



CHALLENGES IN ONLINE ASSESSMENT: THE CASE OF INDONESIAN TEACHERS

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ABSTRACT

Since face-to-face classrooms are shifted to online classes, the assessment which is a part of the teaching-learning process is also virtually conducted. This study aims to describe the online assessment tools utilized by teachers when giving online assessments to their students. Moreover, it also investigates the challenges faced by teachers in the implementation of online assessment as well as the solution to respond to those issues. This is a qualitative research design using open-ended questionnaires as the instrument of the research. The participants were 25 teachers from primary schools, junior high schools, and senior high schools in Central Java province Indonesia. The findings of the research show that teachers from elementary schools to senior high schools use a range of online assessment tools when giving their students online evaluations such as Google Forms, WhatsApp, Quipper, Quizzes, and Microsoft Team. When giving online assessments, several difficulties are encountered by teachers at all levels, including poor internet access, academic dishonesty, students' discipline, and the lack of mobile phones. Teachers have done various actions in response to such problems. For instance, changing the questions from objective to subjective ones, providing internet access, encouraging students to submit their work on time, and visiting the students at home to lend them mobile phones to do assessments if they do not have one.

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1. INTRODUCTION

The outbreak of Covid-19 pandemic has impacted every part of human life including education, in every country in this world. Each country has introduced various ways to continue the education process and ensure that the education systems function properly during this pandemic. Because of Covid-19 pandemic, traditional face-to-face classes have been shifted to online learning or virtual classroom. Most schools were closed temporarily and classes and lectures moved online. Many challenges appear due to the immediate and unexpected shift from offline to online classes [1]. Moreover, according to [2], giving assessments on students' performance in online learning continues a challenge both for students and teachers especially when it comes to assessing students' practical abilities, and technical competencies, as well as a teaching practicum.

Since the classroom has been replaced by online classes, the assessment is also done virtually or online. In general, assessing is defined as the procedure of gathering, perceiving, noting, and evaluating students' responses to educational assignments [3]. Meanwhile, online assessment is defined as the measures of the development of learners using internet-based tools [4]. Assessing student learning is an important part of a successful and high-quality teaching-learning process, including virtual teaching-learning. Assessment can provide valuable information for teachers. First, by assessing students, teachers will get information about how far the students' understanding of the material that has been discussed or learned. Secondly, teachers will also get information on whether the learning outcomes have been achieved or not. It is important to consider that the pedagogical strategies underlying assessments should not change

when it is moved from a face to face to online assessment. Assessment, whether online or offline, must be matched with the course objectives and offer a consistent measurement of student learning. To support the online assessment, there are a lot of tools or platforms which can be used by teachers such as WhatsApp, Google Forms, Quizzes, Socrative, Kahoot, Help Teaching, Poll Maker, Class Marker, Easy Test Marker, and many other tools.

According to [5], online assessment is more advantageous because of some reasons. First, it is not necessary to be printed. The online assessment also discourages cheating. Moreover, the results of the exam can be made immediately available after the test has been taken. It can save the questions, prior results, and students' profiles in one place. Finally, online assessment can be used to test many students at once. Similarly, [6] highlights the benefits of assessment which is done virtually, focusing on the improvement of student commitment, better flexibility regarding the time and location of the assessment task completion, fast feedback, and shorter time for marking.

Despite the benefits, [5] claims that online assessment is disadvantageous. Online assessment requires an internet connection and tools for each student. It can also lead to cheating due to the lack of direct supervision. In addition, using the online assessment, it takes time to ensure that all tools work properly. The last, online assessment relies on powerful servers, which may go down during the assessment and the system requires training time to operate.

There have been studies conducted by previous researchers on investigating the challenges encountered by teachers in using online assessment. They found that when giving online assessments, various problems appeared, such as the low accessibility to the internet connection, academic dishonesty, students' commitment, as well as students' behavior which tend not to be on time when submitting their work. [7], [8], [9]. Although many studies have examined the online assessment obstacles, however, none of those studies investigated the challenges faced by teachers from primary school until senior high school. The objectives of this study are to describe tools used by teachers in online assessment as well as the challenges and solutions, The research questions of this study are as follows:

1. What tools did teachers use in conducting online assessments during the covid-19 pandemic?
2. What challenges did teachers face in conducting online assessments during the covid-19 pandemic?
3. How did teachers solve the problems in conducting online assessments during the covid-19 pandemic?

2. RESEARCH METHOD

The method used in this study was qualitative design. Twenty-five teachers from Elementary Schools, Junior High Schools, Senior High Schools, Islamic Senior High Schools, and Vocational Senior High Schools in Central Java Province Indonesia were involved in this study as participants. They were science course teachers and social course teachers. To collect the data, the writers distributed open-ended questionnaires through Google Forms. The questionnaire was used to gain information about the tools for online assessment, the challenges, and the solutions done by the teachers to cope with the challenges. The collected data were analyzed by referring data analysis technique suggested by [10] includes three steps: data condensation, data display, and conclusion drawing/verification.

3. RESULTS AND DISCUSSION

Results are presented according to the research objectives of the study. The first objective is to describe online assessment tools used by teachers. Furthermore, the second objective is to explain the challenges experienced by teachers in the implementation of online assessments. Finally, the last objective is to investigate the solutions taken by teachers to solve the challenges.

3.1. Online Assessment Tools Used by Teachers

The participants in this study were asked to respond to a question about the tools used for the online assessment. The results of the participant's responses are presented in Table 1 and Figure 1.

Table 1. Online Assessment Tools Implemented by Teachers

No.	PARTICIPANTS	ONLINE ASSESSMENT TOOLS
1.	Primary School Teachers	WhatsApp, Google Forms
2.	Junior High School Teachers	Google Forms, Quipper
3.	Senior High School Teachers	Google Form, Quizizz, Quipper
4.	Islamic Senior High School Teachers	WhatsApp, Google Forms,
5.	Senior Vocational School Teachers	Google Forms, Microsoft Teams 365

The details distribution of the usage of the tools is displayed in Table 2 and Figure 1.



Table 2. Tools Distribution Use in the Online Assessment

No.	Tools	Number of Teachers	Percentage
1.	WhatsApp	10	40%
2.	Google Forms	25	100%
3.	Quizizz	7	28%
4.	Microsoft Teams 365	2	8%
5.	Quipper	10	40%

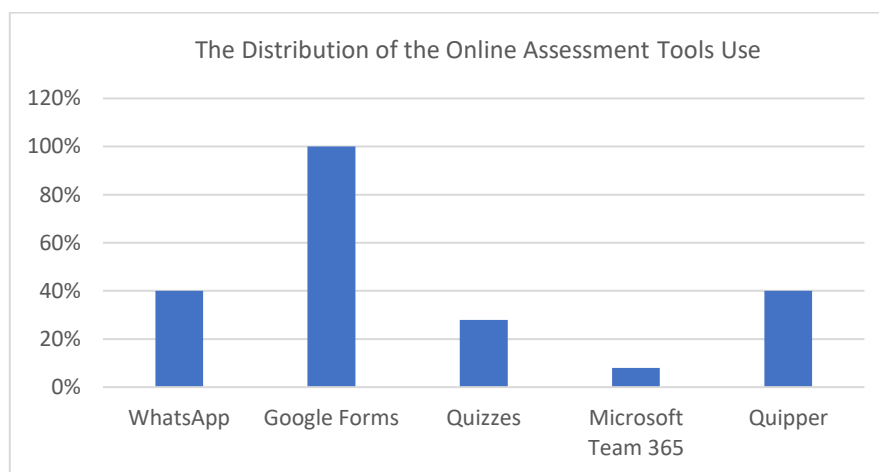


Figure 1. The Distribution of the Online Assessment Tools Use

3.2 Challenges Experienced by Teachers in Online Assessment

Regarding the challenges encountered by teachers in the implementation of online assessment, an open-ended question was given to the participants to mention the challenges they faced when they gave an online assessment to the students. The results of the analysis are shown in Table 3 and Figure 2.

Table 3. Challenges Faced by Teachers in Online Assessment

No.	Challenges	Number of Teachers	Percentage
1.	Academic Dishonesty	20	84%
2.	Internet Connectivity	25	100%
3.	Student' Disciplines	18	76%
4.	Having No Mobile phone	7	28%

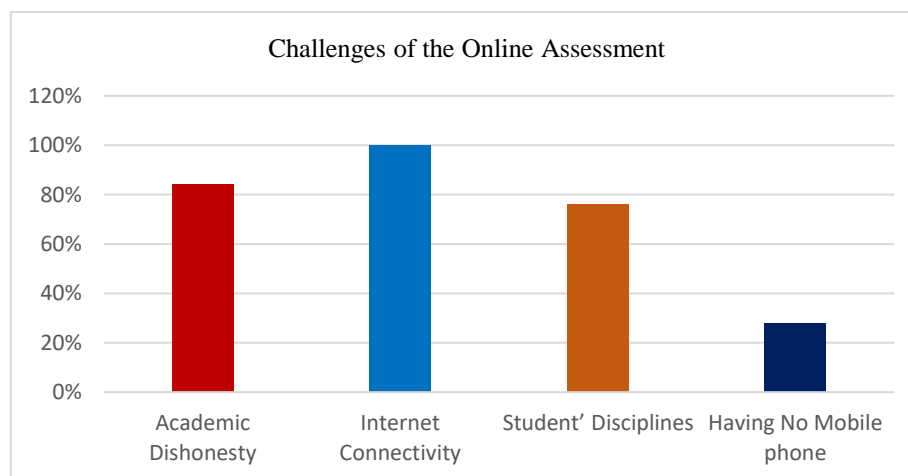


Figure 2. Challenges Faced by Teachers in the Online Assessment

3.3. Solution toward the challenges of the Online Assessment

Finally, the respondents were asked to explain the solution they did to solve the challenges during the implementation of the online assessment. The detailed results of the analysis was presented in Table 4.

Table 4. Solution for Challenges in the Implementation of the Online Assessment

No.	Challenges	Solutions
1.	Academic Dishonesty	a. Change the type of assessment from objective questions subjective ones. b. Reducing the amount of time students take the test c. Shuffling/randomizing test questions.
2.	Internet Connectivity	a. Give extension time for students to finish the test or task. b. Schools provide internet data to teachers and students.
3.	Student' Disciplines	Encourage students to submit the students' work on time.
4.	Having No Mobile phone	Home visits help students in learning and help students do tests/assignments.

3.2 Discussion

This study aims at investigating tools used by teachers in giving online assessments to students at various levels, from elementary school to senior high school level. Additionally, it aims to highlight both the problems and solutions associated with the use of online assessments. The data analysis revealed that teachers from primary to senior high school levels faced four major challenges. Those challenges include academic dishonesty, internet connectivity, student discipline, and having no mobile phones. Academic dishonesty, infrastructure, and students' commitment to submitting evaluations are three of those issues, and they are comparable to those found in [9]. The investigation conducted by [8] also uncovered instances of academic dishonesty and plagiarism[11].

3.2.1 Online Assessment Tools Used by Teachers

The first research question asks about online assessment tools used by teachers in online assessments. Based on the results of the study, there are various types of tools used by teachers such as WhatsApp, Google Forms, Quipper, Quizizz, and Microsoft Teams 365. The findings also revealed that teachers implemented more than one tools in assessing the students virtually. For example, Primary Teachers preferred to use WhatsApp and Google Forms. Meanwhile, high school teachers used Quipper and Quizizz. However, the most dominant used platform was Google Forms (100%), followed by WhatsApp (40%), Quipper (40%), Quizizz (28%), and Microsoft Teams 365 (8%). Most teachers prefer to use google forms because it is easier to use, more practical than other assessment tools, cheap, and does not need a strong internet connection[12].

3.2.2 Challenges Experienced by Teachers in Online Assessment

The second research question dealt with the challenges faced by teachers in the implementation of assessment. There were various obstacles encountered by the teachers. The teachers' feedback on the question is grouped into four categories. They are challenges related to academic honesty (84%), poor internet connectivity (100%), student discipline (76%), no mobile phone (28%). These findings support the research finding conducted by [13] who found that the difficulties encountered by the teachers while conducting online learning and online assessments took various forms such as a slow internet connection, high internet quota costs, restricted access to computers and smartphones, and low ability to use digital technology.

The first challenge in implementing an online assessment is related to students' academic dishonesty. Academic dishonesty is "any type of cheating that happens related to formal academic exercises, such as cheating or plagiarism [14]. During the online assessment, most of the respondents stated that it is difficult for them to prove that students do the test by themselves. Moreover, it is not easy for teachers to prevent students from cheating. It is because, in online assessment, students do the tests at home without supervision from teachers. That is the reason why it is possible for students to receive answers from others such as parents or students' private teachers. This finding supports the study of [15]. [15]conducted a survey of criminal justice and legal studies students at a large state university. He contrasted students' dishonest behaviors in online and traditional lecture courses and found that students admitted to cheating much more frequently than they did in on-campus classes. Different researchers have also discovered evidence that both faculty and students believe that cheating is easier in an online course than in traditional classes [16]. [17] investigated the perception that cheating occurs more frequently in online courses, discovering that 73.8% of students responded to the survey believed it was easier to cheat in an online class. Cheating has become an old huge problem for teachers in giving assessments virtually [18]. Additionally, cheating in virtual classes was bigger than in in-person classes. for most graded materials [19].



The second challenge of an online assessment is related to internet connectivity. During the online assessment, internet connectivity becomes a barrier to the success of the assessment. In this case, not all students taking online assessments have a good internet connection. A lot of students have poor access to the internet, especially those who live in rural areas. Internet connectivity is the most dominant challenge encountered by the teachers of primary schools level until senior high school level in Central Java Province in Indonesia. It is like the findings of [20], [21] who discovered that low internet accessibility could be the top obstacle that can impact the appropriate implementation of the online assessment in Oman. The low internet accessibility is mostly faced by students who lived in a rural area which is far away from the city [21]. [22] found that one of the greatest issues teachers encountered while assessing students online was due to the technical issues faced by their students.

Students' discipline is also becoming one of the problems faced by teachers in giving online assessments. The results of the study showed that students' discipline is decreasing during the online assessment. According to the teachers, in online assessments, students are often late to submit the results of their work or assignment.

Finally, the last barrier to online assessment is that few students do not have mobile phones, especially primary school and junior high school students.

3.2.3 Solution to the Challenges in the Online Assessment

The results found different ways were done by teachers to respond to the challenges in the online assessment. Concerning the students' dishonesty, teachers changed the types of assessments. Teachers mentioned that they changed questions from objective or selected response tests to more subjective ones. For example short-answer or essay questions. Some of the respondents also explained that one way to prevent students from being dishonest in doing tests is by applying a test timer or reducing the amount of time students have to take the test. By giving limited time, only those students who are familiar with the material can answer the questions in the time allotted. For teachers of senior high schools including Islamic senior high schools and vocational high schools, in connection to academic dishonesty, they shuffled /randomized test questions as the solution.

Related to the poor connectivity access issue, teachers explained that if the students could not finish the test because of the internet problem, they gave extension time for students to finish the test or task. This is coherent with the findings of [22] who revealed that lecturers gave extended time for students who got troubles related to poor connection during the online assessment. Accessibility to internet connection is also solved by the schools by providing internet access to the students and teachers, including by distributing internet data.

In connection to students' discipline when submitting their work, the teacher participants said that they encouraged students to submit the students' work on time. The teachers also asked parents to make their children submit their work according to the schedule.

Finally, teachers, especially primary school teachers did a home visit to help students in learning and do tests/assignments for students who do not have any mobile phones.

4. CONCLUSIONS

The results of this study show that teachers from elementary schools to senior high schools utilize a variety of tools when delivering their student's online evaluations. Google Forms, WhatsApp, Quipper, Quizzes, and Microsoft Teams 365 are a few more examples. Moreover, teachers at all levels also faced a number of challenges when using online assessments, including poor internet connectivity, academic dishonesty, student discipline, and the unavailability of mobile phones. To respond to those issues, teachers have done different ways. For instance, switching objective questions to subjective ones, giving students access to the internet, encouraging them to turn in their work on time, and performing house visits to lend mobile phones to students who don't have mobile phones.

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