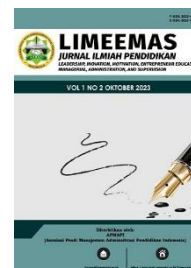


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IMPLEMENTATION OF ALTERNATIVE ASSESSMENT IN DISTANCE LEARNING

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Abstrak: Banyak guru atau siswa mengalami kesulitan sebagai akibat dari penyebaran pembelajaran jarak jauh dalam situasi pandemi, terutama yang berkaitan dengan penilaian. Media yang dapat menghubungkan profesor dan mahasiswa, seperti laptop, handphone, internet, audio, dan video, diperlukan untuk pembelajaran jarak jauh. Oleh karena itu, penilaian alternatif diperlukan dalam pembelajaran jarak jauh untuk meningkatkan proses. Dalam studi ini, gambaran umum tentang penilaian alternatif dalam situasi pandemi, khususnya di Indonesia, akan dieksplorasi. Penelitian ini merupakan contoh studi kepustakaan. Buku, jurnal, studi sebelumnya, dan dukungan dokumen lainnya adalah tempat peneliti memperoleh informasi dan literatur. Dua penilaian berbeda dapat digunakan dalam pembelajaran jarak jauh, menurut penelitian ini. Ini adalah tes online dan evaluasi diri.

Kata Kunci: Asesmen Berbasis Online, Asesmen Mandiri, pembelajaran jarak jauh

Abstract: Many teachers or students experience difficulties as a result of the deployment of remote learning in the pandemic situation, particularly with regard to assessment. Media that can connect professors and students, such as laptops, cellphones, the internet, audio, and video, are required for distance learning. Alternative assessment is therefore required in distant learning to enhance the process. In this study, an overview of the alternate assessments in the pandemic situation, particularly in Indonesia, will be explored. This research is an example of a library study. The book, journals, earlier studies, and other document support are where the researcher acquires the information and literature. Two different assessments could be employed in distance learning, according to this study. These are online tests and self-evaluations.

Key Words: Online-Based Assessment, Self-Assessment, distance learning

INTRODUCTION

Since the spread of COVID-19 in Indonesia on March 11, 2020. The learning model in Indonesia for all levels of elementary, junior high, high school and higher education has been adapted, namely by using an online learning system. In addition, the Minister of Education and Culture in his decision emphasized that health and education are interconnected. Thus, in the implementation of education must prioritize the health of students and educators. Therefore,

distance learning is one of the best solutions to continue learning without having to meet physically (Hubbard & Levy, 2006) by using adequate Internet facilities (Tondeur, 2018). In line with this, prevention of the spread of the corona virus through can be done by social distancing, always at home and physical distancing. According to (Isisag, 2012), distance learning is the biggest challenge for teachers and students, because what they used to be able to learn together in the classroom now, they have to study in different places which of course each child has their own obstacles.

Assessment and evaluation as one of the learning components that must be carried out even though learning is online to see the results of the learning that has been done by students and see the learning progress of students and students (Benson, 2001). For an educator, the results of the assessment are one proof of success both for the individual and for the institution. So that at present, assessment and evaluation of learning can be carried out in their respective places using remote assessment methods to comply with social distancing and physical distancing (Geursen et al., 2010). With technology, of course, this makes it very easy for educators to conduct remote assessments and evaluations. Educators can. Utilizing various existing platforms to conduct assessments and evaluations for students and students online. The assessment carried out can be in the form of quizzes, online tests, individual assignments, or using other methods that can use the internet network (Dreyfus & Dreyfus, 2000). However, there will be various kinds of obstacles for those in remote areas in Indonesia who do not have internet facilities, so this will be troublesome for them.

Internet network problems faced by educators in remote and rural areas are one of the inequalities that are often encountered in Indonesia. Because there are still many regions in Indonesia that do not have adequate internet facilities. Therefore, communication between students, teachers, and parents is very important. In response to this, it is necessary to have alternative assessments and evaluations to form an effective learning space in distance learning (Chan et al., 2011). This research was made as a form of effort that is able to provide basic theories of alternative assessments, which can be used as a reference for educators in conducting assessments and evaluations of students during the COVID-19 pandemic.

Researchers have conducted several literature reviews on previous literature that has studied assessment and evaluation in learning, including a journal written by (Anson, 1999) entitled "Disruption of Assessment" (The Role of Technology in Implementing Assessment During the COVID-19 Pandemic", which contains the role of technology as one of the important tools in the implementation of assessment and evaluation during the Pandemic. The

results of the study stated that technology plays an important role in implementing assessment during distance learning. In addition, a journal written by Ismail entitled *Innovation in Evaluating Islamic Religious Education Learning Outcomes*, which explains the basic theories and ways of implementation of effective evaluation and assessment models in Islamic religious education (Borras, 1993). The results of this study stated that at the time of distance learning, innovation from teachers is needed by students to make learning more efficient and effective, especially in learning Islamic religious education. A journal written by Agus Yudiawan entitled *Learning Together with Covid 19: Evaluation of Pandemic-Era Online Learning at State Islamic Religious Universities, West Papua* which explains the satisfaction of students with remote assessments carried out by their lecturers (Yudiawan, 2020).

The results of this study stated that there are still many students at Sorong State Islamic Religious College who are not satisfied with the implementation of distance learning evaluation. Furthermore, a journal entitled *Online Dominant Learning Model (Domon) at SMA Terbuka Kepanjen* written by Rizal, which describes the results of descriptive research conducted at SMA Terbuka Kepanjen using the dominant online learning model (Barksdale et al., 2007). The results of this study say that to make online learning effective and efficient, teachers must always be innovative. Based on previous studies, the researchers conducted research on the implementation of alternative assessments in distance learning, which is still very relevant to the current state of Indonesia.

RESEARCH METHODS

This study uses a library research model. Which, this type of research uses one of the research models that uses data from existing libraries or literature, be it from hard files or existing soft files (Nasir & Neger, 2022). This type of research is known as the descriptive qualitative research model to the library or literature. Usually termed non-reactive research because in this study researchers only focus on existing literature and are theoretical and use existing documentation (Kessler, 2018). While working on this research, researchers obtained data from the results of literature studies, books, journals, scientific papers and documents that examine assessment and evaluation of distance learning during the pandemic.

RESULTS AND DISCUSSION

Distance Learning during a Pandemic

During the spread of the COVID-19 virus, the government ordered distance learning. Where the learning process is carried out remotely for both students and teachers carried out from their respective homes (Yang & Lin, 2015). There are so many differences encountered from distance learning with conventional learning such as from the way of interacting between students and educators, time management, technology and so on.

Distance learning utilizes more media and technology such as software and hardware devices, interactive multimedia, internet networks (Donmus, 2010). Meanwhile, conventional learning utilizes communication between education and students in the classroom. In the implementation of distance learning, the learning and teaching process is not carried out face-to-face. Students and educators are in different places when learning takes place. In addition, in delivering the material, communication occurs between two directions between students and teachers using media aids such as devices, laptops, computers, videos, audio and the internet (Lee et al., 2022). In the distance learning process like this, students spend more time learning independently (Santika, 2020). Therefore, students are asked to be independent learners who can understand knowledge in their own way but always under the control of educators. There are so many obstacles experienced by students and educators such as unstable internet networks, not having media such as devices and laptops, this is what makes the teaching and learning process cannot run smoothly as in conventional learning (Shandomo, 2009).

Model Asesmen Alternatif dalam Pembelajaran Jarak Jauh

In the implementation of learning during a pandemic like now, in addition to having an impact on conventional learning management and replacing it with distance learning (Thompson McMillon, 2009). It also has an impact on the assessment process carried out by students. As educators, they must use alternative assessment models that are different from assessments in conventional learning (Lo et al., 2013; Bambang Purwanto & Hidayad, 2022). There are several assessment models that can be carried out by educators to conduct assessments during distance learning, which refer to Indonesian government policies, including:

1. Test Online

In the implementation of online tests carried out online using media tools such as devices, computers, laptops and the internet Online tests are carried out by utilizing existing technology, so students and educators are in different places but technology is what helps the process of online tests. Basically, online tests are the same as tests carried out conventionally in the classroom, but the only difference is the exact implementation and the media used. Conventional tests are conducted in one place but online tests can be conducted in various places between educators and students.

According to (Hoopingarner, 2009), tests are devices used by educators to identify the abilities of students in predetermined ways or provisions. A good test that can measure the ability of students must include several components, including validity (error), reliability (reliability), Profitability (practicality) and Objectivity (objective) (Hoopingarner, 2009). Tests are one of the tools used by educators to measure the competence of their students including aspects of knowledge and skills. In addition, the test consists of a set of questions that must be answered or responded to by learners (Wood, 1991).

The form of the test is divided into two including subjective tests and objective tests. Subjective tests are generally tests in the form of descriptions, in addition to essay tests that require discussion answers or a series of word descriptions. Subjective tests have several characteristics of questions including: describe, compare, conclude, explain, etc. Objective tests are tests that are carried out objectively. Objective tests are expected to be able to overcome the weaknesses of objective tests such as essay-shaped tests (Rost, 2002; Purwanto, 2021) In addition, in its implementation, objective tests are divided into four types, namely (a) true-false tests, (b) multiple-choice tests, (c) matchmaking tests, and (d) fill-in tests.

a. Self-Assessment

Self-Assessment is one assessment that provides opportunities for students to make assessments or responsibilities for themselves about the learning process therefore, as educators must provide opportunities for students to provide assessments for themselves as validation of their thoughts. Self-assessment is one of the assessment techniques that gives responsibility to students to assess their own learning progress

related to processes, competencies, and achievements based on benchmarks or provisions that have been determined (Dunkel, 1986).

By providing opportunities for students to conduct self-assessment or self-assessment, it means that educators have trained students to become independent learners and can increase learning autonomy or learning independence (independent learning) in students (Hattie, 2003) In addition, by conducting self-assessment or self-assessment, students are trained to regulate and evaluate self-thinking and appearance they themselves and are able to identify weaknesses and strengths in their own, so that they are able to improve them at the next meeting and are able to achieve the desired learning outcomes (Tshibalo, 2007).

Self-assessment or self-assessment aims to support and improve the learning process and learning outcomes of students, therefore this assessment is able to support assessments that are commonly used before (Papert & Markowsky, 2013). Self-assessment can serve as one of the tools used to assess attitudinal competence. As written in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 66 of 2013 concerning educational assessment standards. This self-assessment or self-assessment serves as one of the tools that can improve the character of students for the better (Malik, 2018). There are many benefits of applying self-assessment or self-assessment to students including providing reinforcement to the learning progress possessed by students, building self-confidence in students, instilling honest character, increasing learning autonomy or learning independence (independent learning) in students, and increasing students' sense of responsibility for their lessons.

CONCLUSION

Since the establishment of distance learning in Indonesia as an effort by the government to break the chain of the Covid-19 virus, the role of technology is very important). The distance teaching and learning process requires the use of technology including the implementation of assessments by educators. For this reason, as educators can use alternative assessment models that can support the student learning process to be more effective. The use of technology in the assessment process can create efficiency and effectiveness. An education implementation can be said to be successful if the assessment or assessment shows its effectiveness. There are several alternative assessments that can be carried out in the distance learning process during the Covid-19 pandemic, including: online-based assessment, and self-assessment.

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