PROFILE OF THE IMPLEMENTATION OF ONLINE LEARNING ASSESSMENT IN ELEMENTARY SCHOOL

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Abstract: This study aims to describe the implementation of the online learning assessment at SDN Kiduldalem 1 Bangil, Pasuruan Regency, along with the obstacles and difficulties in its implementation. This study used a descriptive qualitative design. The study subjects were teachers in grades 1 to 6 at SDN Kiduldalem 1 Bangil. Observation, interviews, and documentation were used in this research as data collection tools. The validity of the research was carried out with the extension of research, triangulation of techniques, and member checks. The results showed that all teachers could carry out cognitive assessments during online learning. Most of the teachers have already conducted the affective and psychomotor assessments. The obstacles and difficulties experienced in implementing learning assessments are the teachers have difficulty observing student attitudes, and preparing lesson plans and materials for online learning.

Keywords: assessment; online learning; profile

INTRODUCTION

Covid cases in Indonesia have led to restrictions on physical interactions to slow the spread of COVID-19. This phenomenon impacts education in Indonesia with the issuance of learning from home policy and the direction of the learning process from home, as explained in Permendikbud No. 4 of 2020 (Wastuti & Siregar, 2021). Teachers' readiness to carry out learning is one of the determinants of the educational success of their students (Dewi, 2020; Jamilah & Mulyadi, 2020). Online learning activities that are new in education, teachers must be ready for this.

Online learning is also inseparable from the use of technology. In online learning, the use of technology is adjusted to the conditions of students at school. This online learning also parts from the era of the industrial revolution 4.0, which demands a significant and comprehensive increase in

individual capacity through various efficiencies in the world of education, with an education system that involves the use of technology (D.E. Kurniawan, 2021; K. Kurniawan, 2021).

Online learning has its challenges in its implementation. According to Andriani (2020), not all students will be successful in online learning due to factors of the learning environment and the characteristics of students. Therefore, online learning, especially in elementary schools, is very much needed for teacher assistance and guidance. Teachers' skills in online learning also greatly affect the learning process. The teacher's skills in conducting the assessment consist of several components, namely planning, implementing, processing, and following up on the assessment results. According to Kartini et al. (2017), these skills are an effort to improve the quality of learning in the classroom, which will later impact improving the quality of education.

A good assessment process must meet the three domains of the domain. The three domains include aspects of attitudes, knowledge, and skills that must be carried out in a balanced manner to determine the position of students against the standards that have been set (Siswandani, 2015). The balance of the three domains is that students can simultaneously understand the concept of learning and develop emotional and motor abilities.

The limited direct observation of student activities and obstacles in using learning applications is that not all students and parents can use those online apps. There are several obstacles and difficulties in implementing learning assessment, one of which is giving rise to the entire realm of learning outcomes, namely attitudes/affective, knowledge/cognitive, and skills/psychomotor. During online learning, the achievement of KI-1 and KI-2 is an affective realm that is difficult to be measured directly by teachers, while KI-4 in the psychomotor realm of assessment is not optimal (Imtihan, 2017; Irsan & Yulan, 2021).

Based on the Pasuruan Regency government website, SDN Kiduldalem is a reference elementary school in Pasuruan district (Emil, 2016). SDN Kiduldalem has certainly met the qualifications to be a pilot for other schools around it by being willing to provide the good practice and educational innovation it has to other schools. However, based on observations, it was found that in the elementary school, the implementation of online learning only uses WhatsApp and takes assignments to schools in the form of question sheets in low grades, while in high grades, learning is carried out with WhatsApp and Quizizz media. WhatsApp media related to how teachers carry out the form of learning to measure the three assessment domains, namely affective, cognitive and psychomotor. Similarly, the use of Quizizz media is only for assessing results. Affective and psychomotor assessments also need to be carried out in the learning process (Siswandani, 2015).

Based on the exposure to problems and conditions of online learning at SDN Kiduldalem 1 Bangil and the importance of implementing assessments in online learning, there is a need for

more in-depth research related to the implementation of learning assessments and their obstacles and difficulties in the elementary school. This research wants to provide a complete picture of the implementation of learning assessment at SDN Kiduldalem 1 Bangil. Therefore, further research is needed to describe the planning, implementation, and follow-up online learning assessment at SDN Kiduldalem 1 Bangil Pasuruan. Furthermore, this research also describes the obstacles and difficulties in the assessment implementation.

METHOD

This research was designed using a qualitative research approach with a descriptive type of research. The study subjects were teachers in grades 1 to 6 at SDN Kiduldalem 1 Bangil. This study uses Miles and Huberman model data analysis, which has four stages: data collection, data reduction, presentation, conclusion drawing, and verification. The data collection technique uses observation of learning activities and teacher lesson plans, interviews with teachers related to the implementation of learning assessments and the obstacles and difficulties they experience, and documentation of a collection of questions and student assignments. Checking the validity of this research data is obtained through perseverance and security management, triangulation techniques, and member checks.

RESULT AND DISCUSSION

Online Learning Assessment Planning

The assessment planning includes formulating indicators, planning assessment forms and techniques, compiling assessment instruments, and scoring guidelines. In the formulation of indicators, the teacher has already formulated cognitive and psychomotor assessment indicators, while the teacher does not effectively. All teachers formulate indicators by being directly spelled out the learning objectives. Based on the interview results, when determining the indicators, the teacher formulates from the Basic Competence that must be met by students written directly in the learning objectives. This result is in line with the Letter of the Minister of Education and Culture Number 14 of 2019. It is explained that the lesson plan component has the core components: learning objectives, learning activities, and learning assessments, so that other components are only complementary (Gurianto, 2020; Mayudana & Sukendra, 2020). Therefore, creating a new lesson plan does not need to write down the indicators on the lesson plan but directly write down the learning objectives.

In planning the form and technique of assessment, teachers have done it according to the material, indicators, or aspects to be assessed. This is following the Assessment Guidelines for Elementary Schools that in planning the forms and techniques of assessment, teachers do so by

adjusting to the Basic Competence, Competency Achievement Indicators, Themes, and Sub-themes for each lesson content (Khamim, 2018). In addition, teachers determine assessment techniques to be carried out by adjusting online learning conditions.

In the preparation of assessment instruments, it is known that all teachers have compiled cognitive assessment instruments. Similarly, the assessment instrument preparation is only carried out by teachers in grades 1, 2, 4, 5, and 6. Meanwhile, the preparation of affective assessment instruments is only carried out by teachers in grades 1, 4, and 5. This result is in accordance with the research results by Imtihan (2017) that many teachers are still conducting affective assessments without using the format and assessment instruments that should be used. The preparation of cognitive and psychomotor assessment instruments carried out by teachers comes from various sources, namely thematic books, worksheet, internet, and other teacher questions on the Quizizz application.

In making the scoring guidelines, all teachers in grades 1 to grade 6 have planned scoring guidelines on cognitive assessments that will be carried out. The teacher plans the weight of the cognitive score to be done on each type of question, but the guidelines are not made in writing. Whereas on the psychomotor and affective skills assessment, the teacher did not make it. The assessment of direct psychomotor skills is carried out by estimating scores according to student abilities and affective according to student attitudes during learning. The absence of scoring guidelines makes the assessment results carried out less accurate. This result is in line with Cholis (2019) that teachers must make scoring guidelines so that the assessment results are more accurate and fairer. Similarly, based on the Minister of Education and Culture No. 66 of 2013 concerning assessment standards, the assessment carried out by teachers must be objective and accountable (Mayudana & Sukendra, 2020).

Implementation of Online Learning Assessment

SDN Kiduldalem 1 Bangil carried out a learning assessment regarding attitudes, knowledge, and skills in online learning. The implementation of affective assessment has been carried out by teachers in grades 1, 2, 4, 5, and 6, while grade 3 teachers have not conducted affective assessments during online learning. The implementation of affective assessments that teachers have not fully carried out at SDN Kiduldalem 1 Bangil is in line with the results of research by Nurlaili et al. (2021), which shows that some teachers think that attitude-aspect assessments cannot be carried out online learning due to limited direct and synchronous interaction between teachers and students. The affective assessment that the teacher conducts is largely only from the responsibility and discipline of the student in collecting his tasks. After observing the student's attitude, the teacher enters the grade in the grade journal.

Figure 1. Journal of Student Attitude Assessment

In implementing the assessment, teachers in grades 1, 4, and 5 have been seen to include attitude scores during learning into the grade journal, while teachers in grades 2 and 6 have not done so. The journal of the value of the assessment implementation is presented in Figure 1. In Figure 1, data was obtained from the teacher giving personality notes to students and providing follow-up of the assessment results.

The implementation of knowledge assessment has been carried out on all lesson content by teachers in grades 1 to grade 6. The assessment is carried out by assignment or written test. This result follows the Assessment Guidelines for Elementary Schools that knowledge assessment can employ written tests, oral tests, and assignments (Khamim, 2018). The teacher has also entered the grades in the grade journal when carrying out the assessment. In order to carry out the assessment, teachers use online media.

In lower grades, the online media used is quite limited, namely using WhatsApp to inform assignments and Youtube to support learning activities (Insorio & Macandog, 2022; Orús et al., 2016). This is because learning is carried out semi-offline. Implementing knowledge assessment in grades 4, 5, and 6 is carried out in several ways. The first is with the teacher sending the assignment through the WhatsApp group, and then the students work on their respective assignment books and collect them to the teacher's personal WhatsApp. The second is to do the task using a google form. The google form link is sent through the WhatsApp group, and then students do the questions in it. Lastly, by using Quizizz. Quizizz has significantly influenced student learning outcomes to provide convenience to teachers in the learning process (Amaliyah & Handayani, 2021; Hidayati & Aslam, 2021; Nurani et al., 2021). Likewise, the use of google forms during online learning activities, according to Munawaroh et al. (2021), is quite effective because it makes it easier for teachers when process data on assessment results.

According to Hadiana (2015), teachers must develop student competencies in the cognitive realm ranging from those that are oriented to measure lower intellectual abilities, namely remembering, to those that are oriented toward problem-solving abilities that require students to connect and combine several ideas, ideas, or methods they learn to solve the problem. In implementing knowledge assessment, both low-grade and high-grade, the teacher pays little attention to variations in cognitive levels. It appears that teachers only tend to give cognitive levels

to C1 (remembering), C2 (understanding), and C3 (applying); while C4 (analyzing), C5 (evaluating), and C6 (creating) are rare never to do so. So, it can be concluded that during online learning, teachers only give weight to questions with a relatively low level of difficulty, or in the cognitive levels of Lower Order Thinking Skills (LOTS). Teachers do not balance the weight of questions with high cognitive levels (HOTS) and low (LOTS). According to several studies conducted, elementary school teachers still find it difficult and have not been able to take HOTS measurements so that the assessment carried out is only limited to LOTS (Cahyaningtyas et al., 2020; Jusra & Alyani, 2021; Komang et al., 2018; Santi & Praja, 2021).

The skills assessment has been carried out at SDN Kiduldalem 1 Bangil in grades 1, 2, 4, and 5. Meanwhile, in grade 6, only part of the lesson content, namely Arts and Culture and Mathematics, and grade 3 does not carry it out. This is because teachers find it difficult to do so during online learning. According to Sirolastika et al., (2020), skill assessment since the enactment of online learning is difficult to do but can still be helped by online media. As done by teachers at SDN Kiduldalem 1 Bangil, the implementation of skill assessment is carried out by all teachers by informing skill assignments on WhatsApp. The form of skill assessment carried out by teachers varies according to the Basic Competence or material taught. Students do it in the form of video recordings or making skill products tailored to the type of skills to be assessed. Figure 2 shows photo evidence of student activities submitted and compiled for skill assessment.

Figure 2. Student Assignment Results for Grade 5 Skills Assessment

Most of the skills assessments carried out by teachers are appropriate and are based on the Assessment Guidelines for Elementary Schools. Skills assessments can be carried out with practical techniques, products, and projects (Khamim, 2018). In its implementation, most of it has been done by the practice of speaking or explaining and making products. Only a small part does

not correspond to comparing the value of knowledge and attitudes. The teacher also enters the grades in the journal during the assessment activity. Teachers in grades 1, 2, 4, and 5 have been seen entering skills scores into the grade journal. Meanwhile, the 6th-grade teacher is still not seen entering grades in the journal. As well as grade 3 does not include grades in the journal because it does not carry out skill assessments during online learning.

Teacher Barriers and Difficulties in Online Learning Assessment

In implementing affective assessment, the teacher has difficulty observing students' attitudes. The affective assessment points that can be carried out are only limited. The limitations of the attitude aspects observed during online learning are because teachers cannot directly observe the activities carried out by students while at home (Dewi, 2020; Nurlaili et al., 2021; Sari, 2021). Teachers in grades 1, 2, 4, and 6 can only observe students' attitudes of responsibility and punctuality of students in collecting assignments, while grade 3 has obstacles for teachers never to conduct affective assessments because it is difficult to do online. Affective assessment in grade 5 is carried out by depositing evidence of depositing photos of activities that show the attitude at home that the teacher has scheduled, but the assessment carried out is still not objective because the teacher does not see it directly. This is in accordance with the research results by Nurlaili et al. (2021) which explains that affective assessments carried out during online learning are less objective because of the loss of socialization between students in person, and synchronous interaction between teachers and students cannot be carried out.

On implementing the knowledge assessment, most teachers do not experience difficulties. This is because knowledge assessment can still be done even in online learning conditions. It is just that there are some obstacles that each teacher experiences during its implementation. In grades 1 and 2, during online learning, obstacles from students tend to be lazy due to a lack of motivation and competitiveness. This is following research by Yunitasari & Hanifah (2020) which found that online learning significantly influences students' interest in learning because they cannot meet their friends and teachers, so they feel bored to continue studying at home. In addition, it is also constrained by the lack of parental guidance during online learning. This result follows the results of Sari (2021) which shows that the fact that in the field, the longer the online learning is carried out causes a decrease in parental assistance and supervision when students study at home. In grade 4, teachers have difficulty preparing the lesson plan and abbreviating the material because it is online, while in its implementation, there is no difficulty, only sometimes students' assignments are found by parents. In grades 3, 5, and 6, the teacher claimed not to have any difficulties. It is just that in grades 5 and 6, teachers revealed that the obstacles only come from the internet network being disrupted so that it can impact students' late collection of assignments.

Several teachers at SDN Kiduldalem experienced difficulties during online learning in implementing skills assessment. Due to the difficulty of implementing the assessment, grade 3 teachers do not apply the implementation of skills assessment in the online learning process. In grade 6 itself, in some lesson content, the teacher assesses skills by comparing the value of knowledge and student attitudes so that some of the results of the skills value come from adjusting to other assessments. Grades 1, 2, 4, 5, and 6 have conducted skills assessments despite online conditions and some obstacles. Grade 1 teachers have difficulties because they cannot guide students directly and impact the student's work done by parents. In grade 4, teachers have difficulty determining the skills assessment carried out on students online, while teachers in grades 2 and 5 admitted that they have no difficulty conducting skills assessments. Even so, during online learning, there will be some skills assessments that are difficult to do online because, according to Nurlaili et al. (2021) the skills assessment process when online learning has obstacles due to interactions that do not support the direct observation of student psychomotor development.

CONCLUSION AND SUGGESTION

Conclusion

Based on research conducted at SDN Kiduldalem 1 Bangil on the profile of the implementation of online learning assessment, researchers can conclude that the assessment planning carried out by teachers still does not make affective assessment indicators and assessment guidelines clear especially to assess students' skills and attitudes. In making the assessment instrument, all teachers have made for the assessment of knowledge, skills, and partly on affective assessment. Meanwhile, in the implementation of online learning assessments, it can be concluded that teachers can carry out knowledge assessments optimally. The implementation uses online media that has been adjusted to the conditions of each class. Meanwhile, the assessment of skills and knowledge has mostly been carried out. However, the affective assessment that can be carried out is limited. The obstacles and difficulties experienced in implementing learning assessments are that teachers have difficulty observing student attitudes and preparing lesson plans and materials for online learning. In addition, parents have difficulty guiding students to study at home, thus affecting the assessment process. Students also tend to have low motivation when studying at home, so it is not uncommon for assignments given to be done by parents.

Suggestion

Based on research conducted at SDN Kiduldalem 1 Bangil on the profile of the implementation of online learning assessment, we propose several suggestions. For teachers and schools, the research results can be used as a consideration and improvement in the implementation of affective, cognitive, and psychomotor domain assessments in schools during

online learning. The weakness of this study is that regarding the limited information about solutions that teachers can do to overcome the obstacles experienced during the online learning assessment, it is recommended that subsequent researchers research in-depth related to this matter.

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