



Teacher Perspective Toward E-Assessment Tools During Pandemic Covid-19

Fenyda Anggraini

The Faculty of Teacher Training and Education at the University of Bengkulu in Indonesia offers a
Postgraduate Program in English Education.

fenydaa0303@gmail.com

Corresponding email: fenydaa0303@gmail.com

Abstract

Student evaluation in the classrooms has transformed into online during COVID-19. The goal of this study was to determine the types of online assessments that English teachers used to assess their students' achievement and also the obstacles they encountered while taking classes online. Three teachers who administer English tests online to students in each grade make up the population of this study, and the sample was selected using a stratified random sampling approach. Based on the results, Google Form and WhatsApp are the platforms most often utilized by teachers to evaluate student achievement in class. Zoom, Google Drive, and Edmodo are also supporting platforms in assessing students.

Keywords: Teacher perspective, E-assessment, Pandemic Covid-19

Introduction

The coronavirus pandemic has quickly spread over the world as of early 2019. Due to this condition, all teaching and learning activities was entirely digital and online (Sikirit, 2020). Since this unexpected virus began, not all of the required facilities have been adequately prepared. Due to this circumstance, the teacher and the learner have several difficulties throughout the teaching-learning activities, including a poor internet connection and unreliable auxiliary devices like the mic and headphones (headset/earphones) (Defina, 2021). In some situations, there is also locations without network connectivity, thus learners may need to relocate to a location with internet access (Yulianto, 2021) . But as a teacher, you must immediately adjust to this circumstance. This includes making innovative online learning tactics, producing course materials, and modifying intricate features (Singh, 2021). The previous system should indeed be replaced by internet tools and assessments by educators on this basis. An evaluation or assessment would be required to determine if the aims have



been achieved. The teaching and learning processes are interwoven and can not be isolated. Through some form of evaluation, teachers may gauge the students. It gauges how well pupils accomplish their goals (Yoestara, 2020).

The assessment online process is the digital form of activity that is usually used during classrooms to evaluate students and provide a response, including such assignments, quizzes, and examinations (Mirza, 2021). Additionally, Hari et al. (2020) conducted research regarding how to evaluate students' abilities using widespread virtual learning tools including WhatsApp, Zoom/Google Meet, and LMS models. In contrast to the aforementioned issues, there are advantages and challenges with web-based learning. Due to its utilization of internet-based materials, digital training may assist learners in interacting with technologies and foster their creativity and imagination. Online assessment can reduce teaching work and attention, both for learners and from their perspective, particularly when evaluating learners' achievement.

Based on some prior studies, many educators express their support for the utilization of e-assessment. It can allow certain teachers to minimize issues with equality, cheating, and thus the price of a particular authorization. Researchers may query the educator's viewpoint on such opposing opinions as the pupil's evaluator. Furthermore, we may ask certain issues, like what type of software or website do educators use to evaluate their achievements. event? Why do they employ that style of online assessment? What type of testing methodology is employed? And what's the last issue they could run across in an online course?

To obtain reliable information from the viewpoint of an educator as an instructor and evaluator, it's indeed crucial to understand how teachers see their learners. Students will be able to recognize actual circumstances, actual barriers, and even the veracity of them. Information is gathered from primary sources by interrogating their views

Research on this issue may be found in Lutfiah's (2020) thesis examining the use of assessment for elearning with learners in high school. The study's findings reveal that its instructors make use of six internet tools: Google Classroom, Schoology, Tik-Tok, Instagram, YouTube, and WhatsApp. Several digital devices are used for assessment tests. The writer also discovered the fundamentals of test preparation, which are employed by educators. The guiding concepts seem to be: authentic assessment facilitated by technology; long-term reflection; pre-made tools; increased cooperation; providing feedback; preparing IT and people to utilize a range of methodologies; and monitoring the learner. Several digital devices are used for assessment tests (Budur, 2021). The writer also discovered the fundamentals of test preparation, which are employed by educators. The guiding concepts of it include: authentic assessment facilitated by technology; long-term reflection; pre-made



tools; increased cooperation; providing feedback; preparing IT and people to utilize a range of methodologies; and monitoring the learner.

In the schools studied, students and teachers have often used technology in learning activities at school. In virus pandemic, almost all learning activities in schools use the internet. The instructor frequently employs a system or devices to assess the achievement of learner in each area of English ability such as WhatsApp, Google Form, Zoom, G-Drive, Kahoot and Edmodo. As a result of erratic internet connections and the availability of the material utilized, not all institutions can effectively use digital resources, which makes the situation fascinating.

[Mention the gap and the goal of your research here.](#)

Research Methodology

This is a branch of study intended at investigating qualitatively how information is gathered in the research place. This study sought to explore in depth the context of a specified set as well as the interplay of social entities for instance: society, people, institutions, and groups. The interpretation of what the writer sees, hears, and understands is central to descriptive study (Creswell, 2009). The most significant approach for acquiring information, direct observation, engaging in the setting, and also in examination of documents through review and interviews is descriptive method. These strategies stress the data qualitatively, such as words, images, or a distinct phase to study the data.

The samples under this paper was drawn using a stratified random sampling procedure. This sampled approach enables any required data populations to serve as the sample (Sugiyono, 2016). It may open up the prospect of generalization. In this sampling, the criteria for choosing which respondents to include in samples are decided by the researcher. This research used the stratified random sampling technique, which establishes specific considerations or criteria that the sample must fulfill.

The author is an important tool in getting information from the participants. The goal of this research was to illustrate how internet evaluation is used in English classrooms. All the data used in the study came from three instructors who used online assessments in the English Teacher Department and taught various grades. The origin of qualitative research, such as observations, documents, and interviews The interview is a key data collection approach that comprises verbal interactions between the investigator and the responden (Mathers, 2000);(Rachmawati, 2007). Interviews are typically used in exploratory and descriptive research along with study methodologies. This study used unstructured methods, where the subject is free to discuss anything they want to. Information about people, events,

and civilizations is gathered via observation (Kawulich, 2012). Interviews are typically used in exploratory and descriptive research along with study methodologies.

The researcher gave interviews to the respondents using unstructured interviews with open-ended questions. The researcher asked about what online tools were used in taking assessments at the end of learning process. While the researcher also checked the observations used in the study. When interviewing respondents, documentation is often taken in the form of pictures.

Findings and Discussion

Findings

This chapter was the result of the data that has been analyzed. From the results of the interviews and an overview of how the internet evaluation was implemented, it was discovered that:

The E-Assessment applications that were employed:

1. Online assessment refers to the process of evaluating learners' progress utilizing ICT, such as Android mobile devices, laptops, and devices, digitally and over a network. It is used on a social media platform, application or website. At the conclusion of the meeting, the online assessment is used. Due to the fact that it was used during the whole process of learning, it was a formative evaluation.
2. During pandemic disease, these schools used certain web programs to implement web-based learning.
3. Google Forms, Whatsapp, Edmodo, and Zoom are all used by educators because they offer a variety of tools that enable assess student achievement simply and quickly.

The following table depicts the use of e-assessment tools (organized by regularity of being used):

Table 1.1.

online measurement instruments or applications to evaluate their learners' achievement.

No	Teachers		
	FA	RS	NP
1.	Using WhatsApp	Using WhatsApp	Using WhatsApp
2.	Using Google Drive	Using Google form	Using Google Form
3.	Using Google form	Using Edmodo	Using Zoom
4.		Using Zoom	



E-assessment resources for educators

The information above leads us to the following conclusion:

1. From “FA”

To facilitate the online evaluation, concentrate efforts on using G-Form as an electronic assessment. According to Teacher FA's interview, the two platforms/apps that are utilized the most of these are WhatsApp and Google Form. It depends on the test's objective in general. She utilized Google Forms to administer a multiple-choice test to gauge her pupils' reading ability. Additionally, it already includes a function that automatically retrieves the answers to various questions. Teacher FA also employed G-Drive and WhatsApp as internet application tools to support the online assessment since they were easier for pupils to use than other applications and were both free. The teacher provides some questions or concerns to the student, instructs them to type their answers, and then uploads the file over a Google Drive or Whatsapp group to examine the pupil's academic achievement. Educators still encounter several challenges when using e-assessment systems, including the allotted time for late submissions. Many students' limited internet connectivity forces them to collect their assignments late since they are unable to access and gather the links independently.

2. Teacher “RS”

Teachers FA and RS both used the same applications. Through multiple choice and short response questions, she utilizes G-Form to evaluate their comprehension of the text. Furthermore, teachers can utilize WhatsApp to grade quizzes or any other sort of formative assessment to evaluate their writing ability. Usually, she gives her pupils questions about well-known topics and requests that they compose essays and transmit them to the WhatsApp group in order to demonstrate their opinions. Teacher RS employs communicative methods while using platforms such as Zoom to evaluate students' listening and speaking abilities. She probes her pupils' oratory skills by posing a few queries before seeking their thoughts on the subject. Teacher RA selects Edmodo as the medium for the final exam since the results are made public right away once the exam is finished. However, the issue that teacher RS was having was quite similar to that of teacher FA, whose erratic internet access occasionally wrecks the scheduled evaluation procedure. Because some students have erratic internet access, the instructor must repeat the recording, specifically for listening assessments.

3. Teacher “NP”

Teachers FA, RS, and NP all use the same frequently assessed methods: Google forms and also WhatsApp. Teachers typically utilize this platform because it is simple to use, efficient, and time-



saving. Additionally, this platform is familiar with pupils and constantly assessments, which greatly aids teachers.

The author draws the conclusion that instructors mostly utilize Google Forms and WhatsApp and as their assessing platforms and tools based on the data presented above. Additionally, they evaluate student responses with the same technique. Additionally, there are a number of evaluation tools like Zoom and Edmodo that are hardly utilized.

Discussion

The results above show that teachers FA, RS, and NP used WhatsApp, Google Forms and platforms to assess their students' abilities in the classroom. This means that this application can help the teacher with the teaching learning process during COVID-19.

The study by (Mahmudi, 2018) was similar to this result. Mahmudi is the teacher at one of the Madrasahs in South Bengkulu. He stated that Google Form has certain benefits and drawbacks depending on how it is utilized as an evaluation tool for teaching Arabic based on Greater Levels of Thinking (HOTS). The teacher can use Google Forms to list as many interesting questions as they like, depending on the teacher's creativity. The teacher can also choose from the following options based on the kind of answer: multiple choice, short answer, paragraph, dropdown, checkboxes, linear scale, file upload, checkbox grid, multiple choice grid, time and date. He also said that using the tools in the menu, the teacher may create a description of the question, add photographs, or the link of YouTube's video.

Related to Google Form and Quizizz, (Mulatsih, 2020) also gives her findings. She stated that applications such as Google Form and Quizizz were used to measure learning. Based on all online activities, the average score for student assessments and the proportion of students who achieved the competence level were, respectively, 79,21 and 77.25%. Chemistry at SMAN 01 Banguntapan has a 78 proficiency rating. More than 75% of the students passed the proficiency test. It can be said that the online learning that was implemented was successful.

The study by Bardhan et al. (2020) was also about the tools of online assessment that teachers use in the classroom. They introduce a variety of tools, including Quizizz, Kahoot, Educanon, Socrative, and Nearpod, in addition to G-form. Online assessment tools can be the most useful replacement for traditional pen and paper tests of pupils. These interactive tests will not only engage learners but also inspire them. It enables teachers to perform mobile learning. They may administer tests whenever and wherever they choose and can record the results directly.



The last research by Jiandani et al. (2020) about online tools during a pandemic. WhatsApp can be used as an online assessment tool. It was the most convenient form of communication and was utilized to conduct theory and practical assessments. Both teachers and students used WA and were accustomed to its usage; a smart phone was the sole prerequisite. WhatsApp was also utilized to upload papers to the students' or teachers' group and for other exam-related quick contact with the students.

Based on the explanation above, it can be concluded that WhatsApp, Google Form, and other platforms are used by teachers in online assessments for students. During the pandemic, classroom teaching can still be carried out, even online. The online learning system was created to support online-based learning.

Conclusion and Suggestion

Researchers may infer from the discussion in the preceding chapter that the teachers evaluated their learners' online work by employing the same social media websites and the identical multiple-choice and write-up testing formats as were utilized in G-Form/G-Classroom. The main reason teachers utilize this system is due to its usefulness. However, this study mainly focuses on the kinds of systems and evaluation methods employed by the teachers. Since the writer hasn't yet conducted it from the viewpoint of the student, the writer suggests conducting future studies from both viewpoints.

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