The Assessment of Online Learning in IAIN, Bukittinggi, During the COVID-19 Pandemic

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This research aimed to analyse the assessment of online learning in IAIN, Bukittinggi. The population and sample for this project were IAIN Bukittinggi students, which equates to a population of 1400, therefore a sample of 140 people was used . The sample was chosen from 10 % of the population by using an accidental sampling technique. This instrument was used in collecting data and a questionnaire was distributed by using a Google Form shared through WhatsApp and via email. The data analysis method used was quantitative. Revelations of this research included aspects such as assessment form, the suitability of assessment with RPS, how to do assessment, and assessment time. Results of this research were obtained through Google Forms. The general assessment was then carried out by giving question answered by students then it was sent through email. Then, the time allocated to do assessment is agreed upon by the lecturer and students.

Keywords: *Online Learning, Covid-19, Education, Teaching*

Introduction

Online learning conducted during the COVID-19 pandemic in January- June 2020 semester is related to some historical issues These issues happen when students and lecturer are already familiar and accustomed to a classical lecture style and it must be changed into online learning. In general, lectures that are commonly conducted using media which is relevant to the condition and the needs of each lecturer and their students as well as available facilities. These digital facilities consist of WhatsApp Group, Google Clasroom, E-learning, Zoom, Meet, and so forth. Through e-learning, learning can be conducted without face to face interactions between lecturers and students with the limitation of space and time (Perdede, 2011).

Online learning incorporates both online learning and assessment. Learning is an activity or interaction between the learning sources and students with a facilitator or educator . Learning can occur either through using media or without media. Assessment is an activity related to the decision maker about the achievement of a competency or a learning as a result of following certain learning processes.

Students' participation in online learning is higher than in classical learning. This is because during online learning, students can write arguments as well as form opinions in discussion columns without shame and get the attention of lecturer and classmates easier. Additionally, sometimes lecturers also give attention to student attendance and monitor student activity in the discussion forum. The discussion forum can be done in the form of text, audio and visual. Moreover, there is variety in online learning such as text, picture, audio, video, audio visual, and students' opinion. (Rusdiana and dan Nugroho, 2020).

During online learning, assessment becomes an inseparable part of the lecture. Lecturer can pay attention to the learning evidences from the activities that have been carried out by the students. Based on the importance of assessment in online learning, is the researcher has established a need investigate online learning assessment during COVID-19 in IAIN Bukittinggi.

Research Methodology

A   survey using Google Forms was used as the data collection technique for this research project. The population is the students of Tarbiyah and Teacher Training Faculty which equates to a total of 1400 people. A sample of 140 people was determined using an accidental sampling technique . A link from the shared Google Form was then made available for the participants. The data analysis technique used was a descriptive quantitative technique.

Findings and Discussion

The finding of this research described the assessment of online learning in IAIN, Bukittinggi. This research employed several indicators. The respondent of the research consist of male and female. In term of respondent gender, students who responded to the Google Form consisted of 72% female students and 28% male students. Based on these results, it can be understood there are more females who have responded rather that male students.
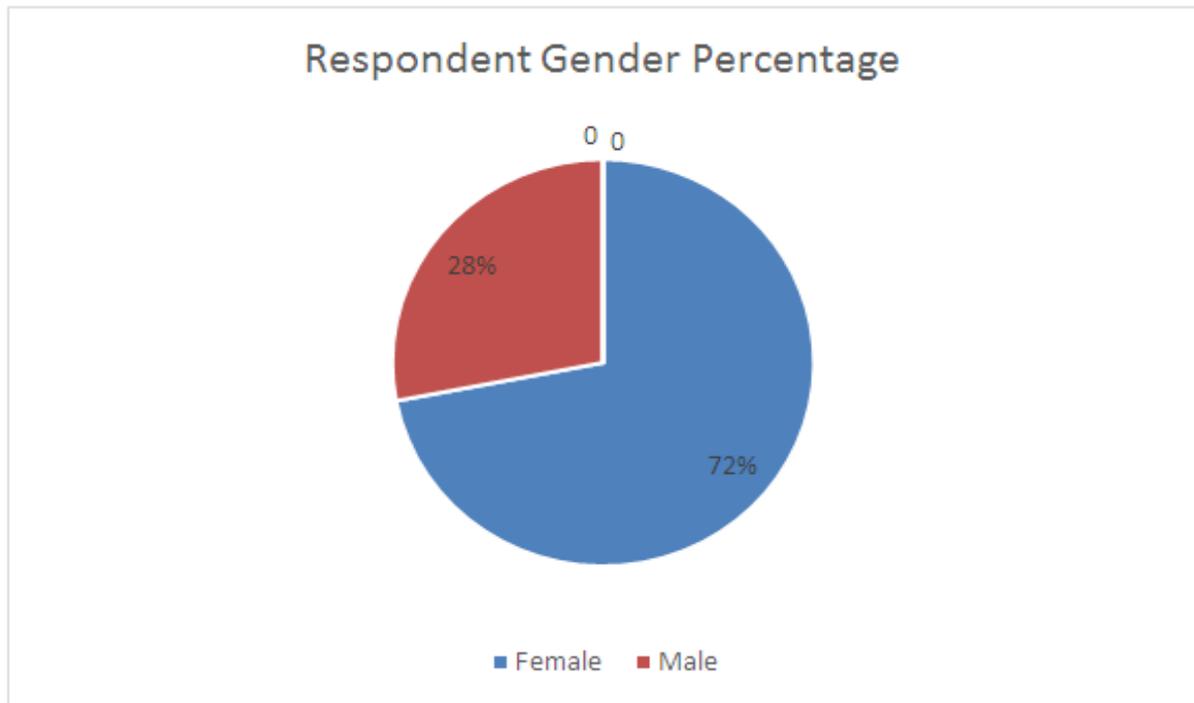
Figure 1. Respondent Gender Percentage.

To measure the success of the online learning process, it is necessary to do assessment. Based on data collected, it can be determined that the forms of assessment distributed by lecturers were as follow:
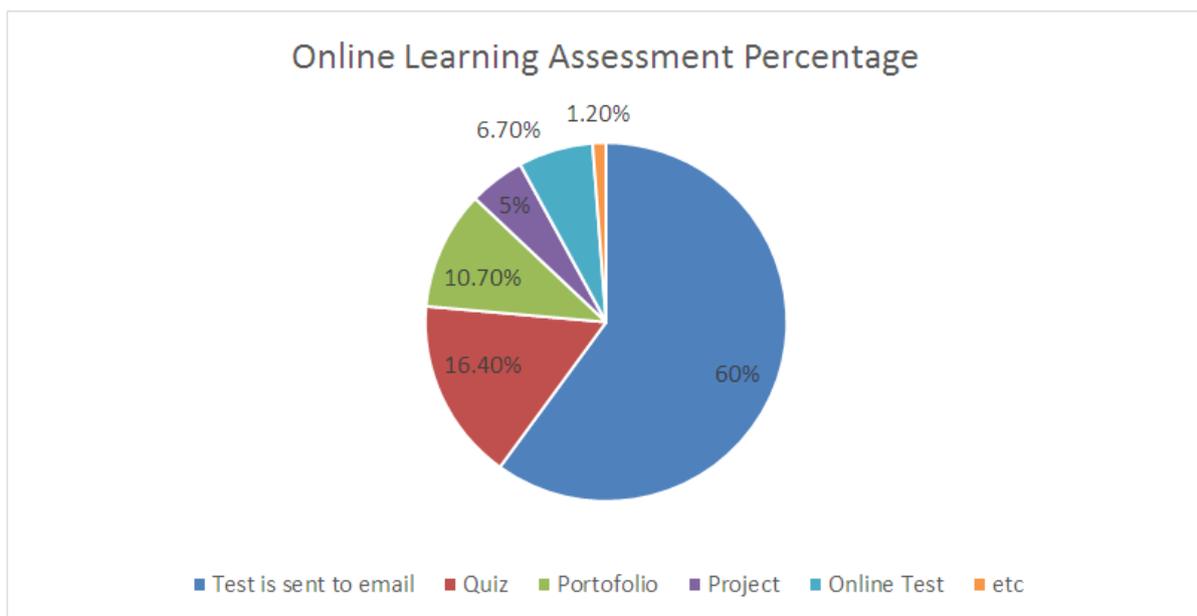

Figure 2. Online Learning Assessment Percentage.

Figure 2 demonstrates that, generally in online lectures, 60% of lecturers distributed questions to students and had answers sent back via email. It was found that 16.40% of the lecturers conducted assessment in the form of a quiz at the end of online lectures in order to make sure the learning outcome is achieved or not. 10.70% of lecturers conducted assessment in the form of portfolios. Online tests accounted for 6.7% of the forms of assessment conducted by lecturers during online lectures. Projects accounted for 5% of the assessment forms and 1.2 % in another form.

In online learning, there were some questions arranged by lecturers to be answered by students both open book and closed book. This data is illustrated in Figure 3 below:
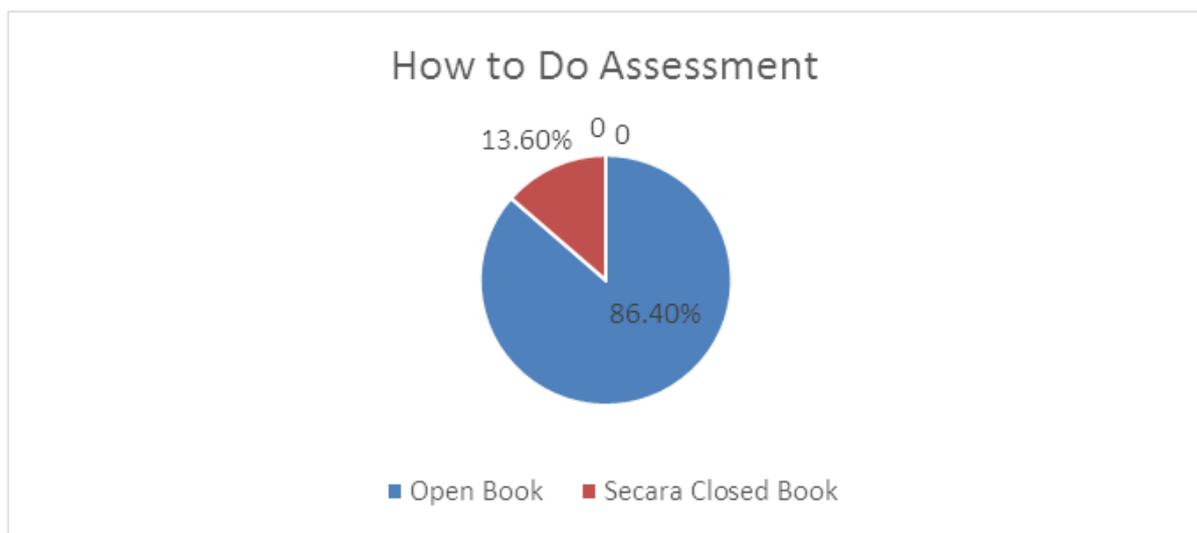

Figure 3. How to do Assessment.

Based on Figure 3, it can be concluded that during assessment, 86.40% of lecturers gave students the opportunity to answer questions in answer open book questions. 13.60% of students used the closed book system during assessment. Both open book and close book system in assessment are used to measure students achievement.

The implemetation of assessment during online lecturs is summarised in the following Figure 4:
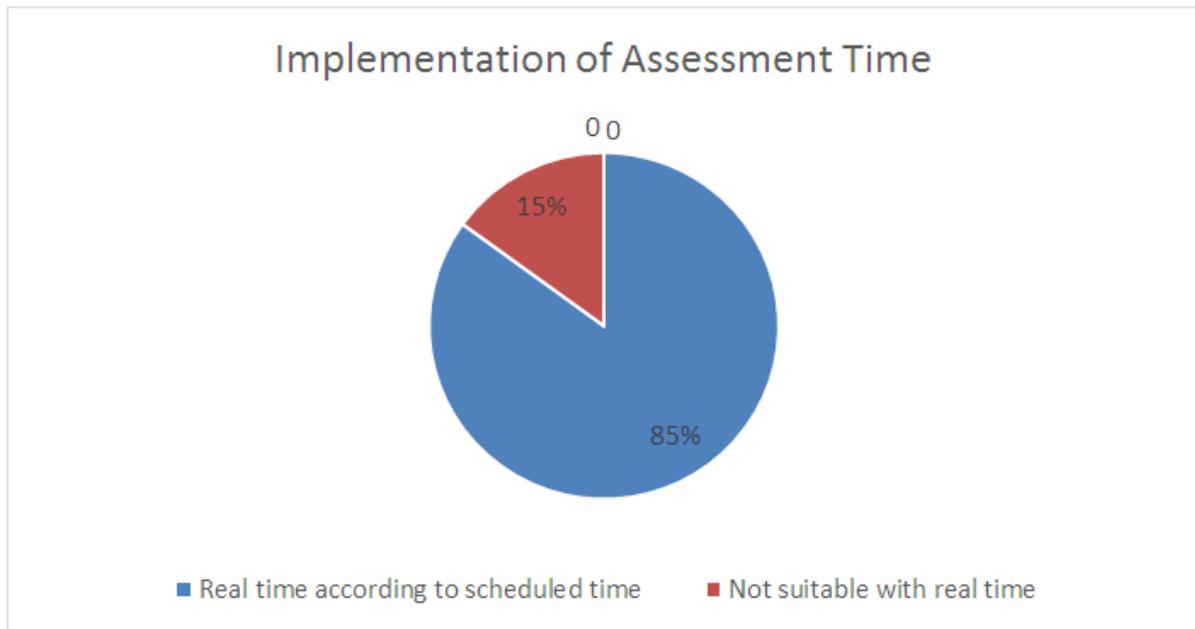
Figure 4: Implementation of Assessment Time.

Based on the results displayed in Figure 4, it can be determined that 85% of respondents answered that the time of assessment was conductedin accordance with the schedule set on the Semester Learning Plan. Meawhile, 15% of respondents responded that the lecturer did not conduct assessment in accordance to the schedule set on the Semester Learning Plan.

The material used in assessment are designed in accordance to the learning outcome. Data obtained is displayed in Figure 5.
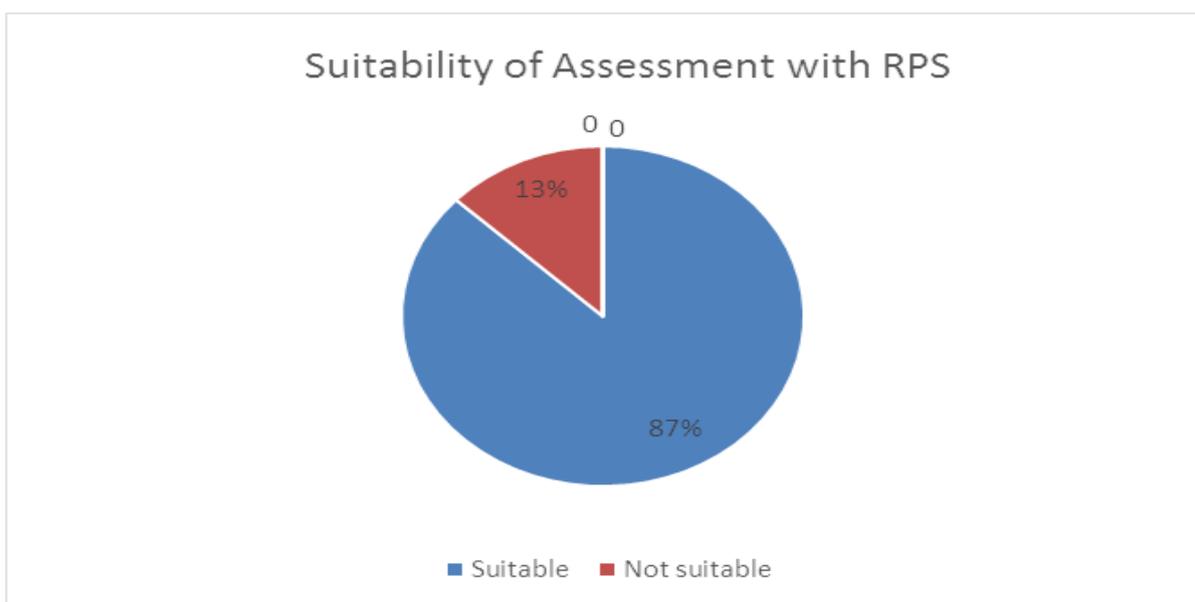

Figure 5. Suitability of Assessment with RPS.

Assessment is conducted by the lecturer both classical learning and online learning must suitable and must include material included on the Semester Learning Plan. Any competence expected in the Semester Learning Plan must be included in the assessment. In doing assessment, the lecturer must be able to measure what should be measured. Based on the data, it was found that 87% of lecturers conduct assessment according to content contained in the Semester Learning Plan. However, it was found that there is still 13% of lecturer who conduct assessment not according to what has been set out on the Semester Learning Plan.

These results illustrate that a lecturer can provide a clear overview to students of what will be assessed based on the Semester Learning Plan. This document is distributed at the beginning of semester which has by the lecturer. It means that students no longer need to ask about the assessment because all of assessment items have been illustrated at the beginning of lecture which is written in the Semester Learning Plan which has been previously arranged (Ediyanto, 2014).

Regarding lecture context, assessment is one important aspect. Assessment can illustrate the process of the lecture which can ensure lectures run well and practicums run neatly if assessment is done by paying attention to the goal of lecture which is formulated prior. This means that the competence which has been written on the Semester Learning Plan will be the criterion in doing assessment. The intended assessment can be in the form of formative assessment and summative assessment. Formative assessment is done during the process of the lecture and summative assessment is done at the end of the program (Ediyanto, 2014).

In general, there are two kinds of assessment: test and non-test. A test is a tool used to measure the individual proficiency of various knowledge fields. Meanwhile, a non-test is a tool used to observe attitude, response, and psychomotor aspects. Both of assessment forms will support each other to see the achievement of someone's learning. This includes the implementation of online learning, however lecturers find this difficult and feel unsuccessful in online learning.

The assessment process needs to collect the evidence intentionally, systematically, and continuously and is used to assess a students' competence. The assessment process is conducted by giving opportunities to the students to demonstrate their competence. Moreover, this can be done by collecting and recording the students' competence and demonstrating evidences. Then, by using evidences, a lecturer makes a comprehensive assessment of students' performance in expected competence. The result of the students' assessment differs according to each students' ability (Bariah, 2019).

Based on previous data, for assessment, a lecturer provides questions in the form of a test and the students respond with answers via email. A test question in this example is in the form of an essay test. An essay test is a tool used to observe various abilities in written form. The essay

question demands students to organise and present the answer in the form of an essay. In this kind of assessment, a lecturer demands students to be able to answer the question with high reasoning level. However, a lecturer should be able to give a high- quality question if they expect the students to answer with a higher thinking level.

For this assessment, lecturers need special time to correct the answers provided by students.

The kind of lecture in which a lecturer and students do not have direct face to face contact in a classroom when undertaking the assessment at the agreed time is one of the online lecture principles (Mahnun, 2018). There was some lecturers who used online tests in the form of multiple choices. A multiple choice test is a test containing a series of incomplete information. To complete the answer, one must choose from the options that have been provided. The form of multiple-choice test is most common test used. Using this test method is a way that the lecturer can directly know the number of correct answers given by students. In this kind of test, the lecturer generally used Google Forms. A lecturer will find this helpful in giving evaluation results because Google Form can give output information or information from system.

Project assessment is an assessment activity where a task which must be completed in a certain time period. These tasks are the sequences of activities including planning, data collecting, organising, processing, and data presentation (Nuriyah, 2014). Project assessment can be used to find out the understanding and knowledge in certain fields and students' ability in applying knowledge in carrying out certain observations. Moreover, it is able to observe students' ability in informing certain subjects clearly.

In project assessment, there are some things that need to be considered. This includes students' ability in choosing a topic, finding information, and time management in collecting data and writing the report. Additionally, suitability in considering the knowledge, skills, and lecture understanding phase. Lastly, the authenticity of a students' project must be the result of their attainment with considering the lecturers contribution in students' project in giving direction and support (Riadi, 2017).

Another form of assessment done by lecturer in online learning is portfolio. Portfolio assessment is a continuous assessment based on the collection of information showing the development of students in one certain period (Sawaluddin, 2018). The information of students' development can be in the form of students' work that is considered the best.

In conducting the assessment of online learning, lecturers need to consider that the lecturer is not the only source of learning, there are several other learning source that are availabe. Therefore, a lecturer should give a wide opportunity to students to be able to find various

learning sources online. The form of assessment which is given to students must give question which need the answer with higher reasoning level (Mutia dan Leonard, 2013).

The effect of assessment which has been conducted is very useful for the lecturer, students, and parents as well as the institution. For the lecturer, it illustrated their success in online learning and it can improve the lecture system which will be done in the future (Tanjung, 2019). For students, it can give information about proficiency and the ability to reach the competence which is stated in the beginning. For parent, it can provide information and follow up about what should be done to improve and increase learning, motivate, and give students proper facilities according to their needs.

The implementation of the assessment process can be done by looking to the suitability of the lecture process which is stated on the Semester Learning Plan. It means that everything which is implemented in the lecture should be guided by the Semester Learning Plan agreed in the beginning of the semester. Both the lecturer and students cooperate to always run the lecture which is based on the Semester Learning Plan.

Moreover, the lecture assessment process is also influenced by the readiness and lecturer ability in conducting online lectures. This problem is raised because the COVID-19 pandemic happened suddenly so normal lectures have had to be guided to online. As a result, it is compulsory to conduct online learning. However, lecturers and students are not ready yet to undertake it. This is because there has been no preparations to implement online learning. As a result, there are more lecturers and students who used the suitable media for learning process (Zulfani Sesmiarni and Ridha, 2020).

Lecturer competence in using information technology in online lectures is needed. In today's online learning, it demands lecturer qualification and competences and is a job which needs professionalism. It means a lecturer must be able to master their fields of knowledge and be able to use technology IT and digital technology to always increasing their knowledge. If a lecturer does not have digital readiness, it will lead to failure. If a lecturer has readiness in the changing to digital by using digital technology and able to implement it so that it will help to increase lecturer performance (Harto, 2018).

The thing which needs to get attention during online learning is students' readiness in following the learning and assessment process. Readiness, in various aspects in learning, will be able to get maximum result (Sesmiarni, 2020). Moreover, equally important is interest and students' attention needed in online learning (Sesmiarni and Ilmi, 2018). Interest and motivation are very closely related to the use of technology and information (Al Zoubi, 2020).

This means that in state Islamic colleges, especially in IAIN Bukittinggi, online learning has to be a focus. Similarly, Nunu Mahmun said that online learning management at college should be viewed as serious and special (Mahnun, 2018). Likewise, this should be applicable in terms of assessing students' progress in online learning. It is caused by assessment and is integral in learning (Bariah, 2019). Online learning can overcome some basic problems in lectures (Marlianingsih et al., 2020).

There are several obstacles encountered in the assessment of online learning including the ability of lecturers to optimise digital devices including computers, smartphones, and other digital components (Chaeruman, 2013). Additionally, the availability of facilities and infrastructure owned by students such as digital devices and internet access is an important matter. Therefore there will be no online learning going on. Furthermore, there are internal support factors for students such as commitment, motivation, discipline, and other factors that arise in students. There are environmental support factors for students such as parents and other family members. Furthermore, there are factors supporting teachers such as time availability (Anis Chaeruman et al., 2018).

There are several challenges in online learning assessment including the mapping of access to the internet for all students who live in various corners of the country. Then there is a change in the mindset of lecturers about learning and learning in the current information age (Awaludin et al., 2019). Equally important is the leadership of the tertiary institution, where the top policy makers are there. Next is the importance of change agents as lecturers and the importance of the role of learning technology in higher education (Chaeruman and Maudiarti, 2018).

Learning assessment is needed to see how far the competency has been mastered by students. Assessment will be able to provide a clear picture of the level of mastery of certain fields of knowledge that have been mastered by students. Lecturers will be able to measure the achievement of the material that has been taught to their students. While parents will be able to know what form of guidance can be served to their children (Hadiana, 2015).

Thus, it can be said that the assessment cannot be separated from the learning process both online and in classical. With assessment all can be measured in accordance with the measuring instrument. Evaluation can know the level of achievement attained by students of the materials that have been delivered, therefore, the objectives of learning can be seen accurately and convincingly (Najib et al., 2018). The results can give meaning and significance as a basis for valuable decision making either by lecturers, parents, institutions or by the students themselves.

Online learning has been done in various educational institutions, both for teaching and training purposes. This is due to the advantages possessed by this form of learning. These advantages include: 1) providing different experiences in learning to overcome boredom in learning from

the usual teaching methods, 2) ability to overcome the problem of time and place so that with online learning one can do learning easily anytime and anywhere using a computer connected to the internet,3) encourage awareness of learning independently, and 4) overcome the differences that originate from lecturers, such as ways of teaching, material and mastery of different materials, thus providing more consistent quality standards (Winarno dan Setiawan, 2013).

Online learning, as a method of distance learning, can be used to adapt learning needs that support conventional learning. In conventional learning, it is often found that there are limitations in time, distance, and cost. This continued until the discovery of online learning methods, which helped overcome these limitations. Online learning changes these limitations into opportunities to facilitate the learning process (Lastuti dan Jaedun, 2014).

Good teaching quality possessed by the lecturer directly or indirectly will have an impact on student learning outcomes. Furthermore, it will have an impact on graduates from institutions. Qualified graduates indicate the successful implementation of a study program at the tertiary institution (Sugihartini dan Agustini, 2017). Thus, the assessment plays a role to measure the level of quality of graduates.

Online learning can be in the form of material which is all forms of material used to assist lecturers in carrying out teaching and learning activities in class. The material in question can be either written material or unwritten material. Lecturers need to develop it because lecturers must have or use teaching materials that are in accordance with the curriculum, student characteristics, assessment forms, material forms and objectives to be achieved (Sugihartini dan Agustini, 2017).

Educational reform and innovation are not enough to change in the institutional sector, curriculum, or infrastructure. Although these aspects are no less urgent, it must be followed by changes in learning practices and learning both inside and outside the classroom. Particularly, how an educator can manage or regulate the learning process so as to be able to create a quality learning process for students (Siti, 2018). Adjustment to the times has to be taken into account (Rahmat, 2019). The era of information technology must be used as a basis for making learning always dynamic and flexible.

One of the most significant changes at this time is the change in the lecture system from classical to online learning caused by the COVID-19 pandemic. This outbreak drastically changed all systems in the world including Indonesia. The impact is that universities must change the lecture system in force from classical to on line.

The COVID-19 pandemic era is an era where the COVID-19 international disaster occurred which included Indonesia. Its spread was massive and relatively fast. This pandemic has made all components of the nation try to break the chain of transmission quickly, changing old life patterns into new ones. The scope of change is broad ranging from the world of business, society, social society, to education and learning. This change requires policies, strategies, and innovation to produce a new strategic model and a new learning model, encouraging education towards digitising the education system. This has an impact on the changing roles and interactions of lecturers and students in learning. Online learning is learning through the internet, where students are separated by place, space, and time.

Conclusion

Based on the descriptions provided in the discussion section, it can be concluded that online learning assessment form during the COVID-19 pandemic in IAIN Bukittinggi tend to use test question. Meanwhile, in the terms of assessment, there are test and non-test. A test is used to measure knowledge aspect, while ae non-test is a tool which is used to measure attitude and psychomotor. It can therefore be concluded that assessment can be done in online learning in IAIN Bukittinggi but only reaches cognitive aspects.

This is demonstrated in the form of assessment used which involves questioning and asking students to answer. After that, students are asked to send it back their answers to the lecturer through email. Some of them use a portfolio, project, or online test. However, these online learning assessment must be considered and must be focused .

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