Distance Learning Assessment Strategy in the Pandemic Period

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Abstract. During the Covid-19 pandemic, all educational level learning activities, including junior high schools, switch to distance learning. This causes the need for adaptation in the learning process including the student assessment process which must be carried out by the teacher online. The assessment process which includes aspects of attitudes, knowledge, and skills must be carried out online by the teacher in the distance learning process. Therefore, the teacher needs to prepare an effective and good form of the assessment strategy for students in implementing the distance learning process. This paper seeks to provide teachers with an overview of the form of online assessment so that it can be used as an alternative for educators in assessing the learning outcomes of students in distance learning during the Covid-19 pandemic. This type of research is library research. The data obtained in this study are the results of literature studies from various scientific papers, books, journals, and other documents that examine assessment and evaluation of learning, both specifically and in general, researching assessment and evaluation of distance learning. The results of the study obtained several forms or assessment techniques that can be applied to online distance learning by the teacher to meet the aspects of assessment in the aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor). Attitude assessment can use self-assessment with the help of google form in making assessment rubrics, in the knowledge aspect, you can use the Computer Based Test (CBT) for objective tests and use existing facilities on the multiplatform Google Classroom for assignments, while in the skills aspect you can use assessment techniques. Digital portfolio where students create a collection of documents, photos, audio, and video that are stored in a folder for later viewing online and teachers can assess them.

Keywords: distance learning · attitude assessment · knowledge assessment · skills assessment · pandemic times · the pandemic period

1 Introduction

The COVID-19 pandemic that has occurred since March 2020 has caused the current condition of education in Indonesia to experience several problems. COVID-19 is a contagious disease caused by acute respiratory syndrome coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2) (Setiawan 2020). Since it was first

discovered in Wuhan, Hubei, China at the end of 2019, COVID-19 has spread widely throughout the world, resulting in a global pandemic. Handayani et al. (2020), stated that according to WHO (World Health Organization) a pandemic is the spread of new diseases throughout the world (World Health Organization 2020). One of the impacts of the COVID-19 pandemic on the world of education in Indonesia is changing the learning system in schools that initially used conventional or face-to-face learning to become distance learning.

Based on the Minister of Education and Culture Circular Number. 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period of the Spread of COVID-19 the learning process from home is carried out through online/distance learning (Mendikbud 2020). Distance learning is training provided to students who do not gather together in one place regularly to receive lessons directly from the instructor. Specific materials and detailed instructions are sent or made available to participants who then carry out tasks that will be evaluated by the instructor (www.ica-sae.org). Meanwhile, according to Dogmen in (Munir 2009) distance learning has the following characteristics: first, there is an organization that regulates how to learn independently; second, the delivery of learning materials through the media; and third, there is no direct contact between educators and students. In the distance learning model, students' learning time is mostly used for independent learning.

2   Method

The method used in this research is library research. This type of research relies almost entirely on data from libraries or literature, both in physical form and digital. This research is also known as qualitative descriptive literature research or bibliographic research or non-reactive research because this research relies entirely on theoretical data and documentation in the library (Mukhtar 2013). Researchers obtain data from literature studies of books, journals, scientific papers, and also other documents related to assessment or evaluation for distance learning.

3   Result and Discussion

In learning, there are 3 (three) things that must be prepared by the teacher including planning, implementation, and learning assessment. One of the difficulties of teachers in distance learning is assessing or evaluating student learning outcomes.

Assessment of learning outcomes by educators is the process of collecting information/data about the learning outcomes of students in the aspects of attitudes, knowledge, and skills which are carried out in a planned and systematic manner to monitor the process, learning progress, and improvement of learning outcomes through assignments and evaluation of learning outcomes (Safari 2019). This is in accordance with the assessment system according to Permendikbud RI Number 23 of 2016 concerning education assessment standards, that the assessment of student learning outcomes in primary and secondary education includes aspects: (a) attitudes, (b) knowledge, and (c) skills.

The implementation of distance learning currently requires teachers as educators to conduct online assessments for all aspects of the assessment (attitudes, knowledge,

Fig. 1. Spiritual Attitude Assessment Form

Fig. 2. Spiritual Attitude Assessment Form

and skills). Attitude assessment (affective) is an activity to determine the tendency of students' spiritual and social behavior in everyday life inside and outside the classroom as a result of education (Ministry 2015). Techniques used in attitude assessment include observation, self-assessment, and peer-to-peer assessment. According to Slamet, attitude assessment during online learning can use observation techniques as well as face-to-face learning using an instrument in the form of a journal (www.suaramerdeka.com). Habibi said that this technique could be implemented using Google Form or something similar. The teacher makes a form for attitude items that can be filled in with the options "yes-no", "never, sometimes, often, always", or with numbers "1, 2, 3, 4". This attitude assessment can be carried out at least once a semester (http://poskita.co). The form of attitude assessment form with self-assessment techniques can be seen in Figs. 1 and 2.

In addition to using observation techniques, attitude assessment can also be done in distance learning and done online using self-assessment techniques. Self-assessment is an assessment method that can provide opportunities for students to be responsible for their own learning (Ahmad 2020). While the benefits of self-assessment for students are; (1) can provide reinforcement on the progress of the learning process; (2) foster responsibility and self-confidence; (3) explore spiritual, moral values, even motor, and cognitive aspects; (4) can build honest character in students.

Attitude assessment using observation techniques in distance learning can be done face-to-face online. During online learning, the teacher can see the discipline of students joining online meetings in a timely manner, observing students when speaking or making presentations, whether speaking after being welcome and saying greetings, respecting other people's opinions, and others (Bakry, 01-07-2020, www.kompasiana.com).

Knowledge (cognitive) assessment is an assessment carried out to determine student mastery which includes factual, conceptual, and procedural knowledge as well as low to
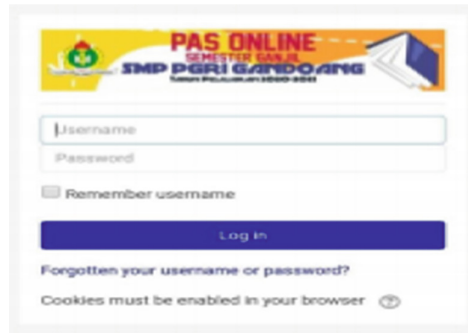
Fig. 3. CBT Final Semester Assessment using Moodle Learning Management System (LMS)

high-level thinking skills (Ministry 2015). Techniques in assessing knowledge: written tests, oral tests, assignments, and portfolios.

The written test is a way of carrying out evaluation activities in which there are questions in the form of a numerical scale or a category scale that must be done by students and the results are in the form of values that can describe the behavior of students. According to the form, the test is divided into two types, namely test descriptions and objective tests (Isnaeni et al. 2020). According to Arikunto (2018) the description test is a type of learning progress test that requires answers that are discussion or word descriptions. Meanwhile, the objective test is a test that can be carried out objectively in the examination. Types of objective tests include: (a) true-false, (b) multiple-choice, (c) matchmaking, and (d) completion test.

The online test is a test that is carried out by utilizing internet network technology, tests online can be done anywhere as long as they have internet network access (Ahmad 2020). Basically, the tests carried out online in distance learning are almost the same as the tests in conventional learning, it's just that there are differences in the media they use. One of the uses of information and communication technology in the assessment of objective test forms is to apply Computer Based Testing (CBT) in the implementation of evaluating student learning outcomes in distance learning.

Computer-Based Testing (CBT) is a test that is carried out on computer media without the need for paper, pen or pencil to answer questions (Effendi and Wahidy 2019). CBT is a computer-based evaluation system that aims to help teachers carry out evaluations, both scoring, test implementation, and the effectiveness and efficiency of its implementation (Novrianti 2014). The use of Computer Based Test (CBT) has actually been implemented by the government in the last few years in the implementation of the Computer Based National Examination (UNBK). In addition to being implemented in the Computer-Based National Examination, schools can also use CBT in internal learning assessment activities such as Semester Exams or Daily Assessments. Some CBT applications that can be used for free include BeeSmart CBT, WokaCBT, E-Xam Caraka, Learning Management System (LMS) such as Moodle (Fig. 3).

In addition to assessing knowledge using written test techniques, teachers usually assess learning aspects of knowledge using assignment techniques. One of the multiplatform applications that can be used by teachers to assign students to students is
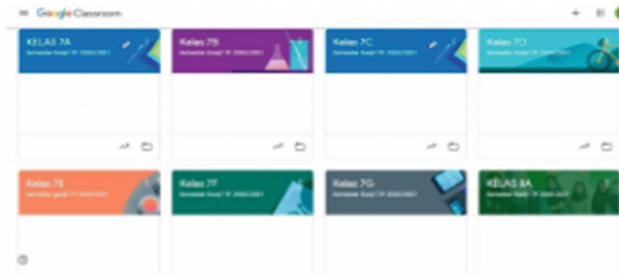
Fig. 4. Virtual Class using Google Classroom

google classroom. Google classrooms can be used as a means of distributing assignments, submitting assignments, and assessing submitted student assignments (Mulatsih 2020) (Fig. 4).

Skills assessment (psychomotor) is an assessment carried out to determine the ability of students to apply knowledge to perform certain tasks in various contexts according to indicators of competency achievement (Ministry 2015). Assessment techniques in skills assessment: performance appraisal, project, and portfolio.

Performance appraisal or performance is an assessment that asks students to perform a task in an actual situation that applies the knowledge and skills needed. For example, playing a musical instrument, using a microscope, singing, playing a role, dancing, and so on. Project appraisal is an assessment activity for a task that must be completed within a certain period/time. The task is in the form of an investigation from planning, data collection, organizing, processing, and presenting data. Portfolio assessment basically assesses the work of individual learners in one period for a sub-theme. At the end of a period, the work is collected and assessed by teachers and students (Salamah 2018).

The use of portfolios can be used as an assessment technique for the skills aspect of distance learning. Teachers can provide a challenge for students to collect their works and achievements in one semester. Then take the best achievements of the work/work of these students which they have stored in digital data and made in the form of digital displays so that students can explore their potential (https://matabanua.co.id).

4   Conclusion

Based on the results of research through literature study, it can be concluded that several alternative online assessment techniques can be carried out by teachers in distance learning to fulfill 3 (three) aspects of the assessment domain, namely attitudes, knowledge, and skills.

Attitude assessment can be carried out by the teacher using self-assessment techniques by making a form for students using Google Form to assess the spiritual attitudes and attitudes social of students. To assess the knowledge aspect, one of them can use the Computer Based Test (CBT). The advantages of CBT, among others: (1) to reduce the use of paper, (2) can save time checking (for about multiple choice) for examination answers done by a computer, (3) problems can be encrypted so that the matter undertaken by learners of different, and (4) the test results can be seen directly by students

and teachers. Besides that, there are also some disadvantages, including: (1) students must have supporting devices and internet access, (2) schools must have a good server or hosting, especially if there are enough students, (3) a less familiar appearance will hinder implementation tests, and (4) not all schools have human resources in the IT field to serve as technicians.

In the assessment of skills, one of the assessment techniques that can be applied by teachers is to use portfolio assessment in digital form. Portfolios can be in the form of documents, photos, audio, video, or presentations that are stored in one folder for later viewing through online media.

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