

TRENDS OF HUMANE LITERACY IN EFL ASSESSMENT AS AN ALTERNATIVE FOR FUTURE LEARNING: A Systematic Review Paper

Nurul Syafika¹

¹Magister of English Education, Universitas Negeri Jakarta
nurulsyafika1212823018@mhs.unj.ac.id
(085349527074)

Shilvy Inayatillah²

²Magister of English Education, Universitas Negeri Jakarta
shilvy_1212823017@mhs.unj.ac.id
(089666222419)

Siti Drivoka Sulistyaningrum³

³Magister of English Education, Universitas Negeri Jakarta
drivoka@unj.ac.id
(087871347104)

Abstract

This research is a systematic literature review that intends to investigate the future trends of humane literacy assessment for future learning by analyzing data obtained from Google Scholar and Google Trends which the publication discovered in the database is included as the data of this study. In total, 23 relevant publications from Google Scholar have been identified. Based on the findings. This study investigates the trend of incorporating humane literacy in English assessment practices as a proactive approach in future learning models and realizing the importance of cultivating sympathetic understanding, critical thinking, and moral awareness as well as language proficiency. By illustrating the trends and implications of sympathetic proficiency in EFL assessment, this study contributes to the ongoing conversation about the holistic development of language learners and offers insights for shaping future directions in language education and assessment practices.

Keywords: *humane literacy, EFL assessment, and alternative for future learning*

INTRODUCTION

The last decades have seen a growing trend towards humane literacy. This is related to the development and improvement of skills to regulate human attitudes (Safio et al, 2020). Humane literacy relates to a person's ability to analyze and regulate themselves reflectively based on human attitudes, as well as their ability to communicate humanely (Zulaeha et al, 2022). The ability to create good communication indicates that someone has a humane attitude that they receive in every learning process.

Moreover, Humane literacy is a learning approach that aims to humanize humans (Ralph, 2022). Where educators give students the freedom to choose what lessons they need. According to this humanistic learning theory, students are considered individuals who have the freedom to choose their path in life (Charnofsky, 2020). Furthermore, students gain critical and creative thinking skills through meaningful learning. The use of trends of humane literacy in the educational process can humanize humans and help students develop critical, innovative, and creative ways of thinking (Challenger, 2022). To help students develop social attitudes and cooperation while developing their potential. Zulaeha et al (2022) state that humane literacy is influenced by social science where every human being is a social creature who cannot survive without the help of others. Based on this concept, it can be stated that humanist literacy is a person's skills and abilities in behaving, behaving, and acting according to human values.

The recent problem that needs to be highlighted is how to integrate the values in humane literacy and be applied to EFL assessment. In previous research conducted by Wahyuni et al, (2019) humanist literacy was used to develop a person's skills and abilities to become a humanist and critical thinker through assessment activities. These competencies provide the experts with the most significant opportunity to organize and reflect on themselves. Which includes the value of skills in themselves, as well as knowledge that can reflect the abilities of students (Dixon et al, 2023). Furthermore, examiners are forced to consider how the competency values in human literacy can be included in the assessment of students, especially in EFL. As a result, an in-depth examination of future language learning needs by assessment is crucial to be developed.

As an alternative for future learning in EFL, it is directed to be integrated with the content of humane literacy values in assessment activities. This assessment competency has a very crucial role in language learning (Asnawi, 2017). Therefore, assessment activities related to human literacy are the main focus of development and innovation as a potential direction for future learning (Mukhlis et al., 2020). Development and renewal of learning are required to carry out more contextual learning for future or current learners (Asnawi et al., 2019). Therefore, it is important to emphasize the importance of including humanist literacy in assessment, especially in EFL, to reconstruct learning according to the needs of students in the future.

METHOD

The current study adopts a systematic literature review (SR) a way of synthesizing scientific evidence to answer a particular research question in a way that is transparent and reproducible while seeking to include all published evidence on the topic and appraising the quality related to the topic (Lame, 2019). The search was conducted in the following databases: ERIC, Google Scholar, open knowledge, lens.org, and connected papers, from 2004 up to 2023. Then, it works for understanding a large amount of information used in the review

process through three main stages, namely, (a) planning, including identification of review needs, determining research questions, and developing a review protocol. (b) conducting, covering primary study selection, extraction, analysis, and synthesis of data, and (c) reporting, including reporting review (Xiao & Watson, 2019).

To sum up, in this research first, the literature search is carried out systematically by referring to keywords, irrelevant literature removed, and relevant ones identified. Second, conduct a screening based on the title and abstract. The final stages of the research are full-text articles screened, considering the inclusion and exclusion. criteria, exported, and saved to Mendeley. As well the researcher extracted and synthesized data from the reports found.

1. Source Process

The iterative search method utilized in this study is produced by the steps that follow. 1) conduct an internet database search using Google Scholar between 2013, ERIC, Google Scholar, open knowledge, lens.org, connected papers, publish or perish, crossref, google lens from 2004 up to 2023 with keywords like "Humane Literacy" "EFL Assessment." and "Alternative Future Learning. 2) Customize the search in the main indexing databases by going to publications through DOI. 3) Record the results of the search, and 4) Categorize the scholarly articles based on the kinds of journal publishing.

Table 1. Search Keywords Code

Keyword	Code
K1	Humane Literacy
K2	EFL Assessment
K3	Alternative Future Learning

2. Inclusion and Exclusion Criteria

In this stage, criteria are determined from the data found, whether the data is suitable used as a data source for research or not. The following are the criteria for data to be worthy of being a source of research data, as follows:

- a. The data obtained period from 2013 to 2023.
- b. Data obtained from the source <https://scholar.google.co.id/>, publish or parish, etc.
- c. The data used is only journal papers related to humane literacy, EFL assessment, and alternative future learning

FINDING AND DISCUSSION

The results of research via Google Trends 2004-2023 and data extraction that has been carried out, it is known that in 2004 there was an increase in data on research related to humane literacy throughout the world.

However, as time goes by the time the research related to humane literacy does not attract much attention from researchers. Therefore, this research is worldwide and has decreased since November 2011 until now. It can be seen in the Google Trends data below.

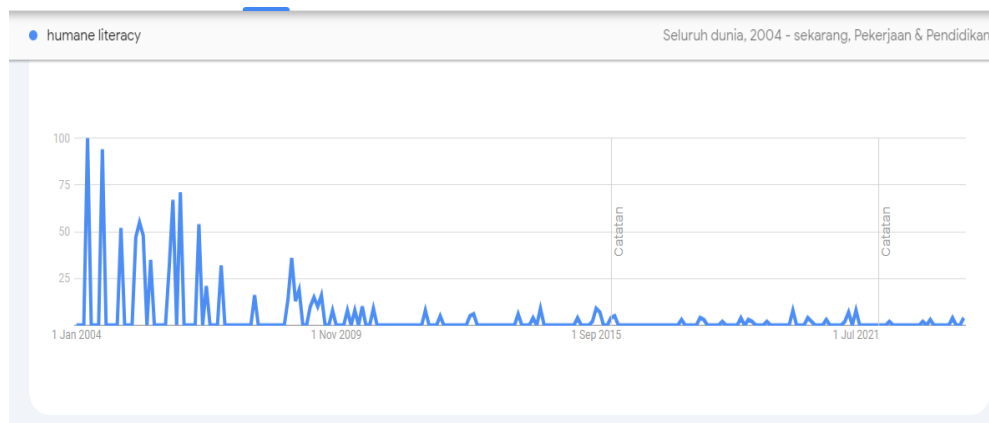


Figure 1. Google Trends Humane literacy

Result based on Maps Google Trends 2004 until 2023. Below are the results based on countries that frequently access and produce humane literacy as a reference system.

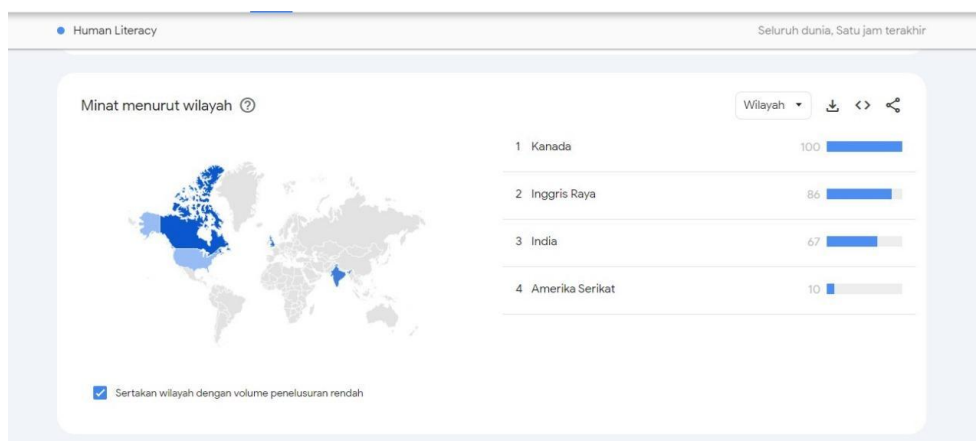


Figure 2. Google Trends Maps on humane literacy

Furthermore, the second phase is refining by Google Scholar. An initial Google Scholar search conducted in the online database library with intervals ranging from 2013 to 2023 yielded 48 publications. It revealed that in 2023 there were 8 publications, 2022 with 7 publications, 2021 with 5 publications, 2020 with 9 publications, 2019 with 4 publications, 2018 with 10 publications, 2017 with 7 publications, 2016 with 5 publications, 2015 with 6 publications, 2014 with 3 publications, 2013 with 2 publications. Meanwhile, refining is utilized to make sure that only appropriate papers are included in the analysis and to concentrate on the main objective of the research. After searching, publications will be reviewed by researchers to see whether they suit the inclusion requirements that were set during the refining stage. It ensures that the analytical conclusions are relevant to the suggested study topic and have a valid research foundation.

The researchers could find research differences in previously unresolved research information by using refinement processes. Researchers found papers with DOI in this investigation. The results show the database refinement search in Table 2.

Years	Number
2013	2
2014	2
2015	4
2016	2
2017	3
2018	7
2019	1
2020	3
2021	2
2022	1
2023	4

Table 2. Refining Database

Numerous publications in the refined database have no DOI, according to the findings. As a result, there have been 48 articles refined in total. 25 articles do not have DOI and 23 articles have. The most crucial factors in this investigation are the inclusion criteria for a thorough literature review. Particular exceptions to limits are necessary for SLRs to offer a thorough and thorough review procedure. Articles authored in languages other than English or publications from related sectors without specific keywords may be automatically excluded from the screening process.

Additionally, papers that fulfilled the inclusion criteria were located through the implementation of the shortlisting and review procedure. For additional research and analysis, only the papers that suited the inclusion and exclusion criteria were chosen.

Publications	Number
Include	20
Exclude	3

Table 3. Inclusion and Exclusion Criteria

Table 3 highlights that following the process of identifying and including relevant papers, 20 publications were chosen for further investigation. Nevertheless, 3 of the publications were excluded because they were released as books.

Trend of Humane Literacy as Alternative Future Learning

The initial research question is what are the latest trends in EFL assessment in humane literacy during 2013-2023? Conducting a thorough investigation on Google Scholar using the key terms “humane literacy”, “EFL assessment”, and “alternative future learning”. It shows 23 publications following: 2023 with 4 publications, 2022 with one publication, 2021 and 2019 with 2 publications, 2020, 2017, 2013 with 2 publications, 2018 with

7 publications, and 2016 and 2014 with 2 publications. Table 4 shows in detail the answer to the first research question.

Years	Number	Authors
2013	2	du Toit, M., Rydberg, H., & Dorthé, L. (2013), Hendriksen C, Boumans I (2013)
2014	2	McNicol, S. and Shields, E. (2014) and Chiappero-Martinetti, E., & Sabadash, A. (2014)
2015	4	Varik, Ene (2015), Miller, R. (2015), Bang, M., & Marin, A. (2015), Giannetti, B. F., Agostinho, F., Almeida, C. M., & Huisinigh, D. (2015).
2016	2	Ramsay (2016) and William E,S , Lieve L,M & Simona N (2016)
2017	3	Ismael, Dler Abdullah (2017), Amsler, S., & Facer, K. (2017)
2018	7	Jarrahi, M. H. (2018), Kuhlthau, Carol C. (2018), Tonelli, Juliana Reichert Assunção, & Camargo, Gladys Quevedo (2018), Vidergor, Hava E. (2018), Fung, Suk-Chun (2018) and Rakhmawati, Deny Efit Nur, Shartika, Mira, & Hanifiyah, Lina (2018).
2019	1	Trong, Ngo Phan (2019)
2020	3	Caetano, Érika Amâncio (2020), Sevime-Sahin, Aylin (2020), and Long, Duri, and Brian Magerko. (2020)
2021	2	Wismanto, Y. B. ., W. Satyajati, M. ., Sari, P. I. ., Abadi, C. A. ., & Mukti, R. T. . (2021).
2022	1	Kusnadi, K. (2022).
2023	4	Cerratto Pargman, T., Lindberg, Y., & Buch, A. (2023) and Zhang, Jie (2023).

Table 4. *Trend of Humane Literacy as Alternative Future Learning*

What are the Humanae Literacy Value Factors that are Integrated with Assessment

1) Comprehensive Literacy Skills:

Assessment in Humanae Literacy includes evaluating students' abilities in reading, writing, listening, and speaking. This involves measuring students' understanding of diverse texts, as well as their ability to convey information clearly and effectively through a variety of mediums.

2) Understanding Context and Culture:

Assessment considers students' understanding of the context and culture relevant to learning. This includes recognizing the diversity of students' backgrounds and its influence on their understanding of texts and information.

3) Critical Thinking and Reasoning:

Assessments in Humanae Literacy assess students' ability to think critically, analyze information, and make rational reasoning. This involves using problem-solving strategies and critically assessing the information received.

4) Creativity and Innovation:

Assessment also recognizes the importance of creativity and innovation in learning. This includes assessing students' ability to generate new ideas, develop original solutions, and express themselves creatively.

5) Collaboration and Communication:

Assessment includes the student's ability to collaborate and communicate effectively with others. This involves assessing students' ability to collaborate in teams, share ideas, and present information.

By integrating these value factors into assessments, Humanae Literacy ensures that evaluations not only measure students' understanding of the material but also develop skills that are critical to their success in their personal and professional lives.

CONCLUSION

This current study aimed to investigate the publication of trends of humane literacy in EFL assessment as an alternative for future learning. This study has identified the research publications related to human literacy in EFL assessment from 2013 to 2023. A keyword thorough investigation on Google Scholar using the key terms “humane literacy” “EFL assessment” and “alternative future learning”. It shows 23 publications following: 2023 with 4 publications, 2022 with one publication, 2021 and 2019 with 2 publications, 2020, 2017, 2013 with 2 publications, 2018 with 7 publications, and 2016 and 2014 with 2 publications. The research show it is important for future learning to provide the students needs in comprehensive literacy skills, uderstanding context and cultureand, critical thinking and reasoning, collaborative and communication.

This research has some limitations. Furthermore, as in the limitation of using publication articles from 2013 to 2023. The main obstacle in conducting this research was collecting human literacy data in EFL assessment. This part was challenging for the researchers to find the data. Therefore, the researchers suggest for future researchers, namely researching further regarding humane literacy which is the purpose to contribute in the field of EFL.

REFERENCES

- Alfianto, A. B., Karyanto, P., & Harlita, H. (2019, December). Learning management system for eco-literacy enhancement: The effectiveness of adopting Lewinshon indicators as an additional standard of competence. In *AIP Conference Proceedings* (Vol. 2194, No. 1). AIP Publishing.
- Mukhlis, M., Asnawi, A., & Rasdana, O. (2020). Pengembangan Bahan Ajar Teks Eksposisi Berbasis Tunjuk Ajar Melayu. *Jurnal Sastra Indonesia*, 9(2), 97–102.
- Dixon, C., Oxley, E., Nash, H., & Gellert, A. S. (2023). Does dynamic assessment offer an alternative approach to identifying reading disorder? A systematic review. *Journal of Learning Disabilities*, 56(6), 423–439.
- Asnawi, A. (2017). Pemanfaatan humanistik dalam Pembelajaran Mata Kuliah Membaca. *GERAM*, 5(2), 53–61. <https://doi.org/10.1017/CBO9781107415324.004>
- Safio, P. K., Jediut, M., & Robe, M. (2020). Pengaruh Penerapan Pembelajaran Berbasis Humanistik terhadap Hasil Belajar Pendidikan Agama Katolik Siswa. *Jurnal Literasi*, 1(2), 8–13. DOI:[10.47134/jtp.v1i2.162](https://doi.org/10.47134/jtp.v1i2.162)
- Ralph, S. (2022). Brief humanistic counselling with an adolescent client experiencing obsessive-compulsive difficulties: A theory-building case study. *Counselling and Psychotherapy Research*, 22(3), 748–759. <https://doi.org/10.1002/capr.12499>
- Charnofsky, S. (2020). Clinical Applications of Humanistic Theory of Personality. *The Wiley Encyclopedia of Personality and Individual Differences: Volume IV: Clinical, Applied, and Cross-Cultural Research*, 4, 27–36. <https://doi.org/10.1002/9781119547181.ch272>
- Challenger, C. D. (2022). School counseling for college and career readiness using Existential Theory model: A humanistic approach to counseling students of color in urban school settings. *Journal of Humanistic Counseling*, 61(3), 198–210. <https://doi.org/10.1002/johc.12184>
- Wahyuni, S., Asnawi, A., Zulaeha, I., & Rasdana, O. (2019). Development of Pictorial Anecdotal Text Materials As an Alternative Language Learning. *International Conference on Education, Language, and Society*
- Asnawi, A., Zulaeha, I., Wahyuni, S., & Etfita, F. (2022). Humanist Literacy in Critical Reading Activities as an Alternative Direction for Future Language Learning. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2579-2588.
- Guthrie, J. T., & Alao, S. (1997). *Designing and analyzing reading interventions: A new approach*. Guilford Press.
- Gee, J. P. (2004). *Situated language and learning: A critique of traditional schooling*. Routledge.
- Paul, R., & Elder, L. (2006). *Critical thinking: The nature of critical and creative thought*. Foundation for Critical Thinking.
- Sawyer, R. K. (2012). *Explaining creativity: The science of human innovation*. Oxford University Press.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th ed.). Allyn & Bacon.