

Application of Alternative Assessment in Madrasah Education During the Covid-1 Pandemic

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Abstract—This electronic document is a “live” template and already defines the components of your paper [title, text, heads, etc.] in its style sheet. The condition of the COVID-19 pandemic has opened our minds about new innovations in learning. Learning at MAN 3 Padang Panjang City continues even though it is online and offline. Students and teachers try to maximize learning. The purpose of this study was to analyze the application and impact of alternative assessments during the Covid-19 period at MAN 3 Padang Panjang City. The method used is a qualitative method. Data collection techniques using triangulation techniques. The results showed that an average of 8.7 out of a scale of 10 illustrates the level of achievement of the learning process is good. This alternative assessment is a non-test assessment based on the ability of students to become a form of educational reform in the field of assessment or evaluation. The implication or impact on the MAN 3 Padang Panjang school is the awareness of the responsibility of students to do the assignments given by the teacher very well. For teachers need serious attention to implement this alternative assessment in schools, To the government, the authors hope not to ignore education. The impact of education will be felt in the next 10 or 20 years. Educational outcomes cannot be measured 1 or 2 years in the future.

Keywords—Application, Alternative Assessment, Implication.

I. INTRODUCTION

Education is an effort to develop students' self in terms of knowledge, attitudes and skills in a social environment in which interaction occurs between students and educators. It is in this interaction that learning of behavior and norms occurs that is able to develop the potential for thinking and acting for students. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. (Law No. 20 of 2003).

To improve human intelligence, the government has implemented various programs to improve the quality of education in Indonesia. Programs carried out by the government to improve the quality of education are increasing the professionalism of educators and making changes to the education curriculum. The 2013 curriculum is the latest curriculum implemented in Indonesia today. This curriculum emphasizes learner-centered learning with active learning patterns as well as critical learning (Permendikbud number 69 of 2013). The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. (Law No. 20 of 2003). The implementation of the curriculum is very influential on the success of the teaching and learning process. The better the learning process, the better the quality and quality of education in a school.

The success of education cannot be separated from the situation and conditions of survival. At the beginning of 2020 we

felt a disease outbreak that eventually became a global pandemic, namely the Covid-19 pandemic. All aspects of life are feeling the impact of Covid-19. In the field of education, it has resulted in changes in the way students learn and teach, who initially studied at school face-to-face, then moved home by learning online (in a network, connected through computer networks, the internet and so on) (KBBI V).

The implementation of online learning has positive and negative impacts. The positive impact, students and teachers will be proficient in using information technology, while the negative impact, learning is less felt by students and teachers, the process of transferring the moral values of education will not reach national education standards. Educational achievements can be seen in the application of the assessment of learning outcomes in schools. Assessment of the learning process and results is a very important and inseparable part of the planning and learning process.

Learning assessment in the 2013 curriculum is directed at authentic assessment. In simple terms, authentic assessment is an assessment of learning outcomes that requires students to show achievement and learning outcomes in the form of abilities in real life. More broadly, authentic assessment is an assessment carried out comprehensively to assess starting from the input, process, and learning output (Permendiknas no 66 of 2013).

From the results of previous studies, it was found that one of the problems of madrasa teachers in the city of Padang Panjang, especially in MAN 3 Padang Panjang City, was the lack of understanding of teachers regarding actual or authentic assessments. One of the authentic assessments is an alternative assessment. If it is related to the assessment, the problem is not being able to see the input and the assessment process. There are still many cases of mid-term tests or end-of-semester tests where the test equipment is not in accordance with the rules. Conditions like this indicate that the test of learning outcomes is a separate part of the learning process. In this case the test is only oriented to the achievement of learning outcomes, and not the learning process. How the process and students' attention in achieving learning outcomes is not a concern. The main concern is how the results obtained by students after they finish the lesson. (Suryanto, 2011).

In this Covid-19 era, it is difficult to implement assessment standards because there are several standards that cannot be applied normally. The existence of several standards that cannot be applied normally will have an impact on the quality of education in schools. The occurrence of inequality in the teaching and learning process will have an impact on the targets set by the school. This issue will be borne by the Principal together with teachers, students and parents. The limitation of the problem in this paper is focused on analyzing the application of alternative assessments during the Covid-19 period at MAN 3 Padang Panjang City. The purpose of this paper is to analyze the application and impact of alternative assessments during the Covid-19 period at MAN 3 Padang Panjang City

II. RESEARCH METHOD

The method used in this research is qualitative method. this method is used to examine the condition of natural objects (Anggito, 2018), data collection techniques use triangulation techniques, while data analysis is inductive with research results that emphasize meaning (Muhadjir, 2016). The approach used in this research is descriptive qualitative. Qualitative descriptive approach is a research method that aims to describe in full and in depth about social reality and various phenomena that occur in the community that are the subject of research so that the characteristics, characters, traits, and models of these phenomena are described (Sanjaya, 2015).

Field notes were carried out to record events that were not observed by the student learning activity observation sheet and the attitude and skill aspect observation sheet. Field notes contain data on the day and date of learning implementation, basic competencies learned and events that occurred during the learning process. Field notes will provide an overview of the successes and shortcomings in the implementation of the learning process. The results of these field notes will be used as consideration for developing further actions. The object of this research is the teachers and students of MAN 3 Padang Panjang City. Sampling of 20 teachers and 60 students from 300 students

III. RESULT AND DISCUSSION

Based on data from the results of research that has been carried out based on the formulation of the research problem, it was found that learning at MAN 3 Padang Panjang City during the Covid-19 Period used the Online and Offline method. In the online method, the teacher creates WhatsApp social media for each class and subject. While in the offline method, the teacher makes materials and assignments through modules. Assignments that have been completed will be handed over to the teacher in the

respective field of study at the school. This offline assignment is aimed at students who cannot access online learning. This change in the teaching and learning process will have an impact on the education of the nation's children. The curriculum that has been implemented so far has changed with a special curriculum. Curriculum in Special Conditions, Curriculum Implementation must pay attention to: a) Age and stage of development of students in PAUD; b) Achievement of competence in the curriculum, meaningfulness, and usefulness of learning for Basic Education and Secondary Education, including special education and equality education programs. (Kepmendikbud no. 719/P/2020).

Education units under special conditions are not required to complete all curriculum achievements for grade promotion or graduation. Learning in Special Conditions is still carried out based on the active principle that learning encourages the full involvement of students in their learning development, learns how they can learn, reflects on their learning experiences, and instills a growth mindset. Healthy relations between the parties involved, namely learning encourages all parties involved to place high expectations on the learning development of students, creating a sense of security, mutual respect, trust, and care, regardless of the diversity of students' backgrounds.

The Education Unit adapts to the abilities and needs of students, namely learning is focused on the stages and needs, focusing on mastery of competencies, centered on students to build confidence and self-worth and fun, namely learning encourages students to enjoy learning and continues to grow a sense of challenge for themselves, so that they can motivate themselves, be active and creative, and be responsible for agreements made together. Learning in Special Conditions is carried out contextually and meaningfully by using various strategies according to the needs and conditions of students, Education Units, and regions and fulfills learning principles (Kepmendikbud 719/P/2020).

Assessment or evaluation of learning in the Covid-19 Pandemic conditions carried out at home can use alternative assessment methods. With the rapid development and advancement of technology today, the application of alternative assessments is very possible and facilitated, especially with the internet network. Teachers can use application media that are connected to the internet network to conduct online assessments and evaluations of learning outcomes. The assessment can be in the form of quizzes, online tests, individual assignments, or other forms of online assessment using the internet. The use of the assessment above is an example of an alternative assessment that can be used as a substitute for an authentic assessment.

To determine the level of achievement or success achieved by students, two references are used, namely the assessment of the norm reference and the assessment of the benchmark reference. Norm reference assessment is an assessment of student achievement and learning outcomes that is referred to the group average. For this reason, the norms or criteria used in determining the degree of student success are compared to the class average. On that basis, the category of student achievement will be obtained, namely above the class average, around the class average, and below the class average. The benchmark assessment of student achievement is an assessment that is referred to the instructional objectives that students must master. Thus the degree of student success is compared with the goals that should be achieved, not compared to the average group, so that only two groups of learning outcomes are found, namely the successful group and the unsuccessful group. (Supardi, 2015).

The success rate of MAN 3 Padang Panjang students can be seen in the table below:

Table 1. Quality Achievement Assessment Standard

Code	Indicator	Skore	Note
1.	Aspects of assessment according to the realm of competence	5,01	Scale 7
2.	Objective and accountable assessment techniques	5,25	
3.	Follow-up education assessment	5,00	
4.	Assessment instrument adjusts aspects	5,92	
5.	The assessment is carried out following the procedure	5,42	

The data listed in Table 1 shows the trend of achievement with the lowest score on the indicator of the assessment

instrument adjusting the aspect and the highest on the indicator adjusting the aspect. The assessment instrument adjusts aspects that can be seen from aspects of attitudes, aspects of knowledge and aspects of skills.

Table 2. Quality Achievement Indicators of Assessment Instruments Adjusting Aspects

Kode	SubIndikator	Nilai	ket
1.	Using the attitude aspect assessment instrument	5,95	Scale 7
2.	Using the knowledge aspect assessment instrument	5,85	
3.	Using the skill aspect assessment instrument	5,95	
	Average	5.92	

The achievement of the assessment indicators with aspects of attitudes, aspects of knowledge and aspects of skills is illustrated with the average of all indicators being 5.92 points out of a scale of 7. This achievement illustrates that existing conventional assessments cannot be applied perfectly during the Covid-19 pandemic. To support the improvement of the assessment, it is necessary to have an alternative assessment. Alternative assessments can be in the form of papers and assessments through the WhatsApp social media application. The use of alternative assessments in assessing student learning outcomes is an answer to the weaknesses in traditional assessments that only use written tests (paper and pencil tests). Written tests are not able to measure complex student learning outcomes, that generally written tests are only able to measure student learning outcomes in the realm of cognitive and simple skills.

In this study, the alternative assessment used is the method of giving individual papers (self-assessment). The instrument for assessing is as shown in table 1.1 above. In the table, the indicator of the assessment instrument according to aspects is the highest indicator of the other indicators. Assessment adjusts the aspect of the meaning, adapts to the situations and conditions faced by students. The paper selected as an alternative assessment is very suitable for the adjustment of these aspects.

Self-assessment is an assessment method that provides opportunities for students to take responsibility for their own learning. Therefore, educators can start the self-assessment process by giving students the opportunity to validate their own thinking. Self-assessment is an assessment technique where students are asked to assess themselves with regard to the status, process and level of achievement of the competencies they have learned in certain subjects based on criteria or references that have been prepared (Astutik and Maryani, 2007). With self-assessment, students will be trained to monitor and evaluate their own thoughts and actions and identify their weaknesses and strengths to achieve the desired learning outcomes. The main purpose of self-assessment is to support or improve learning processes and outcomes, so this assessment serves as an assessment that supports commonly used assessments.

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Wilson and Wing Jan (1999) identified that "self-assessment requires students to use both reflective and metacognitive skills". Students need to practice reflective thinking in order to explore further what they have learned and need to learn. To solve this problem, students are required to think critically. From the reflective thinking that is done, students can find out their strengths and weaknesses. Metacognitive abilities are needed to organize their own thinking. This is the implementation of self-assessment. Another thing related to self-assessment is the concept of lifelong learning. According to this concept, learning does not only occur in madrasahs or institutions. Learning is a continuous process as a living being. The learning process should be followed by an assessment process for it. The ability to self-assess is a crucial skill in the concept of lifelong learning. Thus, equipping students

with the ability to self-test is important so that they are able to assess and adapt to the new environment.

The results obtained from research conducted at MAN 3 Padang Panjang City can be seen in the table below:

Table 3. Self-Assessment Results of MAN 3 Padang Panjang Students.

Code	Statement	Yes	No	Score	Average
1.	Doing the job well			53	8,83
2.	Accept the risk for the actions taken			60	10,00
3.	Study at home for upcoming lessons			60	10,00
4.	Make a paper according to the rules of scientific writing			44	7,33
5.	Don't cheat on friends' papers			60	10,00
6.	Submit assignments on time			50	8,33
7.	Understanding the material being taught			45	7,50
8.	Able to present papers			45	7,50
9.	Able to answer questions asked			50	8,33
10.	Able to conclude material.			55	9,17
	Total score			522	87,00

Note: If you answer yes, score = 1, no = 0, the number of samples is 60 students.

From the table above, it can be understood that the statement of accepting the risk for the actions taken was answered "yes" by all students. This shows that students are responsible for the papers they make. The Study at home statement for the upcoming lesson was answered "yes" by all students. This shows that students can learn on their own accord at home. Aspects of students' knowledge will increase if they want to learn independently. Statement No cheating on a friend's paper answered "yes" by all students. This shows that students are serious in learning, namely making papers that are charged to students. The final score for self-assessment using this paper assignment is 87 points with an average of 8.7 points out of a scale of 10.

An average of 8.7 from a scale of 10 shows the level of achievement of the learning process is good. This alternative assessment is a non-test assessment based on the ability of students to become a form of educational reform in the field of assessment or evaluation. This assessment complements the written assessment conducted by the teacher. So it can be concluded that this alternative assessment is very helpful in assessing students. The implication or impact on the MAN 3 Padang Panjang school is the awareness of the students' responsibility to do the paper assignments given by the teacher very well. This teacher needs serious attention to apply this alternative assessment in schools, in addition to the conventional assessment that has existed so far.

IV. CONCLUSION AND SUGGESTIONS

The condition of the COVID-19 pandemic has opened our minds about new innovations in learning. Learning at MAN 3 Padang Panjang City continues even though it is online and offline. Students and teachers have tried to maximize learning. From the data obtained, it shows that an average of 8.7 from a scale of 10 shows that the level of achievement of the learning process is good. This alternative assessment is a non-test assessment based on the ability of students to become a form of educational reform in the field of assessment or evaluation. This assessment complements the written assessment conducted by the teacher. So it can be concluded that this alternative assessment is very helpful in assessing students.

The implication or impact on the MAN 3 Padang Panjang school is the awareness of the students' responsibility to do the paper assignments given by the teacher very well. This teacher needs serious attention to apply this alternative assessment in schools, in addition to the conventional assessment that has existed so far. To the government which is struggling against the COVID-19 pandemic, the author hopes that you do not neglect education. The impact of education will be felt in the next 10 or 20 years.

Educational outcomes cannot be measured 1 or 2 years in the future. The calculation of education is not the same as the calculation of the education budget which can be evaluated after the activity ends.

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