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SURAT-TUGAS

Nomor: 00179/B.7.2/ST.FBS/01/2023

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada:

- N a m a** : Dr. Heny Hartono, S.S., M.Pd (Ketua)
Dra. Cecilia T.Murniati, M.A., Ph.D (Anggota)
- S t a t u s** : Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
- T u g a s** : Melakukan penelitian dengan judul "Online Assessment: Teachers' Perspectives and Beliefs".
- W a k t u** : Semester Gasal dan Genap TA 2022/2023
- T e m p a t** : Fakultas Bahasa dan Seni Unika Soegijapranata
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

Semarang, 27 Januari 2023

D e k a n,



GM. Adhyanggono, M.A., Ph.D

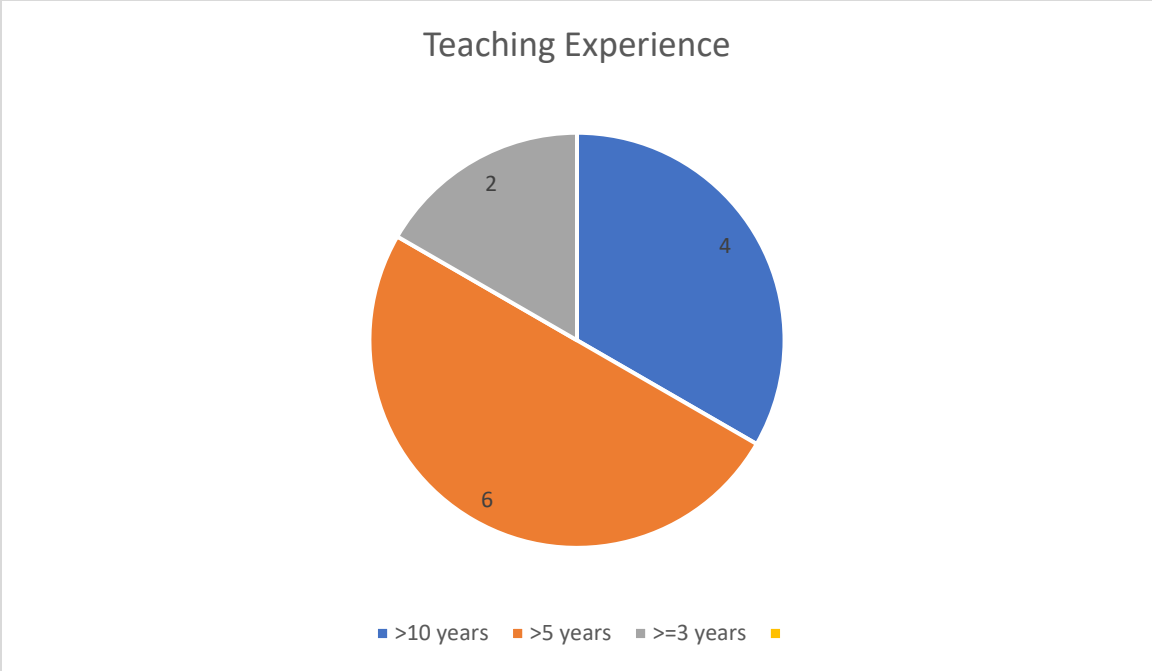
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Tembusan Yth :
Ka. LPSDM

“Online Assessment: Teachers’ Perspectives and Beliefs”

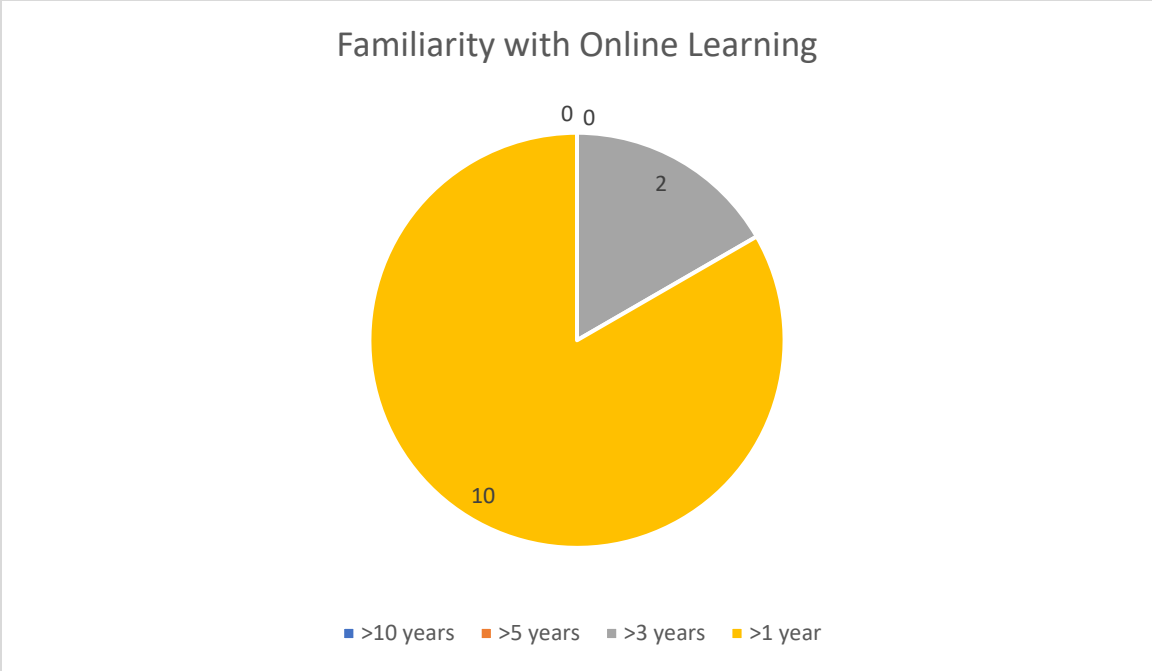
As one of the most essential components of a learning process, assessment is not only to measure learner’s ability or teacher’s success in teaching, but it also provides feedback on the learning process itself. In a normal learning cycle, assessment can be done in the class and take form of formative and summative assessment. Most of the informal assessment in the classroom can be grouped as formative assessment in which teachers give feedback to improve the learners’ ability. Hence, the formative assessment is mainly focused on the ongoing development of learners’ ability. Summative assessment is the one prepared by teachers to measure students’ achievement at the end of the course. Amidst the Covid-19 pandemic which has made teachers use online platform for their classes, teachers still cannot neglect the role of assessment. Though both teachers and students strive to adjust themselves with the fully online classes, the assessment should be conducted along the teaching & learning process. Through the Learning Management System, teachers conduct both synchronous and asynchronous assessment. This study will use qualitative method in its data collection and analysis. The objective of this study is to see how teachers perceive online assessment. This study involves 12 elementary school teachers who teach in English. The instruments used in this study are open ended questionnaire and interview. The results of this study indicate that teachers perceive online assessment is not ideal for elementary school students. Despite the obligation to conduct summative assessment, teachers rely more on the formative assessment through students’ daily performance. The main concern of teachers regarding online assessment is the trust issues which are related to the aspects of assessment. The results of this study will be valuable input or recommendation for teachers and schools in developing appropriate online assessment for their students.

The results of data analysis show some interesting facts related to the participants of this study including how long the respondents have been teaching, how long they have been familiar with online learning, and what platform they use for teaching and learning. From the results of the questionnaire, it was found that 30% of the respondents have been teaching for more than 10 years, 50 % have been teaching for more five years, and 20% have been teaching for or less than three years. This result also indicates that the respondents of this research coming from Y generation and Z generation.



Graph 1. Participants' Teaching Experience

Most of the respondents started to be familiar with online learning lately or at the time when the learning process was fully conducted online. It is shown in graph 2 in which 83% of the teachers were active in online learning and only 17% of them had been familiar with online learning for more than three years and none of the respondents had been familiar with online learning for more than five or ten years. This fact may affect teachers in their adjustment to the new mode of learning. Moreover, the pandemic does not give teachers and students another choice but online mode to conduct the learning process. Because of this, both teachers and students have to struggle with the adjustment to this new way of learning. Despite the fact that some of the teachers are generally digital native, they still have to struggle with this fully online learning system. This fact is confirmed during the in-depth interview that though teachers knew there were some digital teaching applications but they preferred to use conventional teaching. The digital learning platform were commonly used as additional tools to vary their teaching techniques. However, the pandemic time and the school lockdown or closure made them use the online learning mode to conduct the teaching and learning practices.



Graph 2. How long the teachers have been familiar with online leaning

Regarding the platform used by the teachers to conduct the online classes, zoom was the platform mostly used by the teachers while other platforms used by the teachers were google meet, google class, Microsoft Team, and WhatsApp. From the interviews with the respondents, it was confirmed that zoom was mostly used because it provided some features such as poll and breakout room which helped teachers arrange their class activities. Google meet was also seen as a friendly user platform and it was free of charge without time limitation. Some schools, due to some reasons which mostly the low level of technology literacy and internet connection problems conducted the learning process through WhatsApp application.

The next analysis below shows how teachers under this study perceive the online assessment. The discussion below was summarized from the results of the in-depth interviews with the teachers. Regarding the formative and summative assessment, all teachers mentioned that they had to conduct both kinds of assessments. The summative assessments were conducted at least twice each semester, the mid-term test and the final term test. The tests were scheduled by the schools. 80% of the teachers used google form for their summative assessments. The reason behind their choice is the practicality of the assessment. They may have to spend more time preparing the questions and set the answers in the google form but once the answers were collected by the

students, the scores would directly appear in the excel form. Thus, the teacher can just download the excel form. One of the respondents said during the interview,

“Using google form is practical and time saving. We don’t have to spend more time to correct students’ work”

(R1 in an interview 12 February 2022)

Meanwhile, another respondent added that the google form was easy to be shared through any platform including WhatsApp.

“We can share the link to students in our WhatsApp group. It is very easy” (R2, in an interview 16 February 2022)

From what most respondents explained during the interview, it can be said that google form is seen as the most favorable assessment tool to use in the online learning. The teachers were also familiar with the features in google form. Although google form is seen as an effective assessment tool, the teachers also realized that conducting online assessment using google form was tricky and risky in some ways. Students might copy the answers from other students, cheat, or ask their parents or other people to do the test for them.

Two schools applied different method of teaching and giving assessment to their students. For example, during the pandemic, the two schools as reported by the teachers, applied online assessment by using WhatsApp which commonly used to share messages. The application has a feature named group chat. Each teacher from each class makes their own group chat, for example group chat for 1st grade and 6th grade. The group consists of the teacher, the parents, and the students who already have their own smartphone. To start the class in the group chat, the students have to complete the attendance form with Google Form. Students or parents need to fill in the name, class, and the subject. For the teaching and learning process, the teachers only provide the materials and ask the students or parents to open and learn from the student worksheets or text books (e.g. asking them to open and learn from page 5-8). Although the teachers already offer a help if the students or parents get difficulties in understanding the materials, most of the students do not ask for a help to them.

The same way applies for the students’ assessment. The teachers only give instructions to do tasks or even tests (quizzes) by sending the files of the worksheets. The students do the tasks or tests in their exercise books. If they have done the tasks or tests, they take pictures of the page(s)

then send them to the group chat. Not only in texts, the students are sometimes asked to make videos or send voice notes.

Datelines or time limit of tasks submission have been given by the teachers but they still accept late submission because they know students have to share their smartphones with their parents. What the teachers concern is that they have trust issues on the results of the students' tasks or tests. It is because some of the tasks or tests are done by the parents. The teachers assume it through the handwriting of the students. The teachers who already been familiar with their students' handwriting sometimes find that the tasks were done by their parents. In addition, most of the tests are open-book so there is a chance for the students to cheat.

One of the teachers (R2) who teaches at schools with students coming from middle to upper class background said that her school mostly asked students to do a project for their final assessment. Then, students were asked to present their projects in front of the class through zoom. This kind of assessment requires more energy and more time consuming in term of reviewing and scoring students' performance. However, teachers feel more secured about the reliability and validity of the assessment.

In general, teachers who can conduct online classes with video conference prefer to have day to day assessment or formative assessment. By this way, they can secure the validity and reliability of the assessment. They could also observe the effect or washback of the assessment during the online class interaction. Other aspects of assessment such as the authenticity, the teachers could create a task which related to the real-world situation (Douglas, 2000, p. 17) or in other words, the task should encourage students to be able to apply the theories in real-world situation. This is the reason why R2 said that her school preferred to give students a project for their assessment.

Overall, teachers under this study have trust issues related to online assessment. Although google form is seen as assessment tool which is practical, teachers still think of other aspects of assessment including the reliability, validity, authenticity, and the washback. They perceive online assessment as emergency solution to assess and evaluate the students. They cannot trust the results of the assessment as a real description of students' competence. Good scores do not always represent students' high competency. Teachers under this study perceive that daily-basis assessment is more accurate in assessing students' competences. This formative assessment can

be done through classroom interaction between teacher and students. However, considering that not all teachers and students can use video conference in their classes, it still leaves a problem for them to assess students' performance. Therefore, the teachers under this study perceived online assessment as not ideal for elementary school students.

From the results of the data analysis as outlined above, the following figure shows how teachers perceive online assessment.

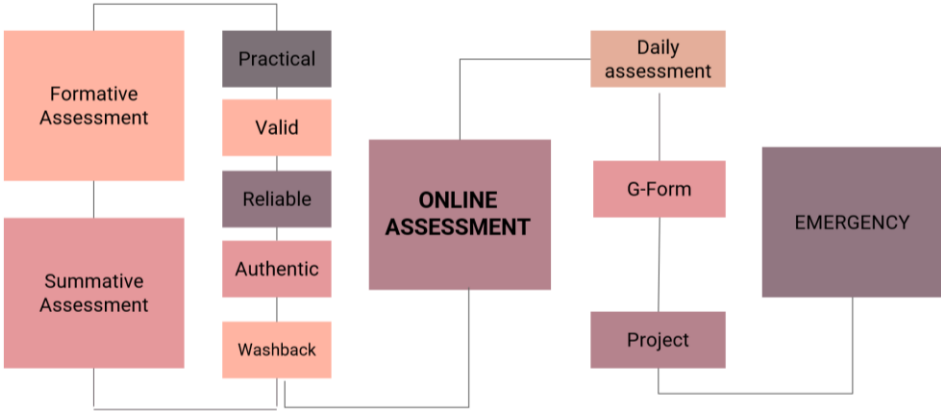


Figure 1. How Teachers Perceive Online Assessment