

**ASSESSMENT AS LEARNING-BASED MODELS OF LEARNING
USING HYFLEX MODE OF ACADEMIC WRITING
FOR UNIVERSITY STUDENTS**



Intelligentia - Dignitas

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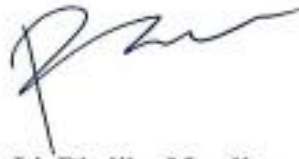
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PREFACE

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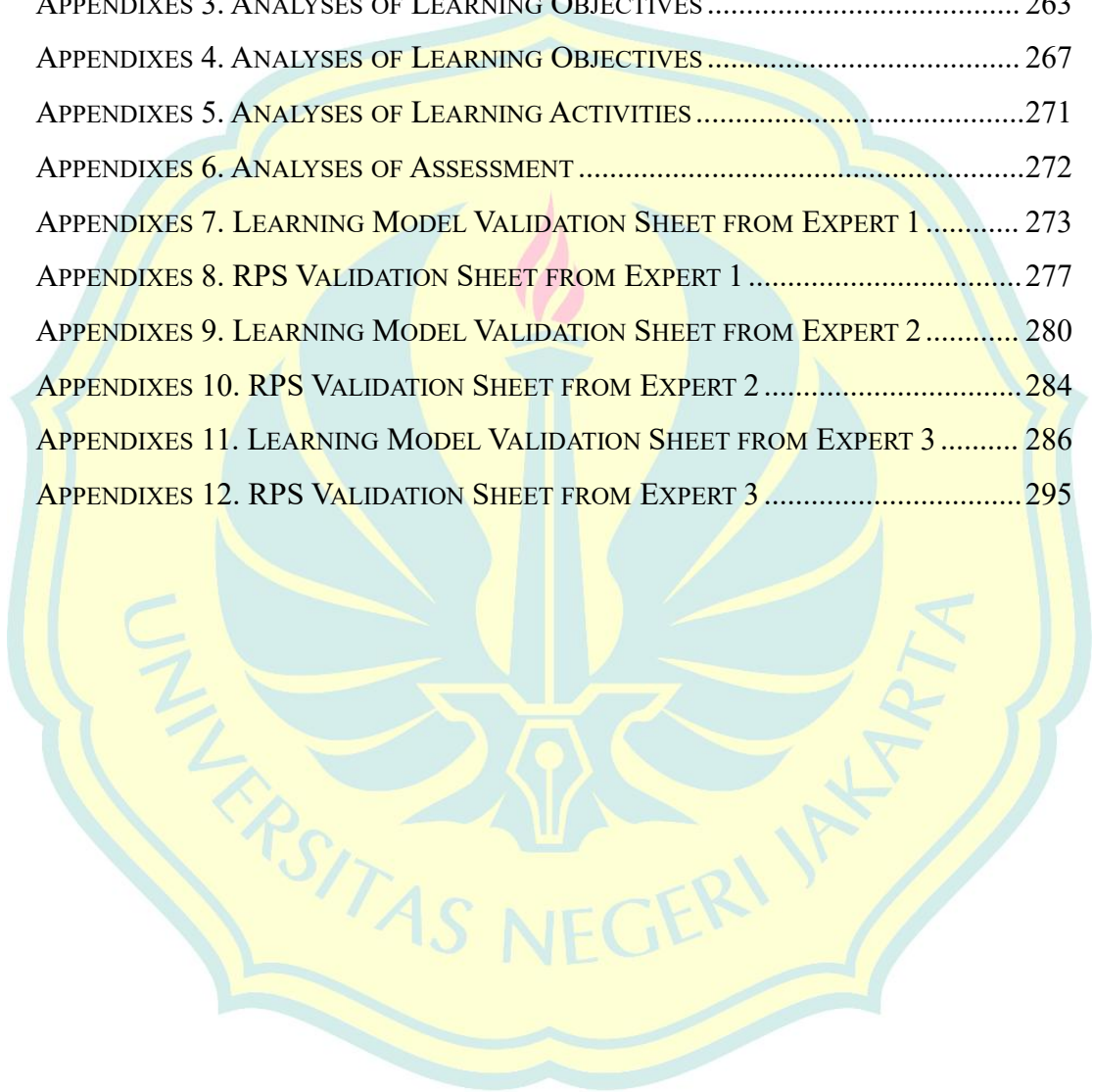
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ABSTRAK

Dwi Astuti. (2024). **Model Pembelajaran *Penulisan Akademik* Berbasis *Assessment as Learning* Menggunakan Moda Bauran Fleksibel untuk Mahasiswa**. Thesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penilaian berbasis *assessment as learning* menekankan pada pengembangan personal dan akademik mahasiswa, mendorong mahasiswa untuk berperan aktif dalam perjalanan pendidikan mereka. Sementara itu, penerapan *Hyflex learning* memberikan fleksibilitas yang luar biasa dengan memungkinkan mahasiswa untuk berpartisipasi dalam pembelajaran melalui mode tatap muka, online sinkron, atau asinkron, sesuai dengan kebutuhan dan preferensi masing-masing. Penelitian ini bertujuan untuk menganalisis model pembelajaran *academic writing* yang ada, mengkaji proses desain dan pengembangannya, serta mengevaluasi keberterapan model pembelajaran inovatif berbasis *assessment as learning* dengan moda *Hyflex*. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) yang disusun melalui tahapan ADDE: analisis, desain, pengembangan, dan evaluasi. Hasil penelitian menunjukkan adanya kesenjangan signifikan dalam praktik saat ini. Model pembelajaran *academic writing* yang digunakan saat ini belum berbasis *assessment as learning*, yang membatasi peluang mahasiswa untuk berkembang secara mandiri dan aktif. Selain itu, meskipun pembelajaran hybrid sering digunakan, pendekatan ini belum sepenuhnya memanfaatkan fleksibilitas dan adaptabilitas yang ditawarkan oleh kerangka *Hyflex learning*. Sebagai respons terhadap temuan ini, peneliti mengembangkan model pembelajaran *academic writing* baru yang mengintegrasikan prinsip *assessment as learning* dengan oda *Hyflex* untuk mengatasi kekurangan tersebut. Desain model ini berdasarkan pada tinjauan pustaka yang mendalam dan analisis kebutuhan yang komprehensif, sehingga relevansi dan aplikabilitasnya terjamin. Validasi oleh tiga ahli kurikulum menempatkan keberterapan model pembelajaran dan silabus mata kuliah (RPS) pada kategori "Baik" dan dinyatakan valid untuk diterapkan dengan revisi minor. Penelitian ini menyoroti potensi *assessment as learning* dan *Hyflex learning* dalam mentransformasi pengajaran *academic writing*. Penelitian selanjutnya diharapkan dapat berfokus pada penerapan praktis dan skala luas model pembelajaran ini untuk mengoptimalkan dampaknya terhadap hasil belajar mahasiswa dan memastikan adopsinya secara efektif di berbagai konteks pendidikan.

Kata Kunci: *Assessment as Learning (AaL)*, Pembelajaran Bauran Fleksibel, Penulisan Akademik, Model Pembelajaran, Mahasiswa

ABSTRACT

Dwi Astuti. (2024). **Assessment as Learning-based Models of Learning Using Hyflex Mode of Academic Writing for University Students**. Thesis. Jakarta: Master Program of English Language Education, Faculty of Languages and Arts, State University of Jakarta. .

Assessment as learning-based assessment emphasizes the development of students' personal and academic growth, encouraging learners to take an active role in their educational journey. Meanwhile, the adoption of Hyflex learning provides unparalleled flexibility by allowing students to engage in learning through onsite, online synchronous, or asynchronous modes, adapting to their individual needs and preferences. This study aims to analyze the existing academic writing learning models, examine the design and development processes, and evaluate the employability of an innovative academic writing learning model rooted in assessment-as-learning principles and utilizing the Hyflex learning mode. The research employs a research and development (R&D) methodology, structured through the ADDE phases: analysis, design, development, and evaluation. The findings revealed significant gaps in current practices. Academic writing learning models currently in use lack alignment with assessment-as-learning principles, which limits students' opportunities for self-directed growth and active engagement. Moreover, while hybrid learning is commonly employed, it does not fully embrace the flexibility and adaptability offered by the Hyflex learning framework. In response to these findings, the researcher developed a new academic writing learning model that integrates assessment-as-learning principles with Hyflex learning to address these shortcomings. The model's design was informed by an extensive literature review and a comprehensive needs analysis, ensuring its relevance and applicability. Validation by three curriculum experts placed the employability of the learning model and the accompanying course syllabus (RPS) in the "Good" category, deeming it valid for implementation with minor revisions. This study underscores the potential of assessment-as-learning and Hyflex learning to transform academic writing instruction. Future research should focus on the practical application and scalability of this learning model to optimize its impact on student outcomes and ensure its effective adoption in diverse educational settings.

Keywords: **Academic Writing, Assessment as Learning (AaL), Hyflex Mode, Model of Learning (MoL), Students University**