Proceeding of 2ⁿᵈ International Conference on The Teaching of English and Literature
Bengkulu, Indonesia, November 6ᵗʰ, 2021

ISBN: 9 786235 930053
Page 1-9

PROBLEMS AND POSSIBLE SOLUTIONS IN AFFECTIVE ASSESSMENT DURING ONLINE LEARNING IN ENGLISH LANGUAGE CLASSES; A QUALITATIVE STUDY AT JUNIOR HIGH SCHOOLS IN BENGKULU CITY

Ira Maisarah
(University of Bengkulu, Indonesia)
iramaisarah@unib.ac.id
Safnil Arsyad
(University of Bengkulu, Indonesia)
safnil@unib.ac.id
Dedi Sofyan
(University of Bengkulu, Indonesia)
dedisofyan@unib.ac.id
Corresponding email: iramaisarah@unib.ac.id

Abstract

Online learning is not only has an impact on the way of teaching but also on evaluation. An evaluation that is not the main focus during online learning is the affective aspect. This qualitative study attempted to discuss the problems and possible solutions in affective assessment during online learning in English classes. Based on the interview with six English teachers, they faced three problems in assessing affective during an online classroom. These problems are government limited the objective of learning, the connection of internet sometimes error, and the instrument of assessing affective through online had not created yet. Regarding the problems, there are three possible solutions to solve them. First, the teachers must know the affective aspects that will be assessed. Second, the teachers can use various platforms in the online class. Third, the teachers choose one of the affective instruments that are appropriate to be used in assessing affective during the online classroom. To conclude, a curriculum readiness for teaching is needed. Moreover, the elements in the curriculum that support the teaching and learning process and also teaching evaluation.

Keywords: Problems and Solutions, Affective Assessment, Online Learning, English Language Classes

Introduction,

Education in Indonesia is intended to produce students who have spiritual power, self-control, good personality, positive character, high intelligence, and skills. These all are expected to be useful for themselves, their neighborhood, and the nation (Law of National Education System number 20 of 2003). Bignold and Gayton (2009) agree that education can be done at home and school both formally and informally to change behavior. Education is also expected to be able to shape the cognitive, affective, and psychomotor of students (Anderson and Bourke, 2000). The quality for these three domains is determined by the input given by the teacher during the teaching and learning process in the classroom. All inputs that will be given by the teacher have been included in the curriculum design, especially in the syllabus and learning program plans.

Broadly, Scott (2001) defines the curriculum as formal education programs of teaching and learning consists of a set of plans. In other words, a curriculum is a vehicle for education (Matheson and Matheson, 2000). It can be said that without a curriculum, it is impossible to achieve educational goals.The curriculum is usually one of the issues that have historically concerns in education, moreover if the curriculum is changed in a short time (Badolato et. al in Welner and Chi (2008)). For example, in Indonesia, the changing of Competency-Based Curriculum in 2004 into School-Based Curriculum in 2006 was only range in 2 years. How could schools find out the results of the curriculum in such a short time? Then, in 2013 or around 7 years, the government created a new

curriculum that is called 2013 Curriculum. On the other hand, the changing of curriculum means the changing of textbook, syllabus, lesson plan, approach of teaching, evaluation and some other aspects.

But, the changing of curriculum sometimes cannot predict something that will happen in the future regarding education. As we know that, nowadays, most of the countries in the world are attacked by a virus that is popular as Corona Virus Disease or Covid-19 Pandemic. This pandemic has attacked all aspects of people's lives, including education. Ministry of Education, Culture, Research, and Technology stated that through technology advancements, the Covid-19 pandemic has presented an insight into the world of education in the future (Hendayana, 2020). During the covid-19 pandemic, the learning was slightly disturbed and undergone numerous adjustments. For example, the adjustment of learning from conventional to virtual classes, online-based learning procedures and evaluation. Synchronous and asynchronous e-learning are the two types of virtual learning. Synchronous e-learning is an instructionional and learning-oriented engagement that takes place in real-time (and is usually scheduled). Asynchronous, on the other hand, is an engaged learning community that is not constrained by time, location, or the confines of a classroom e.g. the use of e-mail, web, and blog.

Although the way of teaching and learning can be replaced with online classes, but the role of teachers cannot be replaced by anything. Because, the teachers are not only transfering the knowledge, but also to educate the students in order to have a good behavior. Technology can not change the role of teachers and the interaction between teachers-students or students-students, because education is not only a process to transfer knowledge, but also to educate someone to be a good person, to have values, to be able to work in a team and to build up the competencies.

However, how do we know whether the educational goals have been achieved or not? Then, how can we know that students already have cognitive, affective, and psychomotor competencies? The answer to those questions is the teachers must do the evaluation. The teachers can give some tests to students in order to know they cognitive competences. Also, the teachers can do affective assessment by using certain instrument such as self-assessment, peer-assessment, journal, observation, or interview to students. Then, the teachers can ask the students to perfom in order to know their psychomotor competence. In other words, the best assessment in cognitive, affective, and psychomotor domains means the success of education. So, the teachers, including English teachers, must be able to construct assessments in these three domains to assess the learning input to determine the learning outcome (Marzano, 2006).

Conducting an assessment for the cognitive and psychomotor domains is not as difficult as an assessment for the affective domain. The teachers can assess students' cognitive and psychomotor abilities when observing how well the students answer questions or perform the required task (Marzano, 2006). The teacher can use formative or summative assessment to assess the students' cognitive competence, and giving some activities such as noting the students' facial expressions while practicing conversation in the classroom to assess the students' psychomotor competence.

Now, the problem is how to carry out these assessments in the online learning process, especially for affective assessments. As defined by Bloom (1956), affective is the change in attitude and values expressed and demonstrated by someone. In addition, Fishbean and Ajzen (1975) view affective as a person's feeling based on his or her point of view and evaluation of an object. Furthermore, Anderson and Bourke (2000) provide affective as people's ways of feeling and emotions. Then, Zohar and Marshall (2000) agree that a student with high spiritual value will be a good person in his or her life. A high spiritual value can not be produced by technology, because the students are not machines who can be programmed by technology. Another idea from Zohar and Marshall (2000) is sometimes the students' emotions are higher, and other times the students' emotions will be lower. The changes of higher and lower emotional cannot be controlled by technology. Only a human being who can understand feelings and emotions. So, one of the teacher's role is to shape the students' emotions. Sometimes, the teachers need to touch the students in the classroom in order to build the emotional relationship with the students. But, the teachers can not do a such interaction in online classess.

Therefore, to know the development of emotions, values, or motivation, the teachers, included English teachers, can do the affective assessment during online learning. Some studies found that

Maisarah,I., Arsyad,S.,& Sofyan,D

Problems and Possible Solution in Affective Assessment during Online Learning in English Language Classes; A Qualitative Study at Junior High Schools in Bengkulu City

some problems happened during online learning in the pandemic era (Wardani & Ayriza (2020); Hidayat et. al. (2020); Cahyani et. al. (2020); El Iq Bali & Musrifah (2020); Megawanti et. al. (2020); Rigianti (2020); and Pratomo & Gumantan (2021)). These studies found that online learning has a bad impact on students. Some students have low motivation to learn because there is no intensive control from the teachers during learning by using a virtual classroom. It is also difficult to control the students' interest in learning, the value of honesty, a sense of responsibility, and discipline. This condition happened because the teachers difficult to control the students behind the virtual screen. The teachers never know what the students do behind the virtual screen, whether the students are following the class or do something else during the teaching and learning process.

So, during the Covid-19 pandemic, the teachers had certain problems or issues in the virtual learning system, including limited interactions between teachers and students, also measuring affective domain. The teachers must be able to establish contact with the students during the learning process. They are also particularly used some types of synchronous e-learning applications such as *Zoom*, *Google Meet*, *Whatsapp*, etc. as a medium of learning English. On the other hand, this research limited the problem to be discussed on problem faced by English teachers in assessing affective during online learning and the possible solutions that can be used to solve those problems.

Due to issues, there are two research questions proposed in this study:
1. What are the problems in conducting affective assessment during online learning in English language classes at junior high schools in Bengkulu City?
2. What are possible solutions in affective assessment during online learning in English language classes at junior high schools in Bengkulu City?

Research Methodology

This research used the qualitative method. According to Gay and Airasian (2000), in qualitative research, the researchers are the most important subject because they rely heavily on verbal description as the primary tool for data collection and interpretation. In this method, the researchers observed directly and reported in detail what had been discovered in the field of research.

The study was conducted at junior high schools in Bengkulu city. Regarding the research questions, the researchers had chosen six English teachers who taught English as the informants of the research by using the purposive sampling technique because they had been teaching English during online learning. The researchers wanted to know the problems faced by English teachers in assessing affective during online learning and the possible solution to solve them.

To collect the data, the researchers used interviews to obtain detailed information. An interview is a conversation with a specific goal which used to reconstruct individuals, events, activities, organizations, feelings, motivations, and desires to confirm and gather information. It means that both the interviewer and the interviewee had their own goals in mind before starting the conversation. As a result, the researchers used unstructured interviews to gather the information. The use of this form was beneficial because the interview questions are related to the perceptions of English teachers.

In addition, the data was analyzed qualitatively. The researchers had completed five steps in data analysis: managing data, reading/memorizing, describing, categorizing, and interpreting. The researchers were also writing an interview report. The researchers provided a detailed description of the findings from the interview in the form of a narration.

Findings and Discussion
Findings
The Problems in Conducting Affective Assessment During Online Learning in English Language Classes at Junior High Schools in Bengkulu City

Online learning is not a new concept in Indonesia. It is a method of education. It has been produced as alternative learning since 2013. It means that online learning was previously unavailable. So, Indonesia has used this strategy to anticipate if certain conditions happened. As the case now, the pandemic is wreaking havoc on many aspects of human life, including schooling.

Maisarah,I., Arsyad,S.,& Sofyan,D   *Problems and Possible Solution in Affective*
Assessment during Online Learning in English
Language Classes; A Qualitative Study at Junior
High Schools in Bengkulu City

Even though the Covid-19 virus pandemic has forced the entire learning system in educational institutions, but the assessment can not be left behind in the process of evaluation. In online learning, there is a transformation from conventional learning to using some virtual platforms. It is posing significant problems to the educational system in Indonesia and affects the students' affective.

The purpose of the assessment is to determine the students' progress in the teaching and learning process. That is why the English teachers must do the assessment. This assessment can be given by following the completion of the teaching and learning process for some meetings or depend on the plan made by the teacher herself/himself. But, the most important thing is that the English teachers must be able to design and decide the criteria of assessment.

Based on an interview with six English teachers, three main problems occurred in assessing affective during online learning. First, limitation of learning objective. Second, unstable internet connection. Third, there is no instrument to assess effective through online. More descriptions can be seen as follow:

Limitation of Learning Objective

During online learning, there are restrictions on the learning objectives. The main focus in online learning is how a material can be conveyed well to the students and can be understood based on the purpose of the materials. Some materials that should be taught are also limited during online learning. As stated in the interview section follow:

"In the implementation of the learning process during the Covid-19 pandemic, the teachers only follow the directions given by the government. For example, the main focus of learning is how to deliver the learning materials well to all students. In addition, there are restrictions on the material being taught. Because it is not possible to teach all the materials during online learning due to the internet connection"

Suppose that 12 materials must be taught by the English teachers, only 6 up to 8 materials that can be taught to the students. Because, sometimes, the English teachers have to do the repetition in explaining the material to the students. It can be caused by there is a sound disturbance during online learning, so that the explanation from the teachers does not sound well.

Unstable Internet Connection

The common problem that happened in online learning is an unstable internet connection. This condition can happen to the teachers nor students. The English teachers said that:

"Sometimes, the internet connection suddenly disconnects. When it was raining, the internet connection becomes unstable. So, a delay in starting class may occur. Even, the students can be late to join online classes, also to submit the task when we asked them to do it. If it happens, how do we assess the students" affective? Suppose that we are going to assess the aspect of discipline, responsibility, and honesty? The students will say that „Sorry, Mam. We are late or we can not submit the task soon because we lost internet connection". In this case, we can not blame the students."

Assessing discipline, responsibility, and honesty is not the easy thing in online learning. One indicator of discipline is sending assignments on time. Then, do and complete the assignment in the form of responsibility. In addition, do not cheat in doing the task in the form of honesty. But, how to control these all behind the screen? It is not easy to control students in the virtual classroom. The teachers can not see at the same time the whole class. They never know what reality is behind the virtual screen.

There is no Instrument to Assess Affective through Online

Another problem found during online learning in English classes is that no instrument can be used to assess the students' affective. Usually in conventional classrooms, the English teachers can use observation sheets to assess the affective domain, because they can see firsthand the interactions that occur in the classroom. None of the students can hide from the teacher's sight. It is in line with the response from the English teachers as follow:

> *"That is not easy for us to control our virtual screen. Sometimes, when we focused on one student, we can not see others. Because there is a limit of our cornea to see all of the members in the classroom at the same time. Also, if we hold classes via WhatsApp group chats. We have to scroll over and over again to find out who has given the response and what is the response."*

Furthermore, the English teachers try to unify affective with learning methods. For example, the use of the scientific approach as written in the textbook. How to make unify between this approach with affective assessment in online learning? So, how are both unify each other?

In teaching English, the teachers only use some virtual platforms such as Zoom Meeting, Google Meet, or Whatsapp. In this process of learning, all interactions between teachers and students or between students and students were limited. Then, how the steps of observing, asking, experimenting, associating, and communicating as stated in the scientific approach can be implemented in the online classroom, while affective assessment should ideally be performed at each stage.

Possible Solutions in Affective Assessment during Online Learning in English Language Classes at Junior High Schools in Bengkulu City

Regarding the problems faced by the English teachers in assessing affective during online learning at English class, some possible solutions can be followed by English teachers. The solutions are as follow:
1. Make sure the affective aspect to be assessed
2. Use alternative ways to assess the students' interaction in the virtual classroom
3. Chose the appropriate instrument to assess affective for online learning.

There are nine aspects of affective that can be assessed in English class online i.e. good manners, concern for others, honesty, discipline, self-confidence, responsibility, cooperation, peace, and communication skills. So, there must be nine indicators described in the English class online. For example, displaying honesty. So. To whom the student is being honest, to what the student must be honest, and why the student must be honest. It denotes that the indicator does not contain a specific one.

Then, how to assess the students' affective if it is unified with the teaching method? To solve this problem, the English teachers can vary the use of the virtual platform in every phase. For example, during the observation phase, the English learners are expected to be serious and careful when they are observing an object of learning such as reading a text, paying attention to a picture, watching the video, listening to cassettes, and other learning activities. The English teachers can ask the students to open the textbook to find something to get information from what they read. Then, in the asking phase, the students are challenged to be brave to ask a question to the teachers or friends in the online classroom.

Even though some students only keep quiet behind the screen, but they can use chat rooms to ask some questions. Sometimes, the students feel embarrassed to ask or practice English. They feel shy because they are afraid of making mistakes in pronouncing the sound of a vocabulary, and will be laughed at or mocked by their classmates. Thinking in this manner will encapsulate them in negative paradigms, and causing their cognitive development to stagnate. Supposedly, the students will try to sound out every vocabulary in English without feeling inferior or afraid of being laughed at by their peers. If they have a positive attitude toward learning English, their English skills will improve.

The students must force themselves to be brave in their English practice during the learning process. In other words, if the students can cultivate positive attitudes toward what they have learned, their English proficiency will improve as well. Concerning this phenomenon, the students who have no positive attitude will become arrogant in the classroom. This negative attitude will cause them to fall behind their classmates.

In addition, unstable internet connection when learning via certain platforms can be solved by giving some alternatives that will make it all students easy to follow the online class. Some platforms need a lot of internet connection, but some others are not. So, the English teachers can choose the

available platform that accommodates the internet connection at students' homes. In this case, the English teachers could not judge negative attitudes when it was happening in the classroom. The English teachers never know the truth about the real reason.

Moreover, during the experimenting phase, the students are hoped to be truthful about the information and data that have been gathered. So, in this learning process, honesty is highly demanded from the students, and also the control from parents. Next, in the associating phase, the students are expected to work hard to connect all of the learning information, without parental intervention. Finally, during the communicating phase, the students are hoped to respect others, whether teachers or classmates.

To assess the students in a whole phase, the English teachers can use one of the instruments of affective assessment such as observation, self-assessment, peer-assessment, interview, or journal. During online learning, the English teachers can choose which one of those instruments that suitable or appropriate to be used. Suppose that the English teachers wanted to use self-assessment, they must think about how is the form of self-assessment indicate the students' affective during online learning. They can design a simple instrument based on the indicator itself.

Discussion

There are two discussions in this paper. First, the problems in conducting affective assessment during online learning in english language classes at junior high schools in Bengkulu city. Second, possible solutions in affective assessment during online learning in english language classes at junior high schools in Bengkulu city.

The Problems in Conducting Affective Assessment During Online Learning in English Language Classes at Junior High Schools in Bengkulu City

The English teachers' reflections in assessing affective are issued into the English teachers' difficulties in determining the level of affective taxonomy that can be assessed in every meeting. According to Krathwohl, Bloom, and Masia (1974), the affective domain is divided into five levels: receiving, responding, valuing, organizing, and characterizing. (1) Receiving level, the students are hoped to pay attention to the phenomenon or stimulus provided by English teachers. (2) Responding level, the students must be active participants in the teaching and learning process. (3) Valuing level, the students must be consistent toward they have chosen (4) Organizing level, the students can unify the values. (5) Characterizing level, the students can decide the affective factors that will become the philosophy of their lives. Then, the highest level of affective taxonomy is characterization.

However, because there is no detailed instrument concerning these levels, the English teachers are unable to determine the level of affective development of their students. Due to the research's goal of identifying issues in designing instruments for affective assessment during online learning, it is possible to conclude that: (1) the instrument used by English teachers in assessing affective was still general and limited to offline classroom concept, not based on online learning; (2) the indicator for scoring affective could not define the specific description for each type of affective; and (3) the English teachers could not integrate between the process of teaching and affective assessment at the same time during an online class.

Teachers assess the students' abilities, strengths, and weaknesses, as well as the learning employed (Gullickson, 2007). The student's active participation in the learning process is a critical criterion for evaluation (Van Gennip, Segers, & Tillema, 2010). Assessment is a tool in gathering data on a student's learning progress, the learning process and improving the students' learning outcomes (Pandra & Mardapi, 2017). Assessment is used to find out what pupils already know and can do, as well as to make judgments about how to achieve the intended outcomes (Baird, Andrich, Hopfenbeck, & Stobart, 2017).

The affective will be judged differently depending on the stage of the scientific approach. This caused by the different substances is present at each stage. It is expected that learners will develop curiosity, appreciation, hard work, and a logical thinking attitude. So, when the teacher asks the

Maisarah,I., Arsyad,S.,& Sofyan,D

Problems and Possible Solution in Affective Assessment during Online Learning in English Language Classes; A Qualitative Study at Junior High Schools in Bengkulu City

learner to pay attention to a picture in the textbook, the teacher will assess whether the learner will do it or not. The teacher will determine whether the learners are interested to learn or not. Then, the affective will be measured as a love of science and a willingness to work hard. Besides that, providing an affective assessment at a single observation process for all learners in the classroom is hard if the teacher does not use a more simple instrument, even in a large class during online learning by using virtual platforms.

Possible Solutions in Affective Assessment during Online Learning in English Language Classes at Junior High Schools in Bengkulu City

In every country, education is a crucial component of life. The quality of education has a considerable impact on the progress of the country and states. If the learning process is effective, the students will get meaningful experiences for themselves, and the quality of education will be achieved. So, teachers, educational institutions, and government must conduct the evaluation. In this case, there two types of assessments i.e. internal and external assessment. Internal assessment refers to the evaluation performed by teachers that is planned and carried out by the teacher during the teaching and learning process to improve the quality of students, while external assessment refers to the evaluation that is done bt the government.

Furthermore, the Indonesian government considers affective to be a part of a graduate's competence for primary and secondary school. Every primary and secondary school teacher must be aware of students' affective development. The teachers can conduct an affective assessment to determine the goal of learning achievement. Measuring students' learning achievement is a crucial thing in education to know the progress to the next level.

According to the 2013 curriculum, the English teachers must create an affective assessment to assess the affective performed by the students during the teaching and learning process. The evaluation of students' affective can be completed at the end of the semester. Also, the English teachers are hoped to be able to assess the students' affective during the teaching and learning process in every meeting.

Changes in students' interests, attitudes, and values are required for the affective domain. In the affective domain, the students must also be able to develop an attitude of appreciation and adjust to their surroundings. On the other hand, Krathwohl, et. al. (1974) proposed a taxonomy that defined affective learning as a multi-stage internalization process in which the students first receive and then characterize affective actions. They categorize the affective domain into five levels: receiving or paying attention, responding or participating, determining the value of belief, value unity or organization, and characterization. The course participants' awareness of the project and its goals is represented by the first stage, receiving. The second stage is responding, which indicates a desire to learn more. The third step is valuing that taking responsibility for one's learning. The fourth step is organizing. Having to develop a strategy for relationships. Attitudes, beliefs, and values are all part of the growing relationship of one to the others in such a system of organization. The possible transferability of what has been learned is the fifth and final step, which is defined by a value or set. At this level, the students have their new ideas and philosophies.

To reach the highest level of affective domain, teachers must be able to guide the students to have it. Then, according to Anderson and Bourke (2000: 4), the affective domain focuses on one's willingness to accept or reject something. As a result, the English teachers should guide the students in English learning to achieve the highest level of attitude, which is characterization. In addition, Keblowska (2012) contends that affective factors play an important role in learning a foreign language. Listening, speaking, reading, and writing is four skills that must be mastered by students. It is hoped that by mastering English, either orally or in writing, the students will be able to communicate effectively with foreigners and obtain a wealth of information. It will automatically improve their knowledge. In other words, affective assists the students in improving their cognitive competence. For example, some students are afraid to speak up in class while learning English because they are afraid of making mistakes in spelling or pronouncing words and sentences. They assumed that if another classmate made a mistake, their classmates would laugh at them. Another

Maisarah,I., Arsyad,S.,& Sofyan,D

Problems and Possible Solution in Affective Assessment during Online Learning in English Language Classes; A Qualitative Study at Junior High Schools in Bengkulu City

example is when some students believe that English is "difficult." When their teachers asked them to read the text, the students thought it was difficult to comprehend. As a result, this paradigm will have an impact on the students' ability to master reading skills.

Conclusion, Suggestion, and Implication

Explicit discussion in this study showed that the problems in assessing affective during online learning at English class were caused by the curriculum readiness and facility. The context of pandemics has never been discussed in the educational curriculum, even in the syllabus and lesson plan. In other words, there was no curriculum design for the pandemic situation, moreover, certain conditions in the future are sometimes unpredictable. So, it is suggested to stakeholders to create some elements in the curriculum that can be used at any time in certain conditions. For example, design an instrument to assess affective domain in an emergency.

This study implicates that further research will be discussed more on how to assess affective during online learning in the pandemic era. The assessment setting introduces affective elements that may positively or negatively impact the learners, especially in the online learning process. The difficulty of evaluation in the learning process, as well as the learners' affective progress. They are more closely tied between the subject matter and the assessment, as well as their purposes and the context in which they take place. So, the English teacher must focus on how the students will be able to improve their positive attitude as the result of affective progress during online learning by using virtual platforms.

References

Anderson, L.W and Bourke, S.F.. (2000). Assessing Affective Characteristics in the School (2nd ed.). New Jersey: Lawrence Erlbaum Associate Inc.

Bignold, W. and Gayton, L. (2009). Global Issues and Comparative Educations. British Learning Matters Ltd.

Bloom, B.S. (Ed.). (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain. New York: David McKay Company Inc.

Baird, J. A., Andrich, D., Hopfenbeck, T. N., & Stobart, G. (2017). Assessment and learning: fields apart? *Assessment in Education: Principles, Policy, and Practice*, 24 (3), 317–350. https://doi.org/10.1080/0969594X.2017.1319337

Cahyani, A. Listiana, I. D., & Larasati S.P.D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al-qur"an): Jurnal Pendidikan Islam*, Volume 3 No. 01 2020, p. 123-140. DOI: https://doi.org/10.37542/iq.v3i01.57

El Iq Bali, M.M. & Musrifah. (2020). The Problems of Application of Online Learning in the Affective and Psychomotor Domains During the Covid-19 Pandemic. *Jurnal Pendidikan Agama*, Vol. (17), No. (2), (Desember 2020) http://ejournal.uin-suka.ac.id/tarbiyah/index.php/jpai/index

Fishbean, M. and Ajzen, I. (1975). Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research. California: Addison-Wesley Publishing Company.

Gay, L. R., & Airasian, P. (2000). Educational research: competencies for analysis and application (6th ed). New Jersey: Prentice-Hall inc.

Gullickson, A. M. (2007). Review of Practical Assessment, Research, & Evaluation, Volume 10. *Journal of Multi-Disciplinary Evaluation*, 3(4), 199–203. https://journals.sfu.ca/jmde/index.php/ jmde_1/article/view/94/108

Hendayana, Y. (2020). Tantangan Dunia Pendidikan di Masa Pandemi. https://dikti.kemdikbud.go.id/kabar-dikti/kabar/tantangan-dunia-pendidikan-di-masa-pandemi/

Hidayat, D.R., Rohaya, A., Nadine, F. & Ramadhan, H. 2020. Kemandirian Belajar Peserta Didik Dalam Pembelajaran Daring Pada Masa Pandemi Covid -19. *Perspektif Ilmu Pendidikan*. Volume 34 Nomor 2 Oktober 2020. DOI: doi.org/10.21009/PIP.342.9

Maisarah,I., Arsyad,S.,& Sofyan,D

Problems and Possible Solution in Affective Assessment during Online Learning in English Language Classes; A Qualitative Study at Junior High Schools in Bengkulu City

Keblowska, M. (2012). The Place of Affect in Second Language Acquisition‖ in Pawlak, Mirostaw (Ed.). *Second Language Learning and Teaching: New Perspective on Individual Differences in Language Learning and Teaching* (pg. 157-167). New York: Springer.

Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1974). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Company, Inc.

Marzano, R.J. (2006). Classroom Assessment and Grading that Work. Virginia: ASCD

Matheson C. and Matheson D. (2000). Educational Issues in the Learning Age. New York: Continuum.

Megawanti, P. Megawati, E & Nurkhafifah, S. (2020). Persepsi Peserta Didik Terhadap PJJ Pada Masa Pandemi Covid 19. *Faktor Jurnal Ilmiah Kependidikan* Vol. 7 No. 2 Juli 2020, hal 75-82. https://journal.lppmunindra.ac.id/index.php/Faktor/article/view/6411

Pandra, V., & Mardapi, D. (2017). Development of Mathematics Achievement Test for Third Grade Students at Elementary School in Indonesia. *International Electronic Journal of Mathematics Education*, 12(8), 769–776. https://www.iejme.com/article/development-of-mathematics-achievement-test-for-third-grade-students-at-elementary-school-in

Pratomo, C. & Gumantan. (2021). Analisis Efektifitas Pembelajaran Daring Terhadap Hasil Belajar Pendidikan Olahraga Selama Pandemi Covid-19 SMK SMTI Bandar Lampung. *Journal of Physical Education (JouPE)* Vol. 2, No. 1, June 2021, Hal 26-31. http://jim.teknokrat.ac.id/index.php/pendidikanolahraga/article/view/964

Rigianti, H.A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar Di Kabupaten Banjarnegara. *Elementary School 7*. Volume 7 nomor 2 Juli 2020, 297-302. https://journal.upy.ac.id/index.php/ es/article/view/768

Scott, D. (2001). Curriculum and Assessment. London: Ablex Publishing.

Undang-Undang Nomor 20 tahun 2003. Sistem Pendidikan Nasional.

Van Gennip, N. A. E., Segers, M. S. R., & Tillema, H. H. (2010). Peer assessment as a collaborative learning activity: The role of interpersonal variables and conceptions. *Learning and Instruction*, 20 (4), 280–290. https://doi.org/10.1016/j.learninstruc.2009.08.010

Wardani, A &Ayriza, Y. (2020). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Volume 5 Issue 1 (2021) Pages 772-782. https://obsesi.or.id/index.php/obsesi/article/view/705

Welner, K.G. and Chi, W.C (Eds.). (2008). Current Issues in Educational Policy and the Law. Charlotte: IAP

Zohar, D. and Marshall, I. (2000). SQ: Memanfaatkan Kecerdasan Spiritual dalam Berpikir Integralistik dan Holistik untuk Memaknai Kehidupan. Bandung: Mizan