Analysis of Student Learning Outcomes Assessment in Elementary Schools during the Covid-19 Pandemic: A Survey

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ARTICLE INFO	ABSTRACT

This study aims to analyze the implementation of the assessment of student learning outcomes during the Covid-19 pandemic. This study uses a quantitative survey method involving 3 schools in Palembang. Research data collection through surveys containing several questions assisted through Google Forms. Questionnaires distributed with mixed techniques containing questions about the implementation of the assessment, types of assessments, and assessment media. Quantitative data were analyzed by descriptive technique. The results showed that the assessment was carried out comprehensively from knowledge, attitudes and skills or an authentic assessment. The assessment is influenced by student motivation, self-regulation, teacher interaction, assessment instructions, design, infrastructure, and media during implementation. The implementation is supported by internet networks, quotas, assessment applications, smartphones, and laptops.

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1.   INTRODUCTION

Educational problems during the COVID-19 pandemic caused anxiety for students, teachers, and parents concerning planning, the learning process, the implementation of evaluations, and the learning outcomes. Governments have taken some policies in various countries to address these concerns. The majority of countries agreed to change the face-to-face learning system to online, forcing all students and teachers to carry out distance learning activities during the pandemic (Ara Shaikh et al., 2021; Kim & Park, 2021). This change in the learning process requires changes to other components of education, including the implementation of learning evaluation and whether or not the implementation of the assessment of learning outcomes must be adjusted to the concept of distance learning. Research shows that educational evaluation must always be carried out according to the situation and educational goals (Erduran, 2021). This means that when teaching and learning activities are carried out online during the pandemic, learning outcomes must be assessed by the concept of distance learning, both the assessment method, the steps, the assessment process, and the delivery method.

The response to these changes is very interesting. A number of studies on the application of assessment methods to learning outcomes in schools were also conducted by some studies, such as research on the use of videos and presentations to assess summative test learning outcomes in the pandemic era (Hatip, 2020; Novita, Sukmanasa, & Pratama, 2019). In this technique, students are directed to make videos and present them online. The teacher assesses the video and the results of the percentage of students. Similar research was conducted to create a new discovery tool to assess student learning outcomes in the pandemic era using video presentations that were integrated with Zoom, Google Forms as feedback and concluded that this assessment method was significantly able to assess student learning outcomes (Amin et al., 2021; Santoso, 2019). Research of Wahyuni et.al (2019), in the assessment stage the teacher can take advantage of various learning applications, one of which is Socrative.

Research in Malaysia was conducted to identify the appropriate assessment instrument used to assess creativity and aesthetic abilities of children aged 4 to 5 years in response to this new change (Rahman, 2020). Scientifically, learning outcomes assessment must be carried out continuously to achieve educational goals. The literature study shows that the methods used to assess student learning outcomes are inadequate, so it is necessary to identify appropriate assessment steps and characteristics of the assessment, as well as the learning outcomes themselves before carrying out the assessment (Hamilton, McKechnie, Edgerton, & Wilson, 2021).

Schools in Palembang during the Covid-19 Pandemic still carried out the learning process as usual, although in a different atmosphere, namely online. One of the important things to do is the assessment of student learning outcomes, assessment is an activity to collect information to see the extent of student success and learning. The existence of an assessment is also a teacher evaluation material to improve learning so that it can achieve learning objectives. Various efforts are made by teachers when conducting assessments by utilizing digital-based applications such as Google Forms, Quizizz, Kahoot, and others.

This research has been carried out in many previous studies. What distinguishes it is the focus on assessing student learning outcomes by elementary school teachers during online learning during the Covid-19 Pandemic. Therefore, the purpose of this study was to describe the implementation of the assessment of learning outcomes carried out in elementary schools. Through this research, it is hoped that it can provide information for teachers to carry out assessments comprehensively and pay attention to the factors that influence the assessment.

2. METHODS

This study uses a quantitative survey method involving teachers in three schools: SD Negeri 85 Palembang, SD Islam Terpadu Al-Fath, Madrasah Ibtidaiyah Azizan Palembang. The population in this study were all teachers in the three schools. Through the Simple Random Sampling technique, as many as 17 teachers became the research sample. Research data was collected through a questionnaire containing several questions such as the research media used, the implementation of the assessment, the type of test used. For data collection assisted by Google Forms. The type of questionnaire used is mixed. Quantitative data were analyzed using descriptive techniques to obtain accurate and accountable data. The data is interpreted and analyzed to obtain an overview of teachers' assessment of student learning outcomes during the Covid-19 pandemic.

3. FINDINGS AND DISCUSSION

After conducting a survey of several teachers in elementary schools, the results obtained consisted of knowledge assessment techniques, attitude assessment techniques, skills assessment techniques, assessment standards, factors that affect the implementation of the assessment, and assessment support facilities as described below.
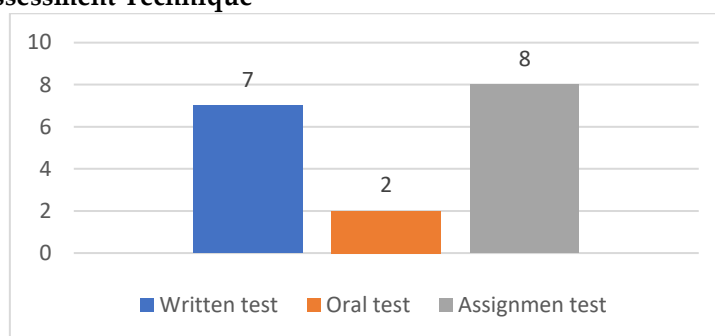
3.1. Knowledge Assessment Technique

Diagram 1. Knowledge assessment technique

Based on diagram 1 that teachers use written techniques as much as 7 (41%), oral techniques as much as 2 (11%), and assignment techniques as much as 8 (47%). The teacher's assessment of students' (cognitive) knowledge is by the assessment technique, but the thing that needs to be considered is the suitability of the technique with the purpose of the assessment. Cognitive assessment (knowledge) is carried out by measuring students' mastery, including factual, conceptual, and procedural knowledge in various thinking processes (Kemendikbud, 2015). Knowledge assessment is an assessment carried out by teachers to measure students' level of achievement or mastery in aspects of knowledge which include memory or memorization, understanding, application or application, analysis, synthesis and evaluation (Poerwati & Amri, 2013). Some of the teacher's techniques in assessing student knowledge are written, oral, and assignment tests. The written test used by the teacher has many variations which are used to measure the achievement of students' knowledge (cognitive) competencies, the written test consists of multiple choice questions, entries, short answers (short), true-false, matchmaking and descriptions (Trianto & Tutik, 2006). While the oral test is used to measure the level of competence achievement, especially knowledge (cognitive) where the teacher gives direct questions to students verbally (verbally) and is responded to directly by students. Furthermore, it takes the form of homework and projects that are done individually or in groups according to the characteristics of the task (S. Hidayat, 2013).

This research is in line with research of Hermawantie et al (2020) that the teacher in assessing knowledge several aspects must be assessed, namely in the form of a written test which means a test carried out using written questions and answers including multiple choice, description, matching (matching) and filling. The oral test is one of the knowledge assessments carried out by giving questions orally and students answering (responding) orally as well. and assignment is one of the assessments carried out by teachers in the form of homework that can be done alone or with groups. These three aspects aim to measure the extent to which students absorb (understand) the material that the teacher has conveyed. And aims to be an evaluation material for teachers in explaining the material, because a child's abilities are different.
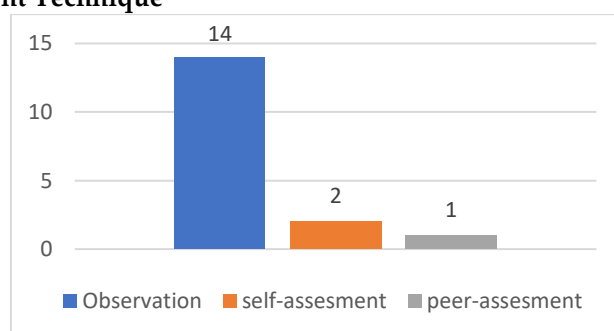
3.2. Attitude Assessment Technique

Diagram 2. Attitude assessment technique

Based on diagram 2 teachers use observation techniques as much as 14 (82%), self-assessment techniques as much as 2 (11%), and assessment techniques between friends as much as 1 (5%). The teacher's assessment of the student's attitude is by the assessment technique, but there are things that need to be considered in the attitude assessment, namely the weakness of the observation technique. The observation technique has a weakness where there can be individual bias or subjectivity from the teacher, expectations or preferences that differ from the data. For this reason, teachers need to use observation guidelines with clear indicators. Teachers need to record the results of observations that have been carried out, this is to avoid teachers forgetting so that they are potentially subjective in making assessments (Saidah & Damariswara, 2017). Another weakness is the assessment of the 2013 curriculum which is too complicated, especially in the assessment of attitudes, teachers must carry out four assessment techniques, the time required is too much because they have to observe the characteristics of students (Ambarsar & Santoso, 2020). In addition, the teacher's mindset has not changed the relationship between comprehensive assessments (Kusnadi, Fattah, Husaini, & Ruhenda, 2018). Other research adds that there are technical and non-technical obstacles in assessing student attitudes (R. H. D. Ramadhani & Ramadan, 2022). This weakness needs to be anticipated by the teacher by utilizing other techniques such as self-assessment and peer-to-peer assessment in a balanced way to describe students' actual attitude. In addition, it is also necessary to make guidelines for each assessment technique so as to avoid subjective assessment.

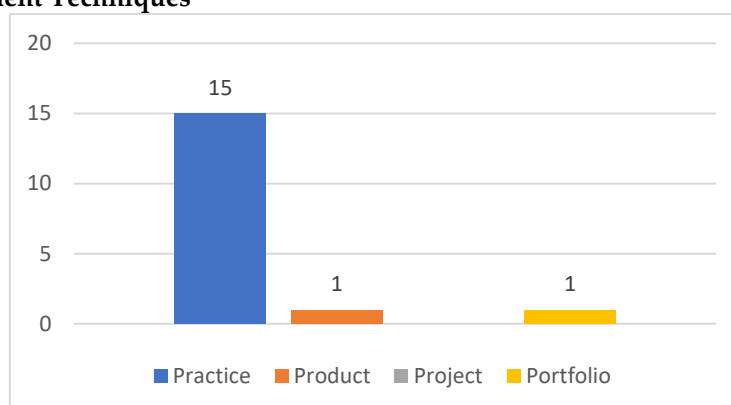### 3.3. Skill Assessment Techniques

Diagram 3. Skill assessment technique

Based on diagram 3 that teachers use practical techniques as much as 15 (88%), product techniques as much as 1 (55%), and project techniques as much as 0 (0%), and portfolio techniques as much as 1 (55%). The teacher's assessment of student attitudes is in accordance with the assessment technique, but needs to be improved. This research is in line with research of Nasir (2021) that the assessment of student skills uses 2 techniques, namely practice (performance) in the form of videos and products in the form of clippings. Research of Isrokatun (2022), Muthoharoh (2021), Sofwan (2022), dan Lubis (2020) that assesses student skills with portfolios and performance. Thus the assessment of student skills is still carried out with various techniques even though it is done online.
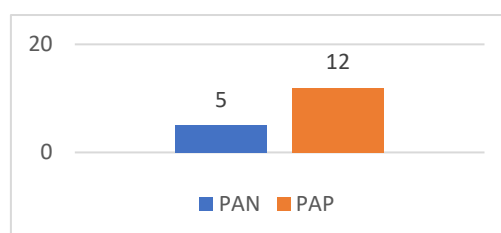
3.4. Assesment Standart

Diagram 4. Assessment standards

Based on diagram 4, teachers use the Norm Reference Assessment (PAN) as many as 5 (29%) and the Benchmark Reference Assessment (PAP) as much as 12 (70%). The teacher has appropriately carried out the use of these 2 standards. One of the competencies that teachers need to have include 1) being able to provide raw scores on various forms of tests; 2) can convert raw scores into standard values in various scales using the Benchmark Reference Assessment (PAP) approach; and 3) can convert raw scores into standard values in various scales using the Norm Reference Assessment (PAN) approach (Rosidah, Pramulia, & Susiloningsih, 2021). Norm reference assessment (PAN) is an assessment that is referred to the group. Thus it can be seen the position of students' ability in the group. While the benchmark reference assessment (PAP) is an assessment that is referred to the instructional objectives that must be mastered by students (Sudjana, 2009). The selection of these 2 assessment standards is adjusted to the needs of the assessment and its weaknesses and strengths.

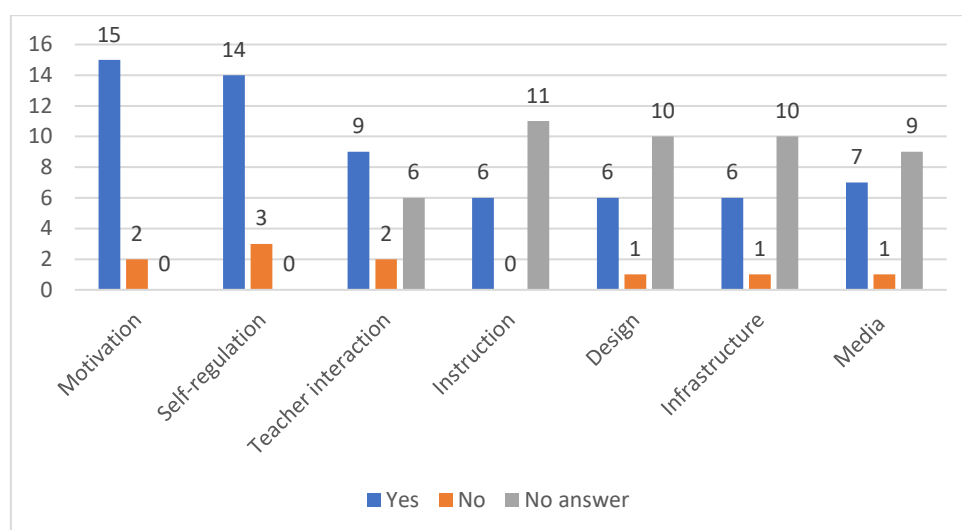### 3.5. Factors Affecting the Implementation of Learning Outcome Assessment

Diagram 5. Factors influencing the implementation of learning outcomes assessment

Based on diagram 5, first, 15 (88%) teachers answered yes and 2 (11%) answered no for student motivation. This indicates that students will participate and be enthusiastic during the assessment with motivation. According to Slameto (2010), motivation is a factor in student learning success, one of which is during the assessment. Motivation can determine whether or not it is good in achieving goals, so the greater the motivation, the greater the learning success. Someone who is highly motivated will work hard, looks persistent and doesn't want to give up, actively reads books to improve his performance to solve his problems (Dalyono, 2009). Student motivation in answering questions during assessment is an important factor in the success of the assessment, so that teachers can see learning success objectively.

Second, as many as 14 (82%) teachers answered yes and 3 (17%) answered no for student self-regulation. This indicates that student self-regulation is a factor in the success of the teacher's assessment. According to Bandura, self-regulation is a situation in which students who learn control their own learning activities, monitor motivation and academic goals, manage human and material resources, and become actors in the decision-making process and implementers in the learning process (Friskilia & Winata, 2018; Zimmerman, 2002). Several studies, including research of Damayanti (2015), Putrie (2021), Hidayat (2013), and Akbar (2022) find student self-regulation can improve learning achievement. Students can be excited when the teacher evaluates learning outcomes when student self-regulation is formed. If not, it will hinder the teacher from seeing the extent of student success.

Third, 9 (52%) answered yes and 2 (11%) answered no, and 6 (35%) did not answer for teacher interaction. This explains that interaction between teachers and students is needed when assessing student learning outcomes. According to Hadiat, interaction is a series of specific events between teachers and students in a learning process, obtained by recording and recording, so that an overview of the patterns of interactions that occur is obtained (Lisa, Ariesta, & Purwadi, 2018). Interaction can occur because of communication, if communication does not occur it can have an impact on hampering the assessment. Good interactions between teachers and students can have a positive impact on learning such as research findings of Hakim (2017), Arzita (2018), Ramadhani (2018), and Febriyanti (2015).

Fourth, 6 (35%) answered yes and 11 (64%) answered no for the assessment instructions. This explains that the instruction in the assessment does not affect the assessment. Research instructions are only in the form of provisions that need to be considered and obeyed by students to minimize technical obstacles that can interfere with the assessment process. Before the teacher assesses, it is better to set provisions or rules to which students need to pay attention. The instructions in question are instructions for working on questions, for students the instructions for working on questions are important so that they don't answer wrongly.

Fifth, 6 (35%) answered yes, 1 (5%) answered no, 10 (58%) answered no for the assessment design. This explains that the teacher doubts whether it has an effect or not. What is meant by the assessment design is an assessment instrument. Teachers can use existing or developed instruments. Several instruments from the development results have proven to be effective in assessing.

Sixth, 6 (35%) answered yes, 1 (5%) answered no, and 10 (58%) answered no for infrastructure. This explains that the teacher doubts whether it has an effect or not. Facilities and infrastructure in the assessment are very important, this is reinforced by several studies including Inayah (2021), Legiwati (2016), Huda (2018), and Miski (2015) that the facilities and infrastructure have a positive effect on student learning outcomes, one of which is the infrastructure used during the assessment such as instruments, internet networks, media, and others.

Seventh, 7 (41%) answered yes, 1 (5%) answered no, 9 (52%) answered no for the assessment media. This explains that the teacher doubts whether it has an effect or not. The media used in the assessment is very important to use to facilitate the assessment process. In the era of information technology, especially during the Covid-19 pandemic, many teachers have used technology-based media rather than conventional ones such as Google Form (Hariono, Wiryokusumo, & Fathirul, 2021; Wulandari, Syafi'i, & Suwardana, 2020), Quizizz (Rahmawati, Nisa, Astuti, Fajariyani, & Suliyanti, 2022), WhatsApp (Gusti, Afriansari, & Walid, 2020), and Kahoot (Mamonto, Umar, & Kadir, 2021). The use of these media has proven to be effective in assessing, therefore teachers are expected to be able to use them in learning.
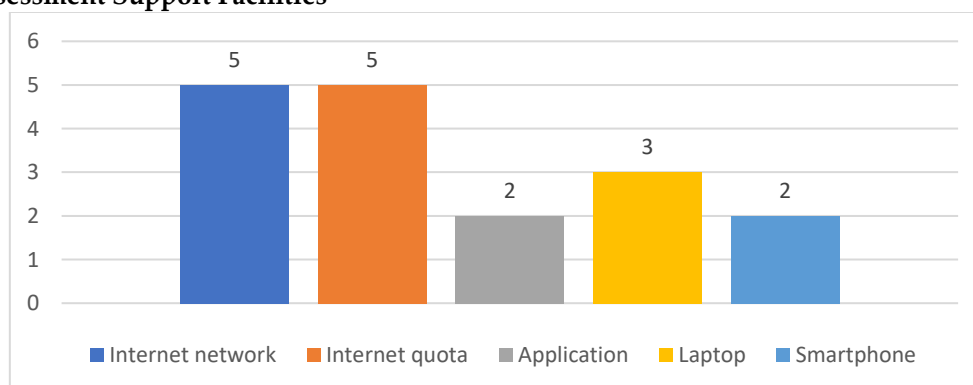
3.6. Assessment Support Facilities

Diagram 6. Assessment support facilities

Based on diagram 6, there are 5 (29%) internet networks, 5 (29%) internet quota, 2 (11%) applications, 3 (17%) laptops, and 2 (11%) smartphones for assessment support facilities. This shows that the assessment carried out by teachers during the Covid-19 Pandemic requires a lot of facility support as previously mentioned. This finding strengthens the findings of previous research that the availability of mobile phones, quotas and internet networks supports the effectiveness of learning during the Covid-19 pandemic, one of which is assessment activities (Aini, 2021; Muhammad, Setiawan, & Afiani, 2021; Putria, Maula, & Uswatun, 2020).

Assessment is the process of gathering information to measure the achievement of student learning outcomes (Penyusun, 2005). Assessment is a comprehensive process of collecting information that is carried out continuously to determine the ability or success of students in learning by assessing student performance both individually and in group activities. Aspects of assessment generally include the cognitive, affective, and psychomotor domains (Gusti et al., 2020). Assessment aims to determine the extent to which students are able to achieve learning objectives (Kurniawati & Mawardi, 2021), as a consideration for making decisions (Kunanti, 2021). Assessment can be a benchmark for the quality of education implementation. Even though learning is in a different atmosphere, namely the Covid-19 pandemic, learning must still be carried out as well as a comprehensive assessment.

4.   CONCLUSION

In this study, the assessment was carried out comprehensively from the aspect of knowledge, attitudes and skills or an authentic assessment. The assessment is influenced by student motivation, self-regulation, teacher interaction, assessment instructions, design, infrastructure, and media during implementation. The implementation is also supported by internet networks, internet quotas, assessment applications, smartphones, and laptops. Suggestions for further research is the development of assessment instruments using digital-based assessment applications.

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