Student Assessment: Putting the Formative Assessment as a Monitor to the Student Learning Process During Distance Learning

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ABSTRACT

Students and teachers were part of the education system that couldn't be a part of each other. To engage the student to learn, the teacher needs to motivate them with several online strategies. Here, the teacher has to know the student characteristic, background, and any other supported data that can be a tool for the teacher to design the learning materials and use some innovative learning strategies. This research aimed to know 1) the difficulties faced by teachers during assessment in distance learning as well as some outpourings from teachers in senior high school and higher education schools also, 2) the diagnostic assessments at the beginning of the lesson/semester during distance learning, 3) formative assessments during distance learning 4) collaboration between the teachers/lecturers for student assessments. The study employed quantitative data from an open and closed questionnaire with two alternative answers through Google Form. Data revealed that about 63.2 % teachers who face the difficulties to conduct student assessment during distance learning. 63.2 % of teachers conduct diagnostic assessments at the beginning of the lesson/semester during distance learning. 63.2 % of teachers carried out formative assessments during distance learning whose grades did not determine their final grades/student report cards. Teachers used some online learning platforms such as Google Classroom and Quizizz. 63.2 % of teachers collaborated with other teachers/lecturers for student assessments.

Keywords: Student assessment, Learning process, Distance learning.

1. INTRODUCTION

The curiosity, desire to learn, desire to ask questions, desire to know something are the forerunners of a child's education and learning process. The first author has seen and heard of young children 2 years old who always asks about whatever he sees, then the same child after 5 years is schooled for 2 years, so he doesn't dare raise his hand as high as his ear to ask his teacher. When the child enters school, the child's curiosity does not increase but decreases. The child always listens, does not have his voice or opinions. Based on the author's experience, we assumed that students do not experience the learning process; they come to school but do not understand why they have to learn specific lessons and their relation to their future lives. And, finally, students do not have essential skills, namely independent skills in learning. Freedom in learning here means that students can choose and participate in various programs/lessons in schools to meet their needs and interests. It is in line with the criticism written by Count (1932) in his book entitled

"*Dare the Schools Build a New Social Order*?" that freedom in education is in absolute doubt [1].

On the one hand, society is too afraid to give individuals (students) freedom in realizing their future. On the other hand, those who give it a lot of liberty worry too much that the future direction of the students will be too deprived. It caused reluctance, so they finally decided to follow the existing rules and did not take any action for reform, innovation, and progress.

Reform and progress here are to change the educational system that is not by existing technological developments. Inevitably, every line of life must also follow existing developments; otherwise, the times will erode. Here, the first author realized that we need to make innovative changes day by day in our lives. The first step is there is a need to "*change*". Line with Malik (2018) mentions that we need to "*change"* what we teach and how we teach [2].

The first author realized that the author couldn't keep the same/old way that the first author learned and taught

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in the school. The first author needs to be innovative, make a new difference to the old system. Because one of the characteristics of the 21st century of the student is *they want to learn, but they only want to learn what they have to learn, and they want to learn in a style that is best for them* [3].

We know the students aren't the same, so The first author needs to use strategies for managing a Differentiated Classroom [4]. Some of the strategies that The first author already adopted were: The first author has a plan for "quick finishers". Be sure students have a plan for getting help when The first author is busy with another student or group and begin differentiating at a comfortable pace. From the first author discussion with The first author's classmates in Research Seminar on Educational Innovation Course, the first author already found that the score improves teacher instructions, not proving something. The score is the number or value of the test results given by the teacher to measure students' ability. We know that every student is different, so it is not balanced to use the same type of test to measure different students' abilities. The test score is only to determine the progress of the student's learning process and improve students' weaknesses, not to prove that students cannot work on the problem. Here the first author noted from the observation when visited the Junior High School in a particular area and the teacher already used differentiated instruction. That there were several essential things in the first author observation, namely: 1) using the collaboration, cooperation is possible, 2) methods in the classroom such as inquiry-based approach, task activity as a learning process, 3) teacher as facilitator 4) teacher help the weak level 5) teacher motivate the students many times, etc. The first author realized that it is not easy to be a teacher with various student characters in our class. If 1 course consists of 40 students, we have 40 different human characters, interests, etc. Although differentiated instruction can benefit all students, it requires challenging work by knowledgeable and well-prepared teachers [5]. How do teachers plan the lesson plan differentiated for these student interests? One of the learning strategies that we can use is Jigsaw. *Jigsaw, a cooperative learning strategy, determines in response to student interest* [4]. The current teaching and learning process is not the same as it used to be [6]. From the differentiated teaching, of course, various assessments will emerge. Student assessment is critical to measure the progress of the learning process and individual student performance; from the assessment results, data can plan further steps for improving the teaching and learning process and share information with relevant stakeholders. The assessment in question can also be formative assessments.

Formative assessment gives students information to facilitate their learning. Therefore, students can control the learning process. And because of the use of formative assessment, students are more likely to experience success. This success will help empower students in their learning. Alternative assessment methods, such as essays, portfolios, oral presentations, and performance assessments, are one way of empowering students. In the first author reflection, as a teacher who has taught for more than 10 years in high school and 5 years at a private university, the first author still needs to be more *flexible*, study again, again and again, become a lifelong learner about everything, especially about the student assessment. How to arrange and assess my student achievement and monitor their learning progress. Learn about differentiated classroom instruction and adapt it to my classroom. And to remember that the real goal of educating, which is helping students to explore and recognize and develop their potential. But, the critical point is in the teacher too; as a teacher, we need to know about our students' needs and their difficulties and try to help them develop their abilities. How do teachers monitor the students' abilities by using the formative assessment, especially during distance learning? Because in Indonesia, the teaching is still in distance learning, in terms of online learning, the first author was interested in getting more information about the teacher difficulties while conducting their student assessment in distance learning and their collaboration with the other teacher and formative assessment types in distance learning. From the description above, can be made questions about:

1. How many teachers face difficulties in conducting student assessments during distance learning?
2. How many teachers carry out diagnostic assessments at the beginning of the lesson/semester during distance learning?
3. How many teachers carried out formative assessments during distance learning whose grades did not determine your final grades/student report cards?
4. What kind of formative assessment does the teacher use while in distance learning?
5. How many of the teachers collaborated with other teachers/lecturers for student assessments?
6. What kind of collaboration has the teacher done for student assessment during distance learning?

2. METHODS

This study was quantitative research, using Google Form with open and closed questionnaires with two alternative answers

2.1 Participants

The teachers who filled in the open questionnaires online were 19 teachers, including 68% female and 32% male. All the teachers used an online learning platform and came from different schools, ages, teaching lessons, and teaching experiences years during the academic calendar 2020-2021 years. The data are in Figure 1.
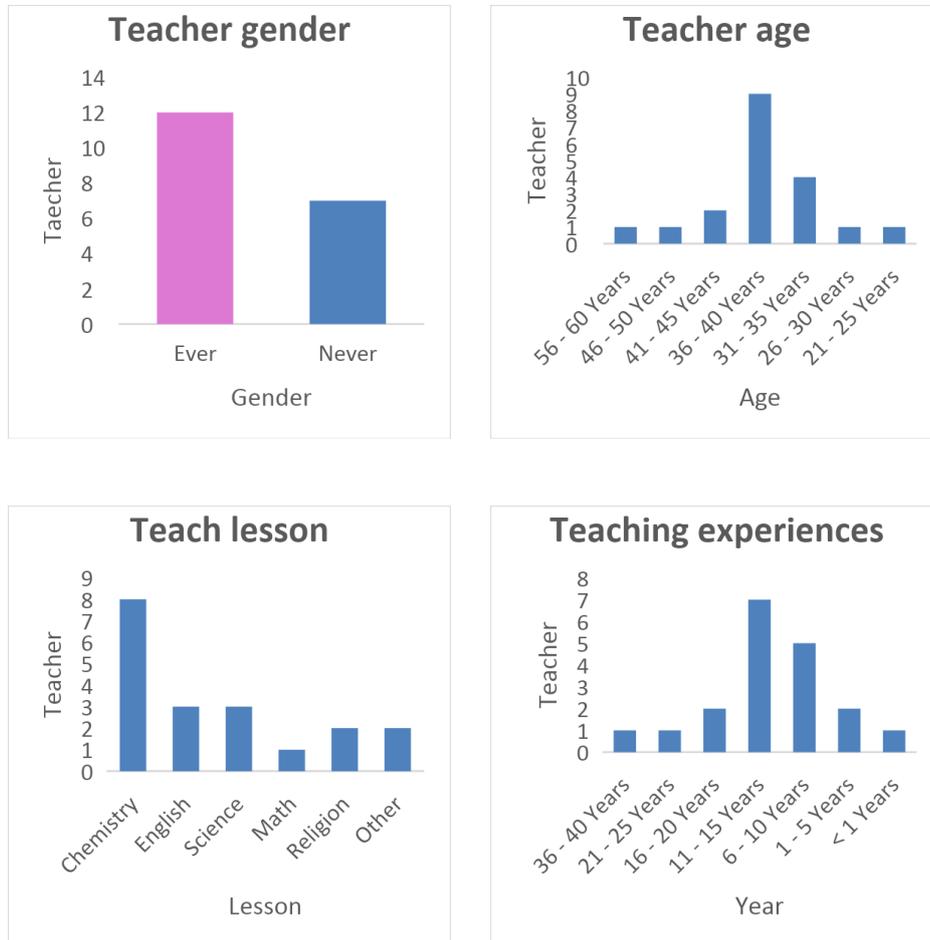

Figure 1 Descriptive data of the 19 teachers.

3. RESULTS AND DISCUSSION

3.1 Difficulties in Conducting Student Assessmen during Distance Learning

Based on the questions in google form that asked, "Do you find it difficult to conduct an assessment of students during Distance Learning?" From data found that from 19 participants, 12 participants chose "difficult" (63.2%), and 7 participants "not difficult" (36.8%).

3.2 The Student Diagnostic Assessment at The Beginning Of The Lesson

The next question is: Do you carry out diagnostic checks at the beginning of the lesson/semester during distance learning? The data found that 12 participants answered: "yes" (63.2%), and 7 participants "no" (36.8%).

3.3 Formative Assessments during Distance Learning Whose Grades Did Not Determine Your Final Grades/Student Report Cards

The next question is: Have you ever carried out formative assessments/assessments during distance learning whose grades did not determine your final grades/student report cards? From data, we found that 12 participants answered "ever" (63.2%), and 7 participants "never" (36.8%).

3.4 Formative Assessment Types That Used While In the Distance Learning

The researcher combines the closed and open questionnaires, then for the open questionnaire that asks, "What kind of formative assessment does the teacher use while in the distance learning?" revealing the kind of their assessment used in distance learning. Participants were named using the first letter of their names. The

participants used some online learning platforms such as Google Classroom and Quizizz. One of them uses video and soap making for student assessment. The detail of participants' answer for the formative assessment types was as in Table.

Table 1. Participants answer for formative assessment types

Num	Name	Gender	Teacher Answer
1	MW	Male	The formative assessment that I do is every time the learning is carried out. The implementation time varies. It can be in the middle and at the end of learning
2	DI	Male	Give project assignments such as soap making, video, then send it
3	Y	Female	-
4	DZMM	Male	Giving questions during the learning process and then evaluating the shortcomings and errors of the answers given. Then provide the best answers from students in Google classroom (GCR) so that other students can see, understand their shortcomings and mistakes, and students share the assignments given to the GCR. Then, after completing one learning topic, questions are given using Quizizz, giving a maximum of 3 opportunities to improve it to its best value. From the results of this quiz, you can go back and follow up by sharing the student's grades and best answers on google classroom.
5	TR	Female	-
6	F	Female	The assessment is to determine students' understanding of the material. In the form of online questions for Courses
7	R	Male	Exams by chapter, assessment of presentations, making videos, assignments for each meeting
8	H	Female	Give quizzes and daily quizzes online
9		Male	-
10	L	Female	Never
11	SH	Female	The result is not optimal, so we need to repeat it again
12	PR	Female	In the relatively low score test, the student's score is a mediocre value of the minimum completeness criteria (KKM)
13	F	Female	The result is still below KKM
14	RWS	Female	Mid-semester exam
15	N	Female	Give general assignments
16	IH	Female	Learning using google classroom. Students discuss the learning videos they have seen.
17	R	Female	-
18	N	Male	-
19	EF	Female	-

3.5 Teachers Collaborated with Other Teachers/Lecturers for Student Assessments

The next question is: Have you ever collaborated with other teachers/lecturers for student assessments? From data, w found that 12 participants answered "ever" (63.2%), and 7 participants "never" (36.8%).

3.6 Teacher Collaboration for Student Assessment during Distance Learning

Next, the researcher asked questions about "If you have collaborated with other teachers/lecturers for student assessments, please tell us the method or steps you used for the assessment". The answers revealed that some of the teachers had discussions with the subject teachers or homeroom teachers. Discuss the student character, different methods in assessing students using psychomotor assessment and portfolio, etc. The complete participants' answer for the teacher collaboration was as in Table 2.

Table 2. Participants answer for teacher collaboration

Num	Name	Gender	Teacher Answer
1	MW	Male	-
2	DI	Male	Coordination of tasks, determination of indicator limits to be achieved by students, determination of exam questions.
3	Y	Female	With discussion, see the character
4	DZMM	Male	The assessment carried out is on a psychomotor evaluation of students by collaborating with peer teachers such as in presentations and making posters on colloid system material. Evaluation of student video displays on atomic structure material and portfolio assessment on basic Laws of Chemistry and Elemental Chemistry. Which is adapted to the essential Basic Competencies only.
5	TR	Female	Discussion

Num	Name	Gender	Teacher Answer
6	F	Female	Usually teaching as a team, so the system is always discussed with the team. Usually, it is divided between those who will conduct the mid-semester assessment and the end-semester assessment
7	R	Male	-
8	H	Female	Provide material guidance and personal approach before conducting the assessment
9		Male	-
10	L	Female	Nothing
11	SH	Female	By discussing fellow with the subject teachers or homeroom teachers
12	PR	Female	By discussing or seeing the value of daily assignments and student activity during lessons
13	F	Female	In the discussion method, they are asked to directly ask the teacher for material that has not been understood
14	RWS	Female	Making interactive videos
15	N	Female	Asking for advice from the homeroom teacher what to do for students with problems
16	IH	Female	-
17	R	Female	-
18	N	Male	-
19	EF	Female	-

3.7 Suggestions from The Teacher So That The Student Assessment Can Be Better In The Future

Finally, the participants gave their suggestions to assess students better in the future. The answers showed that some teachers want to get better assessments in the future, including improving student abilities, follow-up and feedback if there are deficiencies and errors, checks by activating students, and continuously evaluates. The complete suggestions from the teacher are in Table 3 below:

Table 3. Participant's answers and suggestions

Num	Name	Gender	Teacher suggestion
1	MW	Male	Assessment should be done not because of the demands of the curriculum or any other party; assessment should be done because of mutual awareness between teachers and students. It needs to be re-aware that one of the functions of the assessment is to find out how far one's abilities are and to improve themselves
2	DI	Male	Making effective learning steps online in a simple way from start to finish determining grades. This needs to be made...which is more standardized and better linked to methods and student facilities.
3	Y	Female	-
4	DZMM	Male	1. Carry out initial diagnostic assessments before the learning process, cognitive and non-cognitive assessments, and follow-up and evaluation. 2. Conduct assessments during the learning process by providing questions/tasks that are still given follow-up and feedback if there are deficiencies and errors. 3. Provide the best answers from students for each question/assignment that has been given and shared on the media used, such as Google classroom, so that each student can evaluate the mistakes and shortcomings made to be improved in the next learning. 4. Conduct an assessment using applications such as Quizizz and Google Forms with a limited time simultaneously to reduce the possibility of cheating in the exam and can conduct direct assessments. 5. Conduct psychomotor (skills) assessments by activating students personally and in groups such as making videos, making posters, or presenting online using synchronous or asynchronous applications.
5	TR	Female	Focus the assessment on the learning process
6	F	Female	Teachers need to find and find assessments that can be used according to the character of students and the conditions in the class
7	R	Male	The assessment does not have a passing standard, only for evaluation materials to determine students' abilities and the effectiveness of teachers' learning strategies.
8	H	Female	Assessment must be done continuously, and it can't just happen occasionally
9		Male	-
10	L	Female	Assessment during Distance Learning should be more objective
11	SH	Female	Teachers are ready to have the right program, and children must also be ready to accept that learning
12	PR	Female	Teachers and students must create comfortable learning to create a good connection

Num	Name	Gender	Teacher suggestion
13	F	Female	It is better if the exam questions are according to the ability of the students
14	RWS	Female	So that students dig more from social media because there is a lot of positive knowledge in it
15	N	Female	Give an overview of the current education that students face, what are the advantages and disadvantages experienced by students
16	IH	Female	We might be able to use a combination of several methods.
17	R	Female	Assessment must be done at least 1time face to face with the number that still meets the health protocol
18	N	Male	-
19	EF	Female	It is recommended that learning activities be carried out face-to-face so that assessments are better, closer to students' actual abilities. Coaching for students is also easier to do

One of the teachers mentioned conducting initial diagnostic assessments before the learning process, including cognitive and non-cognitive assessments and follow-up and evaluation. In line with that, the development of both cognitive and affective aspects of assessment can increase the mastery of concepts and student learning [8]

4. CONCLUSION

Data revealed that about 63.2 % teachers who faced the difficulties with conducting student assessment during distance learning. However, 63.2 % of teachers carry out diagnostic assessments at the beginning of the lesson/semester. Interestingly, 63.2 % of teachers conducted formative assessments, but grades did not determine students' final grades/student report cards. Teachers used some online learning platforms such as Google Classroom and Quizizz. One of them uses video and soap making for student assessment, mid-semester exams, and assignments while in the distance learning for formative assessment. 63.2 % of teachers collaborated with other teachers/lecturers for student assessments. Teachers took discussions with the subject teachers or homeroom teachers. Discuss the student character and different assessment methods using psychomotor assessment and portfolio for student assessment during distance learning. The limitation of this research is that the participants are too small. Hence, the following research needs to add more participants and interview the participants to have more information about the student assessment in distance learning.

AUTHORS' CONTRIBUTIONS

Leny Novita: conducting experiment, method and drafting manuscript; Yu-Chuan Yang: Review manuscript data analysis.

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