quality of Writing and measuring the achievement of quality learning. (González, 2021; Crusan, 2016). Evaluation of students' writing skills in Indonesian language learning brings changes to individuals to correct or correct mistakes or errors in a learning activity (Crusan, 2016; Wilson, 2017). So, assessing students' writing skills is increasingly important along with the acceleration of globalization, which requires improving the ability to communicate in Writing and improving writing skills that can be obtained through teaching and assessment (Wilson et al., 2017; Lam, 2020). This synergizes to develop the assessment of students' writing skills (González, 2021; Crusan et al., 2016; Wilson et al., 2017; Lam, 2020) in Indonesian language learning.

Methods

This research uses a qualitative research design with a phenomenological approach. Qualitative research, as defined by (Creswell, 2015), is "an approach to exploring and understanding the meaning that individuals or groups ascribe to a social or human problem." A phenomenological approach was chosen to capture the life experiences of Indonesian language teachers in enhancing writing assessment skills, involving the psychosocial aspects of 20 Indonesian language teacher respondents. Purposive sampling is used to select the participants for this study. As noted (Patton, 2002), "The logic and power of purposeful sampling lie in the selection of information-rich cases for in-depth study." This research involves teachers from madrasahs throughout the city of Pekanbaru. The inclusion criteria are: (1) a minimum of five years of teaching experience in a madrasah, (2) demonstrating an understanding of the psychosocial principles of teachers in developing writing assessment skills, and (3) willingness to participate in in-depth interviews. Semi-structured interviews were conducted with each teacher. As stated by Seidman (2006), "The root of in-depth interviews is the interest in understanding the life experiences of others and the meanings they derive from those experiences." Each interview lasts 60-90 minutes and is recorded with the participants' consent. The researchers conducted participant observation during school hours to observe the social interactions of teachers. (Spradley, 2016) notes that "participatory observation allows researchers to experience activities firsthand, feel what the events are like, and record their perceptions." Relevant documents such as school policies, teacher evaluation reports, and records of teachers' professional development in assessing Writing were analyzed. According to (Bowen, 2009), "Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic."

Data analysis follows the phenomenological reduction process outlined by (Moustakas, 1994), integrated with the interactive model proposed by Miles, Huberman, and Saldana. (2014). The steps include the following: The researcher sets aside biases about the phenomenon being studied. Important statements are identified from the interview transcripts and field notes. Data is selected, focused, simplified, and abstracted. Matthew et al. (2014) explain that "Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming data that emerges from the complete corpus of written field notes, interview transcripts, documents, and other empirical materials." Various possible meanings are explored, and different perspectives are considered. Themes and subthemes are organized and presented visually. "A display is a collection of organized and compressed information that allows for drawing conclusions and taking action."(Miles & Huberman, 1994). The essence of experience is integrated into a comprehensive picture of the phenomenon. The conclusion is drawn and verified against the data. "From the beginning of data collection, qualitative analysts began to determine what it means to note regularities, patterns, explanations, possible configurations, causal flows, and propositions." (Miles & Huberman, 1994).

Result and Discussion
The Result
Research findings indicate that teachers' writing assessment abilities and psychosocial aspects enable them to foster students' creative thinking skills in science and literacy, particularly in writing. The psychosocial development of writing assessment skills is evident in informants who apply their psychosocial principles, encapsulated in the theme 'Application of Psychosocial Principles as a Framework for Developing Writing Assessment Skills'. Interview excerpts suggest that teachers' inherent belief systems and personality traits may have facilitated their behavior in cultivating strong writing assessment skills and maintaining a positive outlook on students' work during learning activities. Teaching creativity in developing writing assessment skills in Indonesian is viewed as a noble profession. This also involves understanding one's experiences by integrating psychosocial aspects into a narrative framework. This framework provides meaning by allowing individuals to categorize experiences as part of a greater divine plan for their lives, while also creating a broader and more meaningful learning environment.

Application of psychosocial theories as a construct for assessing writing skills

In general, the study's results showed that teachers who teach Indonesian in Madrasah reported that teacher creativity is the main basis in learning. Often,

Implementing this approach, particularly in developing writing skills assessments in Indonesian language and literature, presents significant challenges. Collaboration between educators and students is required to enhance these writing assessments, aiming to cultivate higher-order thinking skills to boost academic performance in Indonesian studies. Nevertheless, Indonesian language instructors across Madrasah institutions leverage personal attributes and religious principles to create and refine writing skills assessments. This approach is being applied at an advanced level within Indonesian language education, demonstrating high commitment and sophistication in their teaching methodologies. R.1 explained:

> I have emphasized that the assessment of writing skills must be carried out on the understanding of the contents (ideas) of the discourse as a whole and its parts, which consist of related ideas, development of ideas, and the use of clear texts that are not ambiguous or cause misunderstanding. However, Afdal failed to do so. During his time studying Indonesian, he had difficulty using all parts of the discourse well. I asked him to rewrite the discourse as a whole and its parts using clear texts that were in accordance with the language material he was studying. However, he stated that he did not have sufficient writing skills to do so and asked for examples of the material he was studying. When I tried to explain and hold his hand, he gave a bad response and found it difficult to do so.

This quote illustrates the inability of students to express ideas (concepts) and the main parts that need to be mastered clearly and without hesitation or cause misunderstandings in learning Indonesian when assessing writing skills. When trying to calm the student, the teacher actually gets a bad response that is thrown at him by relying on his beliefs. Basically, utilizing psychosocial values allows him to be patient and accept the situation as it is. In this sense, the teacher feels that he will act according to God's will by enduring the conflict and acting in the situation he is facing at that time. Thinking that doing good and teaching is a charity that will be useful in the future. R.5 explains:

> And then, there was one student who did not listen. I assessed the accuracy of using conjunctions that students mastered in learning Indonesian. The conjunctions used contained the entire discourse that was written. When learning to write the contents of the news text from what was listened to, then he said: 'I feel confused; please help me so that I can start writing and can use conjunctions correctly in a sentence!' I was very surprised and felt that many students had not been able to follow this writing assessment. I feel that teaching with writing assessments is difficult and challenging to apply to students, especially language material. However, I am processing my emotions. A few days ago, I held a religious study with the participants of *the majlis ta'lim,* which we routinely do every week at the mosque with the ustad. I really tried hard to be a better person, a person who is not easily angry. So, instead of shouting at him, I sat before him. I looked at him and asked: Why don't you understand? Where is the problem? I directed him and other students to learn to write short

sentences about what they think. I help them with what is needed to assess their writing fluency in a way that is fair, responsible, and beneficial to their learning outcomes. That is what I mean when I say that my strong psychosocial skills make me a better teacher.

This quote explains how personal morals are applied in assessing the appropriateness of using conjunctions in the Indonesian language material being studied. So, the concept of interest contained in the teacher's psychosocial is able to overcome the difficulties faced by students in learning, one of which is stated .... that Indonesian language teachers have behaviors that prioritize the success and success of students and provide assistance to others. In this sense, success is defined by controlling one's emotions. Situations in reflective thinking and the application of personal moral principles other than hasty and emotional responses are characterized as a personal achievement. This contributes not only to self-efficacy, a feeling of being in control of one's life and situation, but also to self-esteem, conceptualizing personal growth according to the principles of personality. In this sense, difficult situations can be endured, even if there is no immediate satisfaction, as suggested by R15:

Siti called me, "Please help me, Ma'am." [. . .] I was unable to write the right words to make a poem according to the given theme. Of course, I served with patience and warmth! I created a dialogue. Being a teacher is my calling–this is what I have to do. It is not always easy to deal with students, but when I go home and take time to pray. I know that it is my calling–because I can change lives for the better, and it helps me to survive, teach, and assess students' abilities in choosing the right words in language and literature materials to produce academic achievements in student literacy. I do this assessment thoroughly on selecting the right words and parts of the text used to write poetry by students. This is where I assess how well students are trained so that they master the writing material correctly.

This excerpt illustrates how assessment encompasses word choice and sentence structure, appropriately incorporating psychosocial concepts. The evaluation process aligns with pursuing meaning, specifically in discovering purpose and significance in one's life. This approach enables the development of writing assessments from a higher-level, more comprehensive perspective. In this context, assessing writing skills in teaching transcends mere occupation, evolving into a vocation. It thus addresses meaning as a fundamental principle in identity formation, as outlined by Jaspal & Breakwell (2012) and Breakwell (2015). For Indonesian language educators, psychosocial factors - encompassing various moral and spiritual values - are crucial in evaluating writing skills and enhancing the quality of understanding and mastery of the Indonesian language and literature. Regarding the development of writing assessments in Indonesian language and literature that can improve students' literacy skills, R17 stated:

The students and I collaborated in compiling the assessment of writing skills in terms of the logic of the student's writing in writing. The assessment of this field is related to the assessment of the topic/content of communication according to the context, the proportion of the discourse content (introduction, core, and conclusion), and the accuracy of the language logic. Having this skill requires knowledge and potential in writing. So, the students and I teach the science of how to start Writing, which is to dare to write about what is in our minds, even if it is only three words, then given repeated practice until my students can make sentences and they can understand the sentences that are composed. This means that the learning provided develops the principle of patience and understanding others as an important part that must be helped. This is the concern of the psychosocial concept that I need to have in developing myself into a teacher who is sensitive and patient in dealing with every problem. This excerpt highlights the crucial role of teachers' moral values in developing writing assessments for students in the language field to enhance their literacy skills. Furthermore, educators view their teaching purpose as charitable work, conducting their activities sincerely to improve students' comprehension and mastery of language material. The psychosocial skills teachers possess serve as the primary foundation for conducting writing assessments and guiding students toward daily progress. Regarding this, R19 and R18 stated:

In assessing writing skills, I pay close attention to students' emotions. This is very important to allow me to provide feedback, reinforcement, mentoring, and other assistance in the future. Then, I still have to evaluate how students learn, both in terms of attitude, skills, and knowledge. I also have to

help students do self-reflection, which allows them to get used to constantly evaluating their writing learning. After class is over, my teacher assesses (tests the learning process and outcomes) students' attitudes, skills, and knowledge. In addition, the teacher helps students think and remember what they have done when working on assignments and what needs to be improved to be better in future projects.

Attribution of Experience Concept as a construct of writing skill assessment

Understanding oneself as 'chosen to teach' (T9) allows one to see oneself as someone who has a purpose in one's struggle. In this case, one's experiences contribute to maintaining a positive view of oneself and one's work. One's good character will lead one to do good things. R8, for example, expressed:

Solving problems in assessing Indonesian language and literature writing skills with students takes a lot of time and effort; sometimes, it takes a lot of work. [...] It takes special people to get along with children. It really makes you need extra energy and a good mind sometimes. But that's also what I like about it: the experience we have allows us to teach by doing high writing assessments in class, especially Indonesian language and literature materials.

This quote shows how understanding oneself as something different from others with inherently different characteristics acts as a resource for developing writing assessment in Indonesian language and literature learning. Therefore, the strategy of perceiving oneself as something equipped with special features that enable the development of writing assessment in the classroom may have responded to the specificity of the underlying experiential principle. This is also seen in R12's note:

One day, there was a big fight that only I could handle. It happened on a Monday morning when two students started arguing in class about their writing grades. Another student tried to mediate so that the argument between the two would not escalate, but they started arguing. I prayed to God that they would listen to me... and then I made peace. They listened to me, and there was an extraordinary moment. I looked into their eyes, and they looked into mine. They stopped arguing, and we were able to discuss the issue. It was very difficult to sit and talk with them. We had long discussions. I guided their dialogue - I am very patient, which was very useful! After that day, I felt very satisfied with myself and my skills.

According to this quote, perception has different and beneficial effects on the development of students' writing assessment and their self-perception. In this way, writing assessments in the Indonesian language and literature works improves students' scientific thinking and literacy skills. In contrast, the contribution to the development of constructive writing assessment is considered a personal success and is related to one's unique personality. Interestingly, in this context, the conception of a good experience is associated with caring skills and attitudes as divine gifts; the development of writing assessment involves perception and encouragement. Social interaction and trust will influence individual behavior in assessing performance (Herrero et al., 2021; Sukenti et al., 2020). This is shown in R7's explanation:

I remember when I started teaching and evaluating, I always developed fair and quality writing assessments in learning the Indonesian language and literature. I wanted this material to be taught and evaluated orthodoxically and developed with scientific thinking. I always invited my fellow teachers to this so students would become more faithful and scientific. My colleagues and teachers were very happy to discuss this with me, and we continue to do this. [. . .] Yes, I think I have always been like that – I constantly could develop good writing assessments. Of course, I developed this skill further, but it was always there to some extent. It's just part of me, part of who I am, always. [. . .] Yes, it makes me happy because I can create a more positive atmosphere, and, in a way, it makes me feel special.

This quote illustrates how being a teacher becomes an expression of individual personality rather than seeing the individual as a teacher. This allows for the allocation of superior language assessment development strategies that are specific to the teacher's nature and, thus, can increase self-esteem and self-efficacy. Therefore, the anticipation of certain innate traits as conditions for a career can resonate with the continuity of the principle identity and, thus, provide a rationality that increases self-esteem (Breakwell, 2015). By separating 'types' of

people who are inherently different and associating themselves with these categories, individuals can build a sense of belonging. This makes group membership an inherited right that forms group cohesion, even in the development of creativity in writing assessment in learning the Indonesian language and literature. T13 explained:

> We teachers get along because we think alike. And that's important—to get along, to be part of our team, our group of teachers if you want to call it that. Especially when it comes to being developers and creators of quality writing assessments, we look out for each other. [...] Like when a student is having a hard time following a lesson and gets a bad writing grade! We're in the staff room together in a dialogue to come up with a solution. This just goes to show how important it is to be part of a team.

This quote is in line with previous literature stating that social support is an important factor in the development of teacher writing assessment of students in learning (Wang et al., 2016; Auphan et al., 2020). Specifically, this quote shows that a sense of belonging, as a basic principle of literature, namely having religion, philosophy, and knowledge, is the main thing in teachers. This is part of the formation of psychosocial to develop writing skills assessment in language learning. While anticipation of similarities in mindset and personality facilitates the attribution of group cohesion through similarities, membership in a group provides a sense of security. T14 explained:

> But we also have teachers like Rita. Rita is not only a brilliant teacher and a wise woman but also a good Muslim and a teacher who has mastered the principles of excellent assessment. [...] She was overwhelmed with her classes, overwhelmed with students who were not creative enough, with everyday complaints. She didn't have the personality to do it—she had training but couldn't do it in the real world. She was off for a very long time—tired or something, out of school... the right place for her... she's now a manager somewhere.

As stated above, the incompatibility for this position is justified by the absence of a certain intrinsically anticipated teacher personality. In such a situation, the role of teacher training in relevant skills is likely to be reduced. On the contrary, if an educator does not have enough resilience to build a good writing skill assessment, the educator is considered an out-group member and is not divinely chosen to teach. Therefore, the reason that only a certain portion of the population is made for assessment and teaching allows us to understand the differences in career goals and development that emphasize Islamic religious and moral values when Indonesian language learning is integrated.

Discussion

The findings of this study emphasize the importance of integrating psychosocial aspects in the development of writing assessment skills, in line with the views of (Newman & Latifi, 2021) on the role of psychosocial in writing learning. Improving teachers' understanding and skills in this regard can create a learning environment that supports students' development in Writing, especially in expressing ideas or ideas in Writing (Greene-Woods & Delgado, 2020; Lee et al., 2020; Damiani et al., 2020; Shi Hui et al., 2020; Yusof & Mohamad, 2020). The challenges teachers face indicate the need for ongoing support and professional development that focuses on the psychosocial aspects of learning to write. This is in line with previous research by (Johnson et al., 1983), which emphasizes the importance of comprehensive teacher training and is more specific to academic writing settings. Teachers skilled in academic Writing include grammar, use of language structures, conjunctions, and appropriate word choice. All of these components are important in the development of excellent and correct Writing. Therefore, Indonesian language teachers need to be given more in-depth specialized training to review and assess student performance. This can provide positive feedback to students.

The skill development strategies identified in this study offer valuable insights for designing future teacher training programs. Collaborative approaches and reflective practice are crucial to success. The positive impact on teaching practice and student perceptions indicates the potential of this approach to improve the overall quality of language learning (Priyatni & Martutik, 2020; Wu et al., 2014; Reed et al., 2020; Jiménez et al., 2014; Arnold & Reed, 2016; Habibi, 2016; Hung & Chan, 2020). However, further research is needed to measure the long-term impact on students' writing achievement. In conclusion, developing writing assessment skills involving psychosocial aspects opens up opportunities for improving the quality of Indonesian language teaching. Although there are challenges in its implementation, the potential benefits generated make it worthy of further exploration and development.

The findings of this study indicate that psychosocial teachers' understanding of prejudice, life principles, experiences, interests, and literature can help them develop writing skill assessments (Sultan et al., 2020; Khir et al., 2016; N. Othman, 2015; A. et al. et al., 2014; Annalakshmi & Abeer, 2011; McKay & Sappa, 2020; Mondro et al., 2020). Therefore, the findings suggest that religion, religiosity, and narratives can influence writing assessments. Therefore, teachers should apply the principles of belief and social interaction to develop writing skill assessments and use religious narrative frameworks to justify their unique suitability for their work. Assessing students' writing skills using this learning method is considered a challenge to train teachers' self-readiness in order to recognize students' characteristics through deeper psychosocial interactions.

Recent narrative report analysis, in line with previous research, reveals various challenging situations teachers face that necessitate the development of writing skills assessment in language to maintain personal well-being. While earlier studies have primarily focused on how external and intrinsic factors may contribute to developing writing skill assessment in the Indonesian language, this study expands on previous knowledge by examining the potential relationship between Islamic psychosocial factors and personal identity in writing assessment. Specifically, the results suggest that Islamic psychosocial factors and religiosity may address the underlying components of identity construction and self-development for writing evaluation in learning. This aligns with extensive research on identity maintenance, showing that writing assessment contributes to students' enhanced scientific mindset and literacy skills. However, this study furthers this idea by demonstrating that applying psychosocial factors in writing assessment contributes to personal development and growth, aligning with identity construction, self-esteem, and self-efficacy. In this context, narrative stories indicate that Islamic moral values are conceptualized as more understanding, reflective, and creatively developed for the quality of writing assessment in learning. Consequently, self-control, emotions, and reactions in developing Indonesian language and literature writing assessments are linked with feelings of self-efficacy and morals. Additionally, personal interpretations of Islamic doctrines, combined with beliefs in those doctrines, contribute to developing writing assessment activities by stabilizing identity when motivation is low and expectations are high. Fundamentally, Islamic doctrine allows for forming a narrative flow that facilitates reflection on student behavior and contributes to evaluating the meaningfulness of teachers' work (Asutay & Yilmaz, 2020 ; AK Othman et al., 2014 ; Khir et al., 2016 ; Damaianti et al., 2020 ; Habibi, 2016 ; Priyatni & Martutik, 2020) .. During the assessment of written language, teachers' interpretations of Islamic religious texts are used to understand the teachings scientifically and, as a result, increase faith. A crucial factor in this process is viewing oneself as God's choice to become a teacher. Teachers, therefore, define themselves through their work: Rather than understanding teaching from the perspective of a contractually mandated occupational identity, being a teacher is described as something closely tied to one's identity, similar to gender identity (Breakwell, 2015; Jaspal & Breakwell, 2012; Rapoport & Yemini, 2020; Mondro et al., 2020; Damiani et al., 2020).

Thus, being a teacher is a complete picture of one's personality and the creation of Allah SWT (Damaianti et al., 2020; AK Othman et al., 2014; Khir et al., 2016). This understanding is important to maintain an optimistic view of psychosocial, which is an important part of the identity maintenance process. In conclusion, personal faith and religiosity play a role in the development of teacher writing assessments in the field of Indonesian language and literature, in addition to building a personal identity while teaching and being emotionally high.

Conclusion

Enhancing Indonesian language teachers' writing evaluation skills through incorporating psychosocial elements contributes significantly to improving the overall quality of teacher assessments in Indonesian language education. A thorough understanding of psychosocial factors is crucial for teachers in writing assessments. Notably, the concepts of psychosocial factors and the evaluation of Indonesian language teachers' writing skills evolve in distinct ways. Concurrently, students' proficiency and grasp of the subject matter advance with improved literacy and academic performance. While this study has its limitations, it presents a novel perspective in Indonesian language teacher writing assessment research by establishing a connection between psychosocial concepts and the advancement of teacher assessment capabilities. Psychosocial factors are pivotal in mediating social and emotional

interactions within the learning environment. Given these findings, future researchers might consider conducting more extensive studies to examine how outcomes and adaptations in teaching methodologies can further support this approach. Such research could provide deeper insights into the long-term impacts and practical applications of integrating psychosocial elements into writing assessment practices.

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