

VARIATIONS OF EVALUATION METHODS IN ONLINE LEARNING: ALTERNATIVE SOLUTIONS AND REFLECTIONS

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Abstract COVID-19 brings various changes in the pattern of life, including in the world of education. Evaluation in learning activities carried out various adjustments following the development of the conditions of learning implementation. In online learning during the pandemic, several alternative variations of effective learning methods to do include: test-based evaluation, oral-based evaluation, portfolio-based evaluation, practice-based evaluation, self-assessment-based evaluation, and project-based evaluation. The results of the reflection on the implementation of evaluation in online learning include: difficulty in determining the form of learning evaluation, difficulty in mapping indicators of learning achievement, and difficulty in applying honesty values

Keywords Online learning; Variations of Evaluation methods; Solutions and Reflections

A. INTRODUCTION

The COVID-19 virus has made quite a big change in human life, almost all aspects of life are affected by this virus. One that is quite felt its impact is on the world of education. Learning that is usually done in class face-to-face has now turned into distance learning with an online system. Distance learning is a learning process that is carried out not in the form of direct face-to-face between educators and students, both are not in the same place when learning takes place. Communication between educators and students takes place in two directions which is bridged by the use of media, such as computers, television, radio, telephone, internet, video, and so on (Ahmad, 2020).

One of the ways to break the chain of spread of Covid-19 is by limiting public interaction which is applied by the term physical distancing. However, the physical distancing policy can hamper the rate of growth in various fields of life, both in the economic, social, and of course education fields. The government's decision to dismiss students, move the teaching and learning process at school to be at home by implementing the Work From Home (WFH) policy has made many parties nervous (Mustakim, 2020).

In evaluating learning for students, several changes, such as the form of evaluation activities, evaluation instruments, and the form of evaluation reports were also modified to suit current learning conditions. This change was urgent and forced because it had become a hot debate in the community about the credibility of the instrument and the objectivity of its implementation. Based on these problems, the authors are interested in conveying the results of studies related to alternative variations of effective evaluation methods in online learning.

B. METHODS

This research is a qualitative research which is a literature study (library research) that uses books and other literature as the main object (Hadi, 1993, p. 3). Type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text under study (Mantra, 2008, p. 30). With qualitative research, it is necessary to do descriptive

analysis. Method descriptive analysis provides a clear description and explanation, objective, systematic, analytical and critical of evaluation variations in learning contained in evaluation books and research results.

There are two kinds of data sources: which will be presented as follows: Primary source is a reference that is used as the main source of reference study. In this study, the primary source used was the learning evaluation master book as an alternative solution for evaluating the pandemic period and Secondary sources are supporting and complementary references for primary sources.

The source of this research data is looking for library data whose substance requires processing philosophically and theoretically. The literature study here is a literature study without accompanied by empirical tests (Muhadjir, 1998, p. 159). The data presented is data in the form of words that require processing to be concise and simple systematic (Muhadjir, 1998, p. 29). Data collection carried out in This research is to collect books on learning evaluation which are alternative solutions for assessment in learning.

Analysis is a series of simple attempts at how data research is in turn developed and processed into a framework simple (Zed, 2004). The data that has been collected is then analyzed to get information, but first the data is selected on the basis of reliability (Mantra, 2008, p. 123). In this study using data analysis techniques in the form of content (content analysis). Content analysis is a scientific analysis of message content a data (Muhadjir, 1998).

C. RESULT & DISCUSSION

Etymologically "evaluation" comes from English, namely evaluation from the root word value which means value or price. Value in Arabic is called al-qiamah or al-taqdir' which means assessment (evaluation). Meanwhile, literally, educational evaluation in Arabic is often referred to as al-taqdir al-tarbiyah which is defined as an assessment in the field of education or an assessment of matters relating to educational activities (Sudiono, 2005). In terms of terminology, several experts provide opinions about the meaning of evaluation, including: Edwind in Ramayulis said that evaluation implies an action or process in determining the value of something (Ramayulis, 2005, p. 331). Meanwhile, M.Chabib Thoha, defines evaluation as a planned activity to determine the state of the object using instruments and the results are compared with benchmarks to obtain conclusions (Chabib Thoha, 1990, p. 17).

Understanding evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. To determine the value of something by comparing it with criteria, the evaluator can directly compare it with general criteria, can also take measurements of something being evaluated and then compare it with certain criteria (Sabri, 2005, p. 138).

In another sense, evaluation, measurement, and assessment are hierarchical activities. This means that the three activities in relation to the learning process cannot be separated from each other and in their implementation must be carried out sequentially. In this connection there are two terms that are almost the same but actually different, namely assessment and measurement. The meaning of measurement is directed to the action or process to determine the quantity of something, because it usually requires tools. While the assessment or evaluation is directed at determining the quality or value of something (Djamarah, 2005, p. 46).

Learning evaluation is a process to determine the value of learning and learning that is carried out, through assessment or measurement activities of learning and learning. While the notion of measurement in learning activities is the process of comparing the level of success in learning and learning with a measure of success in learning and learning that has been determined quantitatively, while the notion of assessment of learning and learning is the process of making decisions about the value of learning and learning success qualitatively (Djamarah, 2005, p. 37).

Learners can find out the extent of success that has been achieved during education through evaluation. In conditions where students get satisfactory grades, it will have an impact in the form of a stimulus, a motivator so that students can further improve achievement. In conditions where the results achieved are not satisfactory. then students will try to improve learning activities, however, it is very necessary to provide positive stimulus from the teacher so that students do not despair.

While the evaluation in Islamic education is taking a number related to Islamic education in order to see the extent to which the success of education is in line with Islamic values as the goal of education itself. Furthermore, Jalaludin said that evaluation in Islamic education has outlined benchmarks that are compatible with the goals of education. Both short-term goals are to guide humans to live safely in this world, as well as long-term goals for prosperity in the hereafter. The two goals are united in attitudes and behavior that reflect noble character. As a benchmark and noble character, this can be seen from the reflection of behavior in everyday life (Jalaluddin & Said, 1999, p. 75).

The implementation of education during the spread of the corona virus in Indonesia in addition to having an impact on the transfer of the learning process that is carried out face-to-face in the classroom into a distance learning process where students study at home, also requires educators to use alternative evaluation methods rather than the traditional assessment model. usually done in the conventional learning process. Some evaluation methods that can be applied during the online learning period are as follows:

Online test is a test carried out by utilizing internet network information technology, where the test can be carried out anywhere as long as you have access to the internet network. Basically, the principle of online testing is the same as conventional tests in general, only the difference is the media used (Ahmad, 2020, p. 210). If the presentation of the test has been presented in writing on HVS paper, now during the pandemic the teacher has modified it into an online test form. Applications used by teachers for evaluation are in the form of multiple-choice tests using free applications available on the internet, such as Google Form, Google Classroom, Quiz Maker, Edmodo and so on (R. R. Lubis et al., 2020). The form of the test can be divided into two:

The form of this test is generally in the form of an essay (description). The essay form test is a kind of learning progress test that requires answers that are discussion or description of the words. Essay Tests are used to measure students' ability to express ideas, and their ideas are related to the problems presented by the teacher. Essay tests are also able to improve students' critical thinking skills. The modification of the type of presentation of the Essay test in this case uses online applications, such as using Google Classroom, Quiz Maker, and the Whats App application (R. R. Lubis et al., 2020).

The form of this test in the examination can be done objectively. This is indeed intended to overcome the weaknesses of the essay form test. Objective tests are divided into four types, namely: (a) True-False test form. The form of the true-false test has questions in the form of statements. The statement can be arranged in such a way, some are right and some are wrong; (b) The form of multiple choice (multiple choice test). Multiple choice test is a test that uses incomplete understanding/statements and to complete it, we must choose one of several possible correct answers that have been provided; (c) Matching (matching). Matching consists of one side of the question and one side of the answer, each question has an answer on the other side. Students are assigned to pair or match so that each question has a correct answer; and (d) Filling Test. The fill-in test consists of omitted sentences (dotted). The omitted part that is filled in by the test taker is the understanding that is requested so that the statement made becomes a true statement (Ahmad, 2020, p. 212).

The oral learning evaluation method certainly requires students to verbally mention the answers requested by the teacher. These answers of course are usually done in writing by students, but because of the teacher's difficulties in controlling the dishonesty behaviours that is carried out, the evaluation method is modified to an oral-based evaluation method (Damanik et al., 2020).

This oral interview is direct, in the sense that it is not recorded, but communicates directly. This method cannot be used simultaneously with other students, but can be done individually. One by one the students were contacted by means of a video call and then asked them to deposit their memorization. Not only the exam is done directly, but the results of the assessment can also be directly accepted by students, the assessment is in the form of corrections or improvements to readings that are delivered orally while students are memorizing. This method is used for material that targets the student's ability to memorize or remember it, this alternative is done, in the author's opinion, there is no more efficient model other than how to remember (R. R. Lubis et al., 2020, p. 47).

This evaluation method takes the form of collecting student homework assignments which are then collected into one portfolio. The selection of this evaluation method is adjusted to the learning strategies applied by the teachers. Because the learning strategy is assignment-based, the appropriate evaluation method applied in this case is portfolio.

Once a month the teachers ask students to document all the assignments they have done, and then collect them in a container in the form of a map or the like, so this is what the teacher considers like a portfolio. Each student is required to collect his portfolio according to the time limit given, this portfolio collection can be done by sending it directly to the school or it can also be done by combining it in the form of a file and then sending it via the teacher's WhatsApp (R. R. Lubis et al., 2019).

This evaluation method is indeed quite powerful to overcome difficulties in determining the form of learning evaluation. If the exam is conducted on a test basis, it is not impossible for students to cheat. However, in terms of portfolios, students can ask their parents for help to accompany the process of working on existing tasks. In this case, in addition to measuring students' cognitive aspects, portfolio evaluation activities also function to measure psychomotor aspects, and even assess affective aspects, such as discipline in carrying out assignments, neatness of portfolio documentation and so on.

This evaluation method requires students to practice directly what the teacher has assigned them. Because this type of evaluation is practical, then of course the learning is based on direct practice or also called training. This practice-based learning must be done by students considering that their learning competence requires psychomotor aspects. As it is known that in learning there are several aspects that are taught to students (Damanik et al., 2020, p. 168).

So far, learning on this motor aspect tends to be done in front of the teacher directly, and the teacher can immediately provide corrections if there is a wrong movement, but when learning turns online, the teacher cannot observe it directly but must observe it online, either live. (directly) or by record (recording).

The measurement of learning outcomes in the motor aspect uses a skills assessment rubric, the same as the attitude assessment rubric, using a rating scale from a score of 5 (highest) to 1 (lowest) except that this rubric contains the level of skills that students demonstrate their ability to perform. one or more movements as demonstrated by the teacher (R. R. Lubis et al., 2020).

Self-assessment or self-assessment is an assessment method that provides opportunities for students to take responsibility for their own learning. Therefore, educators can start the self-assessment process by giving students the opportunity to validate their own thinking.

Self-assessment is an assessment technique in which students are asked to assess themselves with regard to the status, process and level of achievement of the competencies they have learned in certain subjects based on the criteria or references that have been prepared (Astutik and Maryani, 2007). With self-assessment students will be trained to monitor and evaluate their own thoughts and actions and identify their weaknesses and strengths to achieve the desired learning outcomes. The main purpose of self-assessment is to support or improve learning processes and outcomes, so this assessment serves as an assessment that supports commonly used assessments (Ahmad, 2020).

This method was chosen to measure students' ability to apply their knowledge through the completion of a project task within a certain period/time. Teachers are more demanding of their students to do homework that is a project, this is on the grounds that the method emphasizes the independence of students. Because in this online-based learning the teacher certainly cannot be actively involved, but learning also requires how students do not learn passively, so the project-based learning method was chosen. This method is used to increase students' learning activities at home. Because according to the teachers, if only using the lecture method through online only made student learning activities limited to online only, after learning is complete, they will leave learning just like that (M. Lubis & Yusri, 2020).

As mentioned in the introduction, basically changing the learning system from a face-to-face system to an online system creates many difficulties for teachers, parents and students themselves. However, in this subsection, the difficulty will be focused on the difficulty in evaluating student learning achievement only. Namely as follows (Damanik et al., 2020, p. 164):

Before the spread of the Covid-19 virus, learning evaluations in schools were carried out in the form of various variations, such as the form of tests, portfolios, oral exams and

assignments(Ahmad, 2020, p. 121). However, when the Covid-19 pandemic emerged, not all forms of evaluation could be used. This is because it is difficult to implement it because the condition of students does not allow them to meet or face to face with the teacher. This difficulty finally made the evaluation system changed, the selection of the evaluation form basically took into account several things such as aspects of competence, type of material, and student conditions. Of course, in terms of selection, it is more dominant because of student conditions. But of course, the various forms of evaluation have advantages and disadvantages.

One of the functions of learning evaluation is to find out the extent of learning achievement. So to find out these achievements, indicators of learning achievement were compiled. Technically and procedurally, the preparation of achievement indicators is carried out when planning or designing learning. However, in practice, this is often not the case. Often teachers develop indicators of learning achievement based on what students have learned, not based on learning objectives.

Therefore, departing from the Covid-19 condition, it is equally understood by teachers and parents, that many lessons do not run optimally. Included in the achievement of learning objectives, because with limited time and access to learning, not all objectives as stated in the curriculum can be implemented properly, so with this condition the teacher re-adjusts the learning indicators that are already available in the learning syllabus. Actually, this adjustment is to make it easier for teachers and students to achieve learning indicators. If there is no change in indicators, or in the sense of absolute adjustment to what is stated in the standard syllabus of the Ministry of Religion, it will be difficult to achieve it. As it is known that learning carried out at home is not only aimed at learning, but also to maintain the child's immune condition, so that it remains stable and avoids viruses.

When learning is carried out remotely, or in other words not face-to-face in the classroom, it is very possible for students to cheat. Of course, in this case it will be detrimental for the teacher and especially for the students themselves. In terms of carrying out examinations or evaluations, of course, the application of honesty values is the main principle applied by teachers and students. Because without it, the evaluation of learning will run in vain because it cannot measure the achievement of learning objectives(R. R. Lubis & Nasution, 2017).

The application of honesty values is easy to do when face to face, because in terms of implementing the evaluation, of course, students immediately get supervision by the teacher, but when learning at home, which in this case is accompanied by parents, sometimes escapes the view and supervision of parents, so it is natural for this to happen. dishonesty or fraud. The forms of dishonesty as the results of the author's analysis of the online learning process are as follows: The exam is carried out by looking at books or internet networks, even though in this case the nature of the exam is closed in the sense that it is not allowed to view learning resources. The exam is carried out with the help of parents, in this case the parents provide teachings or answers to the questions given to their children. Even though it is as agreed that parents only function to accompany their children. The collection of assignments is not done on time, this is due to the busyness of parents who do not have time to provide assistance to their children. The work and collection of tasks are carried out by parents, even though in this case the work should be carried out by children.

D. CONCLUSION

Evaluation is an activity that aims to measure the extent to which the accuracy of learning outcomes with learning objectives to be achieved. In connection with teaching and learning activities at this time we are faced with a pandemic condition due to COVID-19, which requires teachers and students to study with the PJJ (Distance Learning) system. The reality of the results of PJJ (Distance Learning) in terms of Evaluation is the difficulty of evaluating learning activities. Among the alternative evaluation methods in the online learning period are; 1) Online Test-Based Evaluation, 2) Oral-Based Evaluation 3) Portfolio-Based Evaluation 4) Practice-Based Evaluation 5) Self-Assessment-Based Evaluation 6) Project-Based Evaluation. As a result of reflection on the implementation of alternative evaluation methods in online learning, namely: 1) Difficulty in determining the form of learning evaluation 2) Difficulty in mapping indicators of learning achievement 3) Difficulty in applying honesty values.

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