

**Research article**

# Adjusting Assessment Techniques During the Covid-19 Pandemic

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**Abstract.**

During the Covid-19 pandemic, the learning system needed to be reconditioned, which included the selection of assessment techniques. This article aimed to determine and explain the adjustments of the assessment techniques selected and used by the lecturers of FATIK at IAIN Kendari during the Covid-19 pandemic. This was quantitative research and data were collected through questionnaires. Descriptive statistical analyses were used. This research was conducted at FATIK in IAIN Kendari and involved a sample of 200. The results revealed that: (1) generally, lecturers made adjustments to the assessment techniques during the Covid-19 pandemic; (2) the 'assignment assessment' technique was that used by the highest proportion of lecturers, which included the assessment of learning activities, midterm exam assessment, and semester final exams; (3) the 'performance appraisal' technique was used by the fewest lecturers; and (4) the assessment technique favoured most and recommended by students at the Faculty of Tarbiyah in IAIN Kendari was the 'initiation of assignments'. Based on the results of this study, there was no one assessment technique that was the best, but the selection of assessment techniques was based on the conditions that surrounded them.

**Keywords:** adjustment, assessment techniques, Covid-19 pandemic

## 1. Introduction

In the context of learning, three main components need to be implemented, namely lesson planning, learning implementation, learning evaluation. In terms of the process of implementing the evaluation, assessment of learning can be carried out with several assessment techniques according to the characteristics of the learning material, the students, and the learning environment in accordance with the situation and conditions. With the current world conditions facing the COVID-19 pandemic situation, all dimensions of life have adapted.

The Covid-19 pandemic seems to order all dimensions of life to carry out reconditioning, including the dimension of education. Educational institutions are directed to make large-scale migrations using online means. Collective migration from face-to-face

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learning to virtual face-to-face learning is carried out in almost all countries, not only in Indonesia. For example, schools in Georgia during the Covid-19 pandemic moved their learning methods from traditional learning to online learning. The result was that in the first week of learning the transition from traditional learning to online learning was successful. From the online learning implementation strategy, they then recommend schools to use online learning in the post pandemic [1].

Likewise in Zambia, Covid-19 has an impact on the provision of education, however, educators as the younger generation are asked to take steps to adjust to developing conditions [2]. Learning adjustment steps must be carried out in all learning components both in terms of learning design, materials, methods, media, and learning assessments. [3] suggests that the factors contained in the learning process include raw input, namely students who will learn the learning process outputs of students who learn and have learning outcomes, and instrumental input. Instrumental input includes educators, funds, facilities, and curriculum. In addition, the educational environmental factors also need to be considered.

Related to the implementation of learning in the current Covid-19 pandemic, planning, implementation, and evaluation of learning are redesigned according to the conditions and characteristics of the educational unit. Especially in terms of learning evaluation, the selection of assessment techniques is carried out very selectively by educators so that the learning objectives obtained by students can be estimated. Educators need a specific assessment approach that can provide comprehensive information in assessing the learning development of students.

Learning from home policies in educational institutions cause further problems, such as the problems of student learning, assessment, and cancellation of student assessments. This recovery must be carried out quickly and accurately with budget allocation from the government for education. Trimming the education bureaucracy must be carried out immediately to deal with the impact of Covid-19 on the world of education. An important policy that must be carried out by the minister of education is to recover assessments for learning, not eliminate, due to the importance of the assessment factor for students, so that a better policy is to postpone assessments instead of skipping internal assessments in educational institutions [4].

Related to the conditions, one of the assessment techniques needs to design and develop according to the conditions and characteristics of students. It aims to create feedback in learning as well as a barometer of the achievement of student competency levels. Assessment techniques must be chosen appropriately according to the characteristics of students and also the conditions of the external environment, especially the

pandemic situation that occurs, to allow students to maintain interest and motivation to learn well. By paying attention to these internal and external aspects, educators can determine the next steps for learning.

In the context of learning to improve the creativity and performance of students, in principle, authentic assessment and performance appraisal theoretically, and conceptually are an ideal assessment technique that will measure cognitive, affective and psychomotor levels. This assessment is used by generally higher education in implementing assessment techniques.

However, with the current pandemic condition, there is no option for education units, especially for educators to make adjustments and adaptations to learning strategies, including the use of assessment techniques. There is a shift in the selection of assessment techniques during the Covid-19 pandemic. Especially at the Faculty of Tarbiyah in IAIN Kendari, the use of assignment assessment techniques is the choice of the majority of lecturers in determining the level of mastery and competence of students. This statement is more accurate based on the survey data and interviews with lecturers and students of IAIN Kendari in 2019/2020.

There has not been any research or writing that focuses on the use of any assessment techniques used by lecturers in learning during the pandemic, especially in the Covid-19 era. There are only a few writings on choosing a learning approach during the Covid-19 pandemic as written by Abidin, et al., that project-based online learning has resulted in many opportunities to access teaching materials by learning citizens. Many platforms and online media can be accessed via the internet network by education and students [5]. Therefore, this article can provide alternative recommendations for educators for the selection of learning assessment techniques during this pandemic.

## 2. Literature Review

The term assessment is defined as deciding on something concerning a certain measure. Assessment is also defined as an action or process of determining the value of an object [6]. Furthermore [7] said that assessment is an assessment or estimate of a person's characteristics. The process of assessing a person's behaviour and mental health includes observations, interviews, a scale range of checklists, questionnaires, prosestive assessments, and psychological tests. Furthermore, Gronlund provides an understanding of assessment as a systematic procedure in collecting, analyzing, and interpreting information to determine the level that has been achieved by learning objectives [8]. As the previous assessment expert explained [9] describes assessment

as a way of describing educational measures taken by educators, where the descriptor includes traditional written tests that include a variety of measurement procedures.

There are some of the terms in various assessment techniques, including class-based assessment, and a project-based assessment that is usually chosen by educators to measure the competence of students. The authentic assessment is an assessment that is carried out with the background of reality, authenticity, based on the performance of students. Conceptually, authentic assessment is a term used to refer to the various uses of alternative assessment techniques. With the various choices of student assessment techniques, students can describe themselves in various activities so that educators can determine the level and competence of these students. The principles of authentic assessment according to [10] were (1) the assessment process must be an integral part of the learning process, not a separate part of the learning process, (2) the assessment must reflect real-world problems, not school world problems, (3) the assessment must use various measures, methods and criteria by the characteristics and essences of the learning experience, (4) the assessment must be holistic which includes cognitive, affective, and psychomotor. Authentic assessments can be identified in the following assessments: (1) portfolio, (2) performance appraisal, (3) project, and (4) written answers.

Theoretically, performance appraisals allow students to demonstrate their knowledge, not only by remembering scientific facts but by constructing solutions. In evaluating student performance the emphasis is on the process by which students generate solutions, not only on the truth of the solution itself [11]. [12] Performance appraisal is an assessment that asks test takers to demonstrate and apply knowledge in various contexts according to the desired criteria. [13] describes in a performance assessment, the teacher evaluates students' activities and/or products. There is a demonstration of a skill or competency through a presentation, report, speech, project, paper, or other process or product.

In principle, performance appraisal is an assessment carried out by educators to determine the effectiveness of a lesson through the demonstration of competence in the form of presentations, reports, speeches, projects, papers, or other forms. This assessment will measure more clearly the competence of students after participating in learning activities. Thus, this assessment is more revealing about the competence of children when compared to the use of test descriptions which only measure the cognitive aspects of students. Products are shown in performance appraisals such as creating works, poetry, plays, or in the form of original products such as shows, experiments, projects, reports or papers. In simple terms it can be concluded that the

emphasis on performance appraisal is to show what students do/do, not just what students know, so this form of assessment is very good for knowing the skills of students.

Furthermore, "The selection of performance appraisal techniques is more optimal in achieving the learning outcomes of Islamic education philosophy than in giving essay test assessments, this is by ignoring differences in self-management, and students who are given a performance appraisal will have better learning than students who are given an essay test assessment. Furthermore, the learning outcomes of students' Islamic education philosophy who have active self-management will be optimal if they are given a performance appraisal [14]. ([15] performance appraisal is a form of assessment that has its own characteristics. This performance appraisal refers to an authentic assessment or an alternative assessment. In principle, performance appraisal is an assessment conducted by educators to determine the effectiveness of a lesson through the demonstration of competence. This form of assessment emphasizes the practical application of a task in a real-world setting. In tertiary institutions, lecturers generally use assessments that can stimulate the students' cognitive, affective, and psychomotor competencies.

### 3. Research Method

This survey research was conducted at IAIN Kendari, Southeast Sulawesi which started from February to June 2020. This study used a quantitative approach with a survey method. This study reveals and explains what assessment techniques were chosen and used by lecturers at the Faculty of Tarbiyah in IAIN Kendari during the Covid-19 pandemic. The target population in this study were all students at the Tarbiyah Faculty of IAIN Kendari spread over 10 study programs. Meanwhile, the affordable population is students in semester II, IV and VI who are still carrying out online lectures, namely 226 respondents. Sampling was done by using a simple random sampling technique. The instrument used in this study was a non-test with a questionnaire type. Data analysis was performed using descriptive statistical analysis by first tabulating and percentage of respondents' answers.

### 4. Results and Discussion

TABLE 1: Assessment Techniques Used in the Learning.

Assessment Techniques were used in the Learning	Chosen by Respondents	Percentage (%)
Assignment Assessment	175	77,4
Online Test	128	56,6
Portfolio Assessment	31	13,7
Product Assessment	17	7,5
Performance Assessment	51	22,6
Other Assessment	38	16,8

#### 4.1. Assessment Techniques were used in the Learning Process at the Tarbiyah Faculty in IAIN Kendari.

Based on the results of the analysis of the assessment techniques used in the learning process at the Faculty of Tarbiyah in IAIN Kendari, the following data were obtained: the assessment of the assignment was chosen by 175 students, 128 respondents in the online test, 31 respondents selected the portfolio assessment, 17 selected product assessments, 51 respondents chose performance appraisals and 38 respondents chose other assessments. Based on the data above, it shows that the assignment assessment obtained the majority choice of students, while the assessment of portfolios, performance and products was less of a choice for lecturers to measure students' abilities in learning during this pandemic. Therefore, in this test, it can be interpreted that lecturers use more assignment assessment techniques to measure students' abilities compared to performance appraisals in the learning process during the Covid-19 pandemic. [16] in his research on alternative assessment in distance learning during the emergency of the spread of the corona virus disease (covid-19) in Indonesia, found the conclusion that the distance learning process applied in Indonesia during the Covid-19 pandemic was aimed at educators, especially teachers. To use various assessment models or assessments that are appropriate and supportive to be applied. Several assessment models that can be applied in the distance learning process include online-based assessments, portfolio assessments, and self-assessments. There are adjustments to the use of assessment techniques carried out by FATIK lecturers of IAIN Kendari during the pandemic period, from authentic assessment to assignment assessment.

TABLE 2: Assessment Techniques Used in Mid-Semester Examination

Assessment Techniques Used in Mid-Semester Exams	Chosen by Respondent	Percentage (%)
Assignment Assessment	138	61,1
Online written Test	159	70,4
Online Oral Tes	68	30,1
Performance Assessment	27	11,9
Other Assessment	26	11,5

#### 4.2. Assessment techniques used in the Mid-Semester Examination at the Tarbiyah Faculty, IAIN Kendari.

Based on the results of the analysis of the assessment techniques used in the midterm exam, data were obtained as follows: 138 respondents selected assignment assessments, 159 online written tests, 68 respondents selected online oral tests, 27 respondents selected performance appraisals and other assessments 26 respondents were selected. Based on the data above, it shows that online writing test assessments and assignments are the students' majority choice. Therefore, in this test, it can be interpreted that lecturers use more online written test assessment techniques and assignment assessments to measure students' abilities in midterm exams in lectures during the COVID-19 pandemic. Assignment assessment is still the main choice for lecturers to measure student ability to understand lecture material during a pandemic.

#### 4.3. Assessment Techniques used in the Final Semester Examination at the Tarbiyah Faculty, IAIN Kendari.

TABLE 3: Assessment Techniques Used in the Final Semester Examination

Assessment Techniques Used in the Final Semester Examination	Chosen by Respondent	Percentage (%)
Assignment Assessment	155	68,6
Online written Test	160	70,8
Online Oral Tes	53	23,5
Performance Assessment	36	15,9
Other Assessment	27	11,9

Based on the results of the analysis of the assessment techniques used in the final semester exams, the following data were obtained: 155 respondents selected assignment assessments, 160 online written tests, 53 respondents selected online

oral tests, 36 respondents selected performance appraisals, and other assessments selected as many as 27 respondents. Based on the data, it shows that online writing test assessments and assignments are the students' majority choice. Therefore, in this test, it can be interpreted that more lecturers use online written test assessment techniques and assignment assessments to measure students' abilities in the final semester exams. The written test assessment also gets the choice of the lecturer in carrying out the final semester exam. Concept written test assessments can also help lecturers to measure student abilities. As explained by [17] in his research on the comparison of the effectiveness of the essay test form and the testlet with the application of the graded response model (GRM), empirically and simulated, tests presented in the form of descriptions tend to have higher item information function values than with the test presented in the form of a testlet.

#### 4.4. Assessment techniques that are favored and recommended by students at the Tarbiyah Faculty, IAIN Kendari.

TABLE 4: Assessment Techniques Liked and Recommended by Students

<i>Assessment techniques that are favored and recommended by students</i>	<b>Chosen by Respondent</b>	<b>Percentage (%)</b>
Assignment Assessment	163	72,1
Online written Test	106	46,9
Online Oral Tes	39	13,3
Performance Assessment	35	15,5
Other Assessment	15	6,6

Based on the results of the analysis of assessment techniques favored and recommended by students, the following data were obtained: the assignment assessment was chosen by the students as many as 163 respondents, the online written test was 106 respondents, the online oral test was selected by 39 respondents, the performance assessment was chosen by 35 respondents and other assessments selected as many as 15 respondents. Based on the data above, it shows that the assignment assessment obtained the majority choice of students. Therefore, in this test, it can be interpreted that students are very happy and recommend assignment assessments. A research conducted by Nadifa explained that structured learning by giving assignments had a positive impact on increasing student learning achievement. Furthermore, the application of structured learning by giving assignments has a positive effect, namely, it can increase student learning motivation [18]. Another study confirmed "that the



application of the recitation method can improve student learning outcomes in learning German writing skills [19]. Likewise, Sudjana explained that the assessment by giving assignments can stimulate students to actively learn both individually and in groups. Therefore, assignments can be assigned individually or in groups [20]. Therefore, each assessment technique has advantages and disadvantages of each according to the situation, environmental conditions, materials, and students.

## 5. Conclusion

Based on the results and discussion above, it can be concluded as follows: (1) Assignment Assessment Techniques occupy the highest proportion used by lecturers in learning during the Covid-19 period, including the assessment of learning activities, midterm exams assesment and semester final exams, (2) The performance appraisal technique occupies the lowest proportion used by lecturers in learning during the Covid-19 period, (3) The assessment technique favored and recommended by students at the Faculty of Tarbiyah of IAIN Kendari during this pandemic is the initiation of assignments and (4) There are adjustments to the assessment techniques used by FATIK lecturers at IAIN Kendari during the pandemic, from authentic assessment to assignment assessment. Based on the results of this study, there is no one assessment technique that is the best among other assessment techniques, but the selection of assessment techniques based on the conditions that surround them.

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