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by Amirullah Abdul

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Stanisław Juszczyk
The New Educational Review

Editor's Preface

The third number of *The New Educational Review* in 2018 is the fifty-third issue of our journal since the start of its foundation in 2003. In this issue there are mainly papers from: Brazil, China, the Czech Republic, Indonesia, Japan, Kazakhstan, Kuwait, Malaysia, Poland, the Slovak Republic, Russia, Serbia, Slovenia, Spain, and Ukraine, because our journal is open for presentation of scientific papers from all over the world.

In the present issue the International Editors' Board have proposed the following subject sessions: Social Pedagogy, General Didactics, Pedeutology, Special Pedagogy, Chosen Aspects of Psychology, and Chronicle.

In the subject session "Social Pedagogy" we publish eight articles. The principal objective of the research by Ahmad Sudi Praktikno and Sujarwo is to compare research productivity of top five universities in Indonesia and Malaysia. The general purpose of the contribution by Katarzyna Borzucka-Sitkiewicz and Katarzyna Kowalczewska-Grabowska is to report on the findings of a nationwide survey that examined the extent of health promotion implementation at schools in Poland. The paper by Unifah Rosyidi attempts to reveal the essential problem underlying the symptoms of managing corporate higher education and share some thoughts of how to resolve them. Sławomir Pasikowski and Katarzyna Karolina Zajda present the results of validation studies on the Inventory of Attitudes Toward Social Innovation. The objective of the research by Nasrun Nasution is to find out the effect of incentive, leadership, and work motivation on teacher performance. The article by Silva Bratož and Mojca Žefran addresses the intrinsic potential offered by classroom interaction for language development. Luciana Maia Campos Machado and Claudia Emiko Yoshinaga analyse results of the Brazilian National Student Performance exam, applied by the Ministry of Education, to verify overconfidence in students. The publication by Anam Fatima, Wan Ming and Asad Abbas presents factors that influence plagiarism by Chinese students and also explores the com-

mon perceptions of students themselves on the idea and act of plagiarism at higher level of education environments.

In the subject session "General Didactics" we publish eight articles. Asnawi Muslem and his co-workers prepared a paper aimed at investigating the effects of using authentic English video clips to improve listening comprehension among EFL students in Aceh, Indonesia. The purpose of the article by Nouri Y. Alwattar and Elisa M. Al-Balhan is to identify the effect of using the e-mind maps strategy in learning Arabic vocabulary skills on six-grade primary male students in Iben Al-Atheer School for Intermediate Education in Kuwait in the 2017/2018 school year. The work by Elena V. Dostovalova and her co-workers is devoted to the problem of approaches to the design and implementation of electronic educational courses in the conditions of a continuously and dynamically changing digital information and learning environment of the modern university.Ramly Ramly and Amirullah Abduh report on using the notion of Bloom's taxonomic framework in exploring the cognitive elements and representations in the Indonesian language curriculum.Pramudya Dwi Aristya Putra and Yoshisuke Kumano explore energy learning progression and STEM conceptualization among pre-service science teachers in Japan and Indonesia. The objective of the research by Didin Saripudin, Wawan Darmawan and Tarunasena is to develop and produce learning media of Indonesian history to raise students' historical consciousness. Yulisima Yanti and her co-workers aim to determine the influence of the use of e-portfolio tasks through the Facebook network on the creativity of students in the subject of physics in junior high school. The research by Abdul Wahab, Alimuddin Mahmud and Muhammad Arif Tiro is an experiment that aimed to investigate the effectiveness of a learning module for statistical literacy.

In the subject session "Pedeutology" we publish six articles. The aim of the study by Zlatica Huľová, Ivana Rochovská, and Vladimír Klein is to find out how kindergarten teachers perceive the issue of age-homogeneous and heterogeneous classes at kindergarten. In their article, Mihaela Brumen and her co-workers describe the current foreign language assessment and feedback practices as reported by 213 experienced primary teachers in Slovenia and Spain. The aim of the study by Oleksandr Malykhin and Nataliia Aristova is to find out the connection between the participation activity rate of foreign languages teachers in specially focused network pedagogical communities and the level of professional self-realization through their self-efficacy. Jovana J. Milutinović and Aleksandra K. Andelković focus on the classification of teachers' beliefs in the realistic, contextual and relativistic approach. In their paper, Samsul Hadi and Dedek Andrian detect teacher difficulties in implementing the local curriculum developed by provinces. The

paper by Krzysztof Rubacha and Mariana Sirotova presents a quasi-experimental study clarifying the variability of maths teachers' sense of self-efficacy based on their personal theories regarding differences in mathematical giftedness between girls and boys.

In the subject session "Special Pedagogy" we publish a paper by Krystyna Barłóg, in which her research is described focused on the development of empathic sensitivity of children and young, able-bodied people.

In the subject session "Chosen Aspect of Psychology" we publish an article by Bożydar L.J. Kaczmarek and Marcin Stencel, which confirms improvement in the thematic version of the Wason Test both in pupils and university students.

In the Chronicle, Eugenia Smyrnova-Trybulska presents a chronicle of the international scientific conference on theoretical and practical aspects of distance learning, which is organized by the University of Silesia in Poland.

We hope that this edition, like previous ones, will encourage new readers not only from the Central European countries to participate in an open international discussion. On behalf of the International Editors' Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in The New Educational Review, according to the formal as well as essential requirements placed on our website: www.educationalrev.us.edu.pl – For Authors.

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Ramly Ramly, Amirullah Abduh
Indonesia

The New Educational Review

Exploring Cognitive Concepts in the National Assessment of the Indonesian Language

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Abstract

Since there is not much available information on cognitive research in the Indonesian context, this paper aims to fill this knowledge gap. Using the notion of Bloom's taxonomic framework, this paper explores the cognitive elements and representation in the Indonesian language curriculum. A content analysis approach is used in this study. The content analysis is an appropriate tool because it is related to the official documents of the Indonesian national language assessment that is available publicly. The method of data analysis employed a systematic content descriptive text approach. The findings of the study reveal that the content representation of the cognitive taxonomic framework is not balanced among factual, conceptual, procedural and metacognitive knowledge. The findings suggest that the government is recommended to revise the current test questions of the national assessment of the Indonesian language competence.

Keywords: *cognitive, language assessment, document, Indonesia*

Introduction

Cognitive framework and language assessment are the important issues debated by researchers around the globe. There are various reasons why this problem is essential to be explored. The first reason, the cognitive framework is a key element of human capital because it portrays the productive ability of individuals (Karásk-

ová, 2014). Secondly, the application of the cognitive concept is an indication of individual creativity and critical thinking (Rahman, Faridah, & Manaf, 2017). Finally, cognitive concept application depicts the personal and social ability of individuals (Pickard, 2007). For these reasons, it is important to further explore the issue of the cognitive dimension.

For the Indonesian context, studies on language learning and assessment have been conducted in several areas: the use of online resources for vocabulary learning (Abduh & Rosmaladewi, 2017), awareness and commitment of learning (Abduh, Rosmaladewi, & Basri, 2018), factors influencing language learning and bilingualism (Abduh, 2018), and language and intercultural competence (Abduh & Rosmaladewi, 2018). The above studies indicate that language learning and assessment are investigated in non-cognitive framework. As a consequence, not much information has been provided on language assessment from the cognitive concept. Therefore, this research fills this knowledge gap. This study explores the cognitive representation of the national assessment of the Indonesian language. The presented research paper is significant because it provides the current cognitive contents of language assessment and delivers several important suggestions for the improvements of the design, content and typical questions that need to be addressed in the national assessment. This research study has implications for similar programs of the Indonesian language in different contexts, e.g., the learning of Indonesian by non-native Indonesian speakers in other countries.

Literature review

The literature review is divided into two sections: the concept of cognitive dimension and studies on cognitive dimension in language learning and assessment.

Concept of cognitive dimension

For the purpose of this study, the revised Bloom cognitive framework is used. This revised cognitive framework has been applied in the field of economic and entrepreneurship field (Pickard, 2007). The Bloom cognitive framework revised by Pickard (2007) is used for this research because it is a relevant and meaningful concept that suits the purpose of this study.

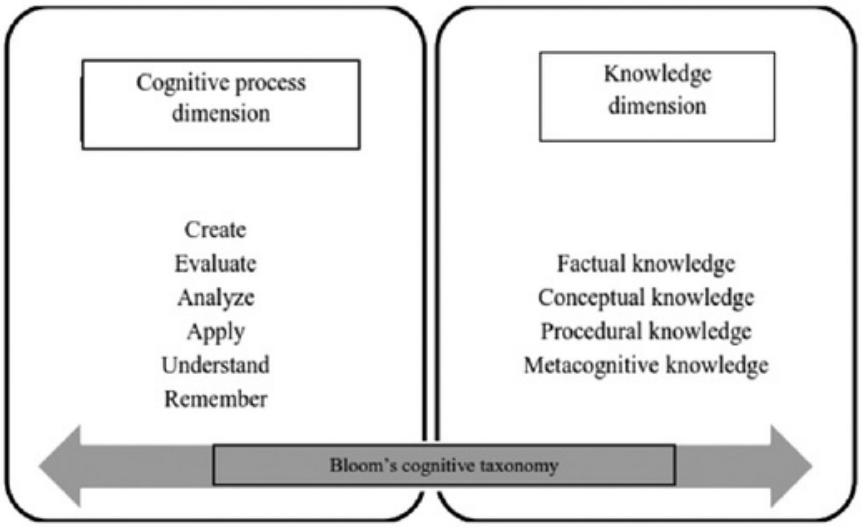

Figure 1. Revised Bloom cognitive taxonomic framework adapted from Pickard (2007)

Pickard (2007) divides the revised Bloom cognitive framework in the way presented in Figure 1 into major dimensions: the cognitive process dimension and knowledge dimension.

The cognitive process dimension includes the basic elements of cognition from abstract concepts to concrete concepts: remember, understand, apply, analyze, evaluate and create. In addition, the knowledge dimension of the cognitive taxonomy ranges from factual and conceptual knowledge to procedural and metacognitive knowledge. The application of this cognitive framework can be seen in studies of cognitive and language learning, discussed next.

Previous studies on the cognitive framework in language assessment

Despite the abundant studies of cognitive application, this research is underpinned by several key studies, such as cognitive in the curriculum of tourism (Karásková, 2014), creative and critical thinking (Rahman et al., 2017), and cognitive application in the communicative language competence (Savignon, 2017).

Firstly, Karásková (2014) explores cognitive concept application in the curriculum of tourism. Karásková applied the content analysis approach on cognitive

framework in documents on how to teach tourism. Karásková finds that there are six themes relating to cognitive framework application in the tourism contexts, including creating a story and re-telling the story on tourism, contsructing oral and written expression, using procedures in various situations, determining mutual relations, providing crtiteria for assessment and standard of tourism, and recgnizing elements of each tourism structure.

Secondly, Rahman et al. (2017) investigate Bloom's cognitive taxonomic framework application in relation to creative and critical thinking in English language curriculum documents. They found out that developing creative and critical thinking via the cognitive framework should be based on holistic outcomes of learning, thinking, and learning contexts. They state that this finding can help curriculum designers and teachers to use the cognitive concept to nurture creative and critical thinking.

Finally, Savignon (2017) explores communicative competence as an integral part of the cognitive concepts. Savignon argues that the current content of communicative competence is the representation of the cognitive concepts shaping various contexts of language learning ranging from inside classroom to outside classroom practices. The implication is that the teaching of communicative competence requires learners to interpret, express and negotiate meaning as part of the cognitive complexity of language learning and assessment.

The earlier studies are an essential avenue to understand current perspectives and trends of cognitive application, particularly in the context of language learning and assessment and none of them is in the Indonesian setting. All the authors reviewed in this study recommend exploring the application of the cognitive framework in different contexts and areas. The scarcity of information of cognitive studies within the Indonesian contexts motivated the researchers to complete this article.

Research methodology

Research question

The key question that guides the implementation of this research is: to what extent does the cognitive framework representation exist in the language curriculum in Indonesian senior high schools?

Research design

This study is a content analysis approach (Trilling & Jonkman, 2018). This content analysis depicts the representation of the cognitive taxonomic framework

in the language assessment in Indonesian high schools. This descriptive content analysis is essential to be used, particularly to decipher the in-depth content of official documents.

Data collection and instruments

The data collection for this study used language test documents that are available publically. These sets of documents contain 50 question items tested with both natural and social science students. The language tests profile used in this study is the script of the national language assessment tests for senior high schools in 2016/2017 across 34 provinces in Indonesia.

Data Analysis

A systematic data analysis approach (Trilling & Jonkman, 2018) is used in this study. Bloom's cognitive taxonomic framework was used to analyze the content of the documents. The documents were analyzed using the indicators in Table 1.

Table 1. Cognitive dimension and vocabulary indicators

Cognitive process dimension	Vocabulary indicators
Remember	define, duplicate, list, memorize, recall, repeat, reproduce state
Understand	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Apply	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyze	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluate	appraise, argue, defend, judge, select, support, value, evaluate, assemble
Create	assemble, construct, create, design, develop, formulate, write

Source: Adapted from Pickard (2007, p. 48)

The vocabulary indicators are used to identify the types of cognitive process dimension and knowledge dimension in the language test items. In addition, the words indicators are very helpful in determining the category of the cognitive framework. The process of content analysis includes: a) reading through the documents; b) highlighting the word indicators in the language test items; c) grouping all words indicators based on the cognitive process dimension; d) determining the knowledge dimension based on the vocabulary indicators and cognitive process dimension.

Research Findings

The result of the study is indicated in Table 2, which presents the cognitive process and knowledge dimensions.

Table 2. The cognitive representation in the Indonesian language curriculum

Cognitive process dimension	Knowledge dimension			
	Factual	Conceptual	Procedural	Metacognitive
F. Create				
E. Evaluate	10%	6%	2%	16%
D. Analyze	4%	4%	4%	4%
C. Apply	2%	4%	4%	2%
B. Understand	4%	10%	14%	2%
A. Remember	2%	4%	2%	

The first cognitive dimension is *remember*. The distributions of the cognitive dimension of *remember* are reflected in the four questions of the national Indonesian language assessment: question 29 (Q29), Q35, Q37, and Q43. The contents of the questions include re-arranging a sentence and finding an appropriate sentence to complete texts. The themes appearing from these four questions relate to sentence arrangement, literary sentence completion, and logic.

The second cognitive dimension is *understand*. The representations of the cognitive dimension of *understand* in the national assessment of the Indonesian language can be seen in fourteen questions. The examples of the questions are:

Question Numbers	Examples of the questions
Q1	The main sentence of the above paragraph is…
Q3	The non-coherent sentence of the above paragraph is…
Q4	What is the benefit of planting a plant according to the above paragraph?
Q6	The main idea of the above paragraph is…
Q18	The description of the figure characteristics "the responsible man" is…
Q27	The sentence that reflects the word "competitiveness" in the short story is…
Q28	The summary of the passage is…
Q30	The sentence that resembles the summary of the passage is..
Q34	The appropriate sentence that can complete the above text is…
Q39	The temporal conjunction that can complete the paragraph is…

Question Numbers	Examples of the questions
Q47	The appropriate loan words that replace the words in italics in the passage are…
Q48	The writing of the book title that suits the standard spelling…
Q49	The use of appropriate comma is…
Q50	The sentence with error spelling is…

The themes appearing in the cognitive dimension of *understand* include some non-literary discourses: traditional clothing of Batik, paragraph editing, and reading of collaborative work. The second theme is literary discourses relating to words and text. Finally, the themes relating to the mechanics of writing include grammar, spelling, and sentence completion.

The third cognitive dimension is *apply.* The dimension is reflected in the five questions of the national Indonesian language assessment: Q2, Q5, Q38, Q40, and Q41. The contents of the questions include the meaning of a term in the paragraph, identifying a specific term in the passage, matching an appropriate suffix in a sentence, finding appropriate reduplication that can complement a sentence, and matching the contents of a poem and essay writing. The themes appearing in these five questions relate to two non-literary discourses, vocabulary and a literary discourse relating to a poem.

The fourth dimension is *understand*. The representations of the cognitive dimension of *understand* in the national assessment of the Indonesian language can be seen in fourteen questions. The examples of the questions are as follows:

Question Numbers	Examples of the questions
Q1	The main sentence of the above paragraph is…
Q3	The non-coherent sentence of the above paragraph is…
Q4	What is the benefit of planting a plant according to the above paragraph?
Q6	The main idea of the above paragraph is…
Q18	The description of the figure characteristics '"the responsible man" is…
Q27	The sentence that reflects the word "competitiveness" in the short story is…
Q28	The summary of the passage is…
Q30	The sentence that resembles the summary of the passage is..
Q34	The appropriate sentence that can complete the above text is…
Q39	The temporal conjunction that can complete the paragraph is…
Q47	The appropriate loan words that replace the words in italics in the passage are…

Question Numbers	Examples of the questions
Q48	The writing of the book title that suits the standard spelling…
Q49	The use of appropriate comma is…
Q50	The sentence with error spelling is…

The fifth dimension is *evaluate*. The themes appearing in the cognitive dimension of *evaluate* include, firstly, some non-literary discourses: collaborative work, statistics, and sentence creation. The second theme is literary discourses relating to words and text. Finally, the themes related to the mechanics of writing include grammar, spelling, and phrases completion. The detailed description is as follows:

Question Numbers	Examples of the questions
Q7	The main aim of the passage according to the writer is…
Q8	The non-standard word in the sentence is…
Q11	What is the writer's opinion in the passage?
Q12	What is the object of the above passage?
Q15	The main idea of the sentence is…
Q20	The conflict in the above quotation is…
Q22	The cultural value in the above short story is…
Q23	The message in the above short story is…
Q25	It is implied that the case resembling daily lives in the short stories are…
Q26	The meaning of the poem is…
Q31	The best conclusion that suits the content of the paragraph is…
Q32	The metaphor that reflects the content of the text is…
Q33	The expression resembling the meaning of the paragraph content is…
Q35	The *cause* sentence that can complete the above text is…
Q44	The meaning of the phrase in italics in the passage is…

The last cognitive dimension is *create*. The themes appearing in the cognitive dimension of *create* include some non-literary discourses: traditional clothing of Batik, paragraph editing, and reading of collaborative work. The second theme is literary discourses relating to words and texts. Finally, the themes related to the mechanics of writing include grammar, spelling, and sentence completion. The detailed questions are as follows:

Question Numbers	Examples of the questions
Q9	The main lesson from the passage of Mahatma Gandhi is…
Q16	The meaning of the sign *'emanation'* in the above quotation is…
Q17	The styles of the above quotation are…
Q19	The sentence that refers to "background" is…
Q21	The sentence that reflects the arrogant figure of Mangkudun is…
Q24	The similarity of intrinsic values of the two short stories is…
Q46	Correct the word in italics in the paragraph

Discussion

From the findings, it appears that all the dimension of the cognitive dimension are tested in the context of language assessment. The overall representation of the cognitive framework in the Indonesian language assessment can be seen in Figure.

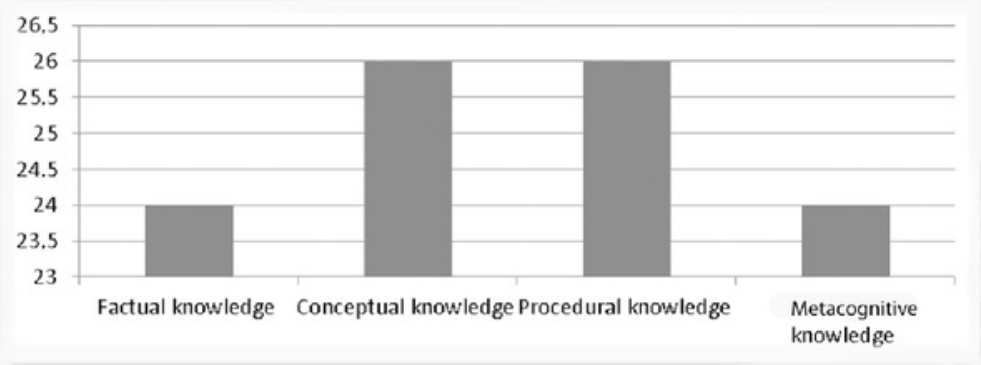

Figure 2. Cognitive taxonomic representation

Figure 2 shows the imbalance of the cognitive taxonomic representation in the assessment of the Indonesian language documents. The range of questions reflects more in the conceptual and procedural knowledge rather than factual and metacognitive knowledge. This indicates that the cognitive dimensions in Indonesian language assessment is less consistent and is subjected to change for improvement.

Despite the imbalance of the content of the cognitive taxonomic framework, the themes appearing in the study can enhance and motivate learners to establish per-

sonal cognitive competence. For example, the nurturing of the creative and critical thinking (Rahman et al., 2017) as a result of learning the cognitive elements of the language. More importantly, learners can develop their communicative language competence (Savignon, 2017) when teaching materials reflect the cognitive framework. The implication of this study for teaching is that educators should incorporate balanced concepts of the cognitive framework in order to establish balanced cognitive competence of learners.

Conclusion

It can be concluded that the representation of the cognitive taxonomic framework in the national assessment of the Indonesian language documents is equal. Learners are expected to focus more on procedural and conceptual knowledge in comparison to factual and metacognitive knowledge. This suggests that teachers should understand the importance of balanced cognitive representation for learners. As a consequence, learners are nurtured with the equal representation of cognitive development. It is recommended that the government of Indonesia is suggested to revise the current test questions of the national assessment of the Indonesian language competence. This study suggests a further study on different fields and contexts in order to understand the complexity and the application of the cognitive taxonomy in other geographical settings. A study with larger samples is needed, particularly viewing from learners' and teachers' perspectives, of the strategies and challenges they face in developing their cognitive personal competence.

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