

ASSESSMENT OF LEARNING OUTCOMES IN A LINE LEARNING PROCESS

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Introduction

Online learning that has occurred for approximately one year as a government effort to minimize the spread of the covid-19 outbreak (Gerard, Imbert, Orkin, 2020) (Ningsih, 2020) is less effective and needs to be improved (Hamdani & Priatna, 2020). The results of Rosalin's research (2020) with student respondents from 29 provinces, stated that 58% felt unhappy in implementing the learning from home policy and 38% of children stated that schools did not have a good program in implementing learning activities from home. However, in general, schools say online learning can be carried out quite well. This can be seen from the learning outcomes obtained quite well with the achievement of learning indicators in accordance with the plans compiled (Dewi, 2020).

Many factors play an important role in determining student learning outcomes, but what dominates is the presence of educators in online learning, interactions between teachers and students and learning materials, and the relationship of activities designed in the practical learning process (Nortvig, Petersen, & Balle, 2018), in line with Nortvig et al, Fauzi and Fikri (2018) in their research results explained that increased teacher activity synergized with increasing student activity and student learning outcomes. Furthermore, Dewi (2020) explains that the implementation of online learning in elementary schools is carried out quite well because of the cooperation between teachers, parents and students.

However, the results of the research analysis by Rosalin (2020) and Dewi (2020) are somewhat contradictory to the results of the research by Nortvig et al. (2018) and the results of research by Fauzi and Fikri (2018). The two results of these studies concluded that fun action learning provided quite good learning outcomes. Starting from this description, researchers are interested in conducting research on the assessment of learning outcomes in the online learning process during the Covid-19 pandemic.

Discussion

This research was conducted with a qualitative approach, using interview techniques and documentation studies as well as literature studies at one public school in Tomohon and 1 public school in Tondano. The results showed that the assessments were not completely online. Assessment of learning outcomes is done by the teacher making test grids and building these learning outcomes tests based on the lattice that has been compiled. After the learning result test sheet is ready, the teacher sends it using the network via the WA application and / or the parent takes the question sheet at school. Furthermore, students are asked to complete the test results of learning at home accompanied by their parents at a predetermined time. Then the parents return the learning result test sheet containing the student's answers through the WA application and or come directly to school. The learning outcomes obtained from the assessment of the learning outcomes test were stated to be quite good. This can be seen from the learning outcomes achieved in the odd semester, that is, all students experience complete learning.

On the other hand, the results of interviews with parents of students illustrate that the role of parents in online learning is quite large. Parents must accompany their children to study at home or in other words, parents become educators in place of teachers. The findings of this study are in line with the explanation of Ahsani (2020) which explains the strategies of parents in teaching and educating children during a various pandemic, including by telling stories, playing, and discussions and demonstrations. The ability of each parent of students is different from the ability to be an educator. This study also found that most of the parents prefer to do the work or assignments that the teacher gives students rather than explaining and guiding students to teach it. In line with the findings of this study, Cahyati and Kusuma (2020) state that most parents admit that during learning from home, student work is not all student learning outcomes but parents also help with the assignments given by the teacher. This results in the achievement of learning objectives or the purpose of assigning assignments to students. The results of research by Aliana and Purwanti (2020) also support the findings of this study, where she states that assigning assignments or homework does not have a significant effect on student learning outcomes.

The two findings of this study are 1) the learning outcomes obtained through the odd semester learning outcomes test are quite good and 2) Most parents prefer to help with assignments given to students by the teacher rather than explaining and guiding students to do them. The analysis of the two research findings shows that the achievement of existing student learning

outcomes does not describe the actual condition of the students. This shows that the tests used in measuring learning outcomes have not been able to measure students' actual abilities.

Basically, the learning outcome test is the narrowest part of the evaluation of the learning process and is one of the tools to measure or gather information on the abilities of students after experiencing the learning process (Widoyoko, 2009). The results of this study explain that the assessment of learning outcomes in the online learning process is not sufficient to use learning outcomes tests. Assessment of learning outcomes in the online learning process that occurs during a pandemic needs to be carried out by means of an assessment. Where assessment has a different meaning from evaluation. Popham in Widyoko, (2009) states that assessment is all formal methods used to assess individual or group performance.

The assessment process that needs to be done during learning during the Covid pandemic, needs to be done from the beginning of the learning process. One way that this can be done is by giving small projects through project-based learning methods. Project-based learning is proven to be able to make students achieve good criteria for cognitive abilities, and make students really understand the concept and be able to make students think creatively well (Sumarni, Wijayati, & Supanti, 2019). Project-based learning methods are able to make students construct their knowledge (Paus & Sumilat, 2021) as well as improve student learning outcomes (Seke et al, 2018) and are able to make teachers assess the work skills of each student (Grant & Branch, 2005).

Another way is problem solving through the application of inquiry learning methods. The inquiry learning method is a learning method with the process of using students' intellect in finding and obtaining and constructing knowledge (Andrini, 2016). The inquiry learning method supports the development of students' skills and knowledge (Kuhn et al, 2000). Assessment of learning outcomes that concludes the ability of students after the learning process can also be done through online dialogue or discussion (Hsu & Hsieh, 2011).

The use of these various methods is able to provide space for the assessment / assessment of student learning outcomes, namely through the process of project completion, discovery, or discussion results. Furthermore, the most effective and accurate learning outcome test instrument and facilitating the task of teachers is information and communication technology-based instruments such as Quizizz (Wahyudi, Rufiana, Nurhidayah, 2020). In addition, information and communication technology-based instruments are very practical to use (Hamid, 2016). However, the use of information and communication technology-based instruments is not good to do repeatedly, because if the assessment is repeated it will give bad results (Merchant, et.al 2014). Therefore it is necessary to make an assessment plan or assessment that contains appropriate assessment techniques and methods, so that the assessment of learning outcomes in online learning actually produces accurate data on student learning outcomes, because with effective learning process management has a significant effect on the achievement of results. learn (Adeyemo 2012).

Conclusion

Assessment of learning outcomes in the online learning process during this pandemic needs to be carried out holistically, planned and mapped correctly according to the assessment techniques and methods used. Learning outcome assessment techniques during a pandemic are not sufficient with learning outcomes tests. The assessment method can be done through project completion on the application of project-based learning methods, and through reports on the application of inquiry learning methods, as well as online dialogue on the application of the discussion method. Furthermore, the learning outcome test uses the help of accurate information and communication technology, one of which is Quizizz.

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Biography:



Julduz Rulaand Paus, was born in Talise Village, Talise Island, West Likupang District, North Minahasa Regency, North Sulawesi Province. On November 2, 1959, the 7th child of 9 children was the fruit of love from Abednedjo Paus (Father) and Andreta Abdas (Mother). Married to Dra. Hj. Sitti H. Bunsal. One of the active lecturers at the Faculty of Education, Manado State University, who is active in practicing tridharma. One of them has written several articles including an article entitled gender construction in tattoo communities in the city of Gorontalo which can be accessed at <https://e-journal.metrouniv.ac.id/index.php/jsaga/article/view/2602>, and Strategy articles. Mahasantriwati competency development which can

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