



Learning Assessment Methods During the Covid-19 Pandemic: A Review

Arif Wiyat Purnanto^{1,2}, Agrissto Bintang Aji Pradana^{1,2}, Julia Rahmawati^{1,2}

¹*Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Magelang, 56172, Indonesia*

²*Centre for Primary Education Studies, 59214, Indonesia*

Corresponding author's email: arifwiyat@unimma.ac.id

ABSTRACT

Optimization of the process by integrating various components of learning is needed to create quality education. There are three important parts of the learning process, namely planning, implementation, and evaluation. The evaluation process becomes a difficult part to do if students cannot be monitored directly in class because they study remotely (online). To assist teachers in the evaluation process, especially in the assessment process, it is necessary to develop an assessment model so that it remains in accordance with the standards set in the Permendikbud. Therefore, an in-depth study is needed to see the effectiveness of each online-based assessment model in learning.

Keywords: *Online Assessment; Learning Assessment; Evaluation*

1. INTRODUCTION

Assessment is an important part of the learning process. Without an assessment, the teacher will not be able to obtain information on the achievement and development of each child from the learning process that has been [1]–[4]. In addition, the results of the assessment are also used as a basis for adjusting the next learning process [3].

In the offline assessment, there are six principles that must be met, namely objective, integrated, economical, transparent, accountable, and educative [5]. Slightly different from offline assessments, online assessments have seven principles that must be met, namely valid, fair, objective, continuous, comprehensive, open, and meaningful [6]. However, during online learning due to the Covid-19 pandemic, the assessment process was not optimal. There are various reasons behind this. Teachers need time to transform from offline learning assessments to online learning. Parents can't be invited cooperation in stimulating and reporting child development at home [1].

2. METHOD

The approach used in this research is document study. The author examines several research articles whose data relates to the implementation of online-based assessments. The data is then analysed using quantitative descriptive methods and produces a narrative that

explains the research results. The results of a document study to identify the quality of online-based assessments that have been carried out.

3. RESULT AND DISCUSSION

3.1. Result

In this study, 9 assessment methods were analysed. The assessment method was taken randomly from various journal articles. There are three analyses carried out, namely analysis of compliance with aspects, analysis of conformity with the principle of offline assessment, and analysis of conformity with the principle of online assessment.

The first analysis is related to the fulfilment of aspects. There are three aspects analysed that must be met in conducting the assessment, namely aspects of attitudes, skills, and knowledge. The results show that of the nine online assessment methods, there is no method that is able to measure all three aspects simultaneously (Table 1). The average is still focused on measuring aspects of knowledge, while aspects of attitudes and skills are still very minimal. In 2020 and 2021, the trend is still the same, namely focusing on knowledge. There is a slight difference, namely in 2020, the assessment carried out still measures several aspects that are quite diverse, while in 2021 the measurements are more likely to be on skills and knowledge.

Table 1 Aspect Analysis Results

Assessment Method	Year	Attitude	Skills	Knowledge
Apps Class 123 [7]	2020	Yes		
Video Project [8]	2020		Yes	Yes
Authentic [9]	2020	Yes		Yes
Mobile [10]	2020		Yes	Yes
Video [11]	2021		Yes	Yes
Photo [11]	2021			Yes
Voice Note [11]	2021		Yes	Yes
Google Form [12]	2021			Yes
WhatsApp [13]	2021			Yes

The second analysis relates to conformity with the principles of online assessment. The results of the analysis show that there is no online assessment method that can fulfil the seven principles of online assessment

that have been set. The principle that is mostly abandoned is the valid principle, while the principle that is found is the fair principle (Table 2). Research in 2020 and 2021 still has almost the same trend.

Table 2 Results of Conformity Analysis with the Principles of Online Assessment

Assessment Method	Year	Valid	Fair	Objective	Continuous	Thorough	Open	Mean
Apps Class 123 [7]	2020		Yes	Yes		Yes		
Video Project [8]	2020		Yes	Yes	Yes	Yes		Yes
Authentic [9]	2020		Yes			Yes		
Mobile [10]	2020		Yes	Yes	Yes	Yes	Yes	
Video [11]	2021		Yes		Yes			Yes
Picture [11]	2021		Yes	Yes	Yes			
Voice Note [11]	2021		Yes		Yes			Yes
Google Form [12]	2021			Yes		Yes	Yes	
WhatsApp [13]	2021		Yes	Yes				

The third analysis relates to compliance with the offline assessment principle. The results of the analysis show that there is no online assessment method that meets the six established offline assessment principles.

The principle that is often abandoned is the principle of transparency and integration, while the principle that is often found is the economic principle according to the data in table 3.

Table 3 Results of Conformity Analysis with Offline Assessment Principles

Assessment Method	Year	Objective	Integrated	Economical	Transparent	Accountable	Educative
Apps Class 123 [7]	2020			Yes		Yes	
Video Project [8]	2020						Yes
Authentic [9]	2020	Yes	Yes			Yes	Yes
Mobile [10]	2020			Yes			
Video [11]	2021						Yes
Picture [11]	2021	Yes		Yes	Yes	Yes	
Voice Note [11]	2021	Yes		Yes			
Google Form [12]	2021			Yes		Yes	
WhatsApp [13]	2021	Yes	Yes	Yes	Yes	Yes	

3.2. Analysis

From the results of the research above, we can see that there is no single assessment method that meets the aspects and principles in the assessment both online and offline. Knowledge is still the main focus in assessing students' abilities. If you look closely, the trend of attitude assessment will begin to disappear in 2021. In fact, at this time the government is focusing on character education which emphasizes the value of attitudes and skills. This

is illustrated in the 2013 curriculum where attitude assessment is one of the main things.

From the aspect of fulfilment, the current online assessment is also not very encouraging. Of the nine existing assessment methods, none has been able to meet the nine online assessment criteria and the seven offline assessment criteria. This is certainly quite surprising considering that assessment is an important element in evaluation.

4. CONCLUSION

From the results of the description above, it can be concluded that the online learning assessment is still experiencing problems. Some of the main obstacles are related to aspects that can be measured so that the results obtained are not only related to knowledge. In addition, the current assessment method has not been able to meet the nine criteria set by the Ministry of Education and Culture. It is necessary to develop further assessment methods, so that all the abilities of our students are measured and can be used as the basis for conducting evaluations.

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