

Implementation of Online-based Social Studies Learning Assessment at Junior High Schools in Bandung, Indonesia

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Abstract: This study attempts to identify the problems of online-based social studies learning assessment in junior high schools in Bandung City based on teacher perspectives. This study uses a descriptive qualitative approach with in-depth interview techniques focused on groups or communities of social studies teachers in junior high schools throughout Bandung City. Data analysis uses thematic analysis methods. This study involved at least five different schools based on the western, eastern, northern, southern, and central regions of Bandung City. The results of the study indicate that the implementation of online-based social studies learning assessments still encounters various obstacles ranging from inadequate facilities and infrastructure, technical obstacles, and the lack of experts in digital technology for learning. In addition, the aspect of student honesty in carrying out online based learning assessments is still a problem. However, teachers are of the view that online-based social studies learning assessments are quite effective because they make it easier for teachers to check and summarize student work results. The findings of this study are that teachers are considered not to fully understand the principles of ideal social studies learning assessments, this can be seen when teachers do not conduct validity and reliability tests on questions or instruments that will be used to carry out online-based learning assessments.


1 INTRODUCTION


Technology is a means of supporting human life and enhancing its quality. In education, technology is used to facilitate its implementation (Churiyah et al., 2020). Economical, practical, effective, and flexible are the positive impacts of utilizing technological developments (Blyznyuk, 2019).


In the last decade, the use of digital technology in education and teaching has increased. The Covid-19 virus which has become a pandemic in various countries has forced society to adjust educational and learning practices. Starting from elementary school to college, learning is carried out online or offline with the help of communication technology, information, or digital technology with the help of internet networks (Boumaaize et al., 2021;


Widodo et al., 2020; Marinoni et al., 2020; Almusharraf & Khahro, 2020). Although the pandemic has ended, the world of education has returned to normal, but learning patterns have changed to new habits, especially in terms of utilizing digital technology (Valentino et al., 2021).

The use of technology, especially digital technology in education is becoming increasingly widespread. Teachers are increasingly interested because modern technology has been proven to improve quality and create enjoyable learning (Raja & Nagasubramani, 2018), Increase the effectiveness of learning (M. et al. et al., 2017)), can facilitate teachers in the learning process, increase students' interest in learning (Egan et al., 2023; Means, 2010), can also develop various student skills (Wahyuningtyas, 2019; Prasasti & Anas, 2023), so

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that it can improve students' life skills to the demands of the times (Burbules et al., 2020). However, online-based learning has risks that have the potential to become problems (Timmis et al., 2016). These problems vary from the lack of teacher understanding both theoretically, conceptually, and in implementation to the lack of supporting facilities and infrastructure for implementing online-based assessment (Ramdhanika & Darkam, 2021). Technical and non-technical problems in implementing learning assessments (Kearns, 2024) and the difficulty of teachers in controlling and assessing students objectively (Jamila et al., 2021).

Learning success indicators can be seen from the assessment results. Assessment is an activity to see the level of learning success toward students either directly or indirectly through a systematic, analytical, and interpretive process (Gronlund et al., 2017; Sangle et al., 2020). Learning assessment is used to assess the work results of students either individually or in groups (C. Y. Lin et al., 2018). As one of the processes that cannot be separated from learning (Darling-Hammond & Snyder, 2000; Suskie, 2010; Ogange et al., 2018), assessment must uphold the principles of being sustainable, comprehensive, objective, cooperative, an integral part of the teaching and learning process, and oriented towards student development (Race, 2017; Arikunto, 2018). By upholding the principles of assessment, the assessment process will be run according to the desired learning objectives.

This study attempts to identify the use of digital applications in online social studies learning assessment in junior high schools in the city of Bandung. Previous research has found that online-based learning assessment still encounters various problems. In addition, based on initial interviews with the head of the social studies subject teacher community in junior high schools in the city of Bandung, several facts were shown, namely: 1) schools in the city of Bandung still implement online-based learning; 2) there are problems in the implementation of online-based learning that have not been resolved, starting from the availability of facilities and infrastructure, students' economic capabilities, and teachers' understanding of supporting technology for online learning and 3) the implementation of social studies learning assessments, especially for mid-semester and final semester exams, is carried out online using digital applications. Based on the facts above, we assume that if the online-based learning process still has many problems, then how is it possible that the online-based assessment process is not free from

these problems? Therefore, we are trying to study and analyze how implementing online-based social studies learning assessments in junior high schools in Bandung has been carried out effectively.

There are quite a lot of studies related to the topic to be studied. For example, research related to the assessment of the use of technology or applications in online learning (Kaba, 2019; Halil, 2020), or the influence of digital applications in learning assessment (Garcia et al., 2024). In addition, research and development of models, methods, techniques, or strategies for online-based learning assessment are ongoing (T. Anderson & Elloumi, 2004; Siu et al., 2024).

From the various studies above, researchers tend to examine the use of applications or their influence on learning assessments. In addition, there are also related responses of teachers and students in the implementation of online-based learning assessments, while this study seeks to analyze how online-based learning assessments are implemented and identify the problems that arise so that it can be concluded how effective they are from the teacher's perspective. More specifically, the research was conducted on the subject of Social Studies for Junior High Schools specifically in the city of Bandung, Indonesia. Based on literature searches from various scientific publications, the theme raised in this study has not been widely studied so it is hoped that the results of this study will be something important to be used as a basis for developing an effective and efficient online-based learning assessment model

2 METHOD

This study examines and analyses the implementation of online-based social studies learning assessments and how effective the evaluation is based on the teacher's perspective. This study was conducted in Bandung using a descriptive qualitative (Creswell, 2007). In-depth interviews were used as a data collection technique and were conducted in the social studies learning teacher community known as the *musyawarah guru mata pelajaran* (MGMP). The key informant for this study was the head of the Social Studies MGMP. This is because he is a figure who is very knowledgeable about the policies on how social studies learning and assessment are implemented in schools. In addition, at least 4 social studies subject teachers from 4 different schools were involved. The schools involved were selected based on different locations, namely schools located in the east, west, south, and north of Bandung City. The goal is that

each location has one school representative or one respondent. The schools that participated in the study included SMPN 4 Bandung City, SMPN 17 Bandung City, SMPN 21 Bandung City, and SMPN 26 Bandung City. The head of the MGMP is also an SMPN 51 Bandung City teacher. Therefore, this study involved at least five respondents from 5 different junior high schools in Bandung.

Unstructured interviews were conducted between February and May. The interviews were divided into 2 parts. The first part was the core interview conducted between February and March and the second part was an additional interview conducted between April and May. To facilitate the processing of research data, each respondent was given a different code. The code is R1 for the first respondent or teacher and continues to R4 which means the 4th respondent. For the head of MGMP, the code R5 is given which means the 5th respondent. Data analysis used thematic analysis (Braun & Clarke, 2012). The entire interview process was documented and recorded except for one respondent from SMPN 26 Kota Bandung who did not want her interview process to be recorded. The researcher only recorded important parts of the interview process. The data processing process begins with data collection. After that, the data is described in interview transcripts and then grouped based on the type and type of data, after which the data is reduced. At this stage, the data sorting and interpretation process is carried out. After that, the data compression process is carried out to see the data trends of each respondent. This is an important step so that data from each respondent can be seen from the side of similarities or differences so that the data is ready to be presented and can be concluded the instructions closely to make the volume look as uniform as possible (J. Moleong, 2005).

3 RESULT

The research data was generated from in-depth interviews with respondents focused on the community of social studies teachers in Bandung City. The data are described below:

First, related to the process of assessing social studies learning at the junior high school in Bandung City. R5 said, "Social studies learning assessment at the junior high school level in Bandung City includes summative and formative assessments, the implementation of which is in daily or end-of-chapter assessments, mid and end-of-semester or end-of-year assessments." This is in line with the statement from.

R3, R4 and R5 confirm "For daily assessments, there are 2, tests and non-tests". R5 said the technique can be paper-pencil based or online based. This is in line with R1, R3, and R4 said "in addition to being paper-pen based, daily assessments can also be online based with the help of assessment applications such as Quizziz, Edmodo or Google form. After being identified, there were at least 3 respondents, namely R5, R3, and R4 who often carried out daily assessments using online-based digital applications but occasionally carried out paper-pencil-based while R and R2 rarely used online-based digital applications for daily assessments or final chapter assessments. After being confirmed with R5, "basically for daily assessments, teachers are given the freedom to use the assessment methods or techniques used.

In addition to daily assessment scores, there are also mid-semester assessments. R1 and R3 said, "Mid-semester assessments are not mandatory, only for reporting to parents." The researcher asked what method was used. All respondents answered that the process was also free. This is to the statement of the Head of the Social Studies subject teacher community or R4 "The mid-semester assessment method is also flexible, the same as daily tests or end-of-chapter assessments; there are schools that carry out tests, there are also those that take all daily scores and average them out, so they become the mid-semester score." Meanwhile, for the technicalities as stated by R2, R4, and R5 "the mid-semester assessment process can be carried out online or paper-based. Based on this, it can be interpreted that the mid-semester assessment process is an assessment process that is entirely the autonomy of the school. Of the five schools studied, they can be grouped into two groups. The first group, namely schools R1 and R2, sometimes carry out daily assessments by taking tests or averaging the final chapter scores to be used as mid-semester scores. The second group, namely the school group from R3, R4, and R5, carries out assessments in the form of tests for the middle of the semester.

The last is the end-of-semester assessment or end-of-year assessment. Based on the research, all respondents used LMS (learning management system) for end-of-semester or end-of-year evaluations. R2, R3, and R5 added, "The school has determined the implementation of end-of-semester or end-of-year assessments and is usually programmed by the education office so that its implementation is simultaneous nationally."

After knowing the habits of social studies learning assessment carried out by junior high school teachers in Bandung, the researcher then dug up data

related to the types of digital applications used by teachers for online-based assessments. The researcher asked, "What applications are often used for online based assessments?" Respondents answered. R1 "Is usually Quizzizz, Edmodo, or LMS for end-of semester assessments. R2 Quizzizz is the most frequent. R3 "Google form or LMS. R4 "We have LMS and for daily tests, we can use Quizzizz. R5 "LMS but for daily tests we use Google form.

After that, the researcher asked about the advantages and disadvantages of online-based social studies learning assessment from the teacher's perspective. The researcher asked "advantages of implementing online-based social studies learning assessment?" R1 said, "Ummm what is it ... it's just faster." R2 said "It's good, we don't need to check one by one, checking takes a long time. R3 "We don't need to correct students' work, the results can be seen immediately. R4 "The advantages are few. I don't need to check students' answers. R5 "Oh that ... the results are immediately visible, no need to calculate and check students' answers". It can be concluded that online-based assessment provides the advantage of time efficiency starting from preparation, implementation and checking and processing assessment results. R1, R2, and R4 emphasized, "... conventional assessments based on paper and pencils take a long time to correct students' work while online assessments are auto-correct". In addition, R1 and R2 said "online assessments save pencil paper. Of course, it's more economical. R3 also added that online-based assessments make students more enthusiastic than conventional assessments based on paper and pens. It should be noted, from the interview results it was stated that if the assessment was carried out using multiple-choice questions, then the work efficiency conveyed by the respondents was correct. However, this does not apply if the assessment questions are in the form of essays or descriptions.

However, behind the advantages, there are certainly weaknesses. These weaknesses sometimes become problems. After being grouped, the problems were classified into three aspects, namely infrastructure problems, technical problems, and human resource problems. R1, R2, R3, R4, and R5 agreed that the first problem related to infrastructure was that not all students had gadgets, R4 and R2 added that not all gadgets owned by students supported the implementation of online-based learning assessments. Not to mention the problem of internet quota, this could be an obstacle to the implementation of online-based assessments.

The second is the technical problem of implementation. This problem arises and is also

related to facilities and infrastructure. R5 said "Although it has been prepared in such a way, technical problems such as lost internet connection, or inadequate network often occur" R3 and R4 Every implementation of online-based assessment requires a good and consistent internet connection because when the connection is disrupted, the assessment process will be disrupted, some even have to be repeated. R1 also gave an example of an incident where the server was down so that the results of the students' work were not all recorded, as a result, the entire assessment process was repeated. Other technical problems are related to the supervision of the implementation of online-based assessments. R1 emphasized that every implementation of student assessments is mixed between class 1 and other classes. Meanwhile, each room that is tasked with supervising the online-based assessment process is only one teacher, therefore this is sometimes used as an opportunity for students to cheat by opening a new tab to browse to find answers to questions. and that often happens.

Other technical obstacles also happened when children tried to fool the supervisor. This was expressed by R1 "Children easily cheat" R3 "Children are now smarter in using technology so they can fool us. R4 said "... there are those who can hack so they can see the answer key to the questions being tested. R2 "There are also students who darken the gadget screen, the aim is so that the supervisor cannot see what the students see on the gadget screen from the side or distance, R4 and R5 said "... there are even students who deliberately open google or others to see cheat sheets "

The third is the problem of human resources. learning This is related to teacher awareness and student awareness as well. Instead of implementing this assessment to measure the success of student learning, many students do not take it seriously. This is as stated by all respondents where they often find students who fill out questions during online assessments carelessly, Just clicking. R4 said "... even though the time provided for this online assessment is 80 minutes, many children only do it in 15 to 30 minutes. and the answers are careless. Not because they understand but because they don't know the answer so they just click". In addition, R1 said "Cheating behavior is often found, as a result, teachers are sometimes confused because many students whose daily test scores are bad at the end of semester test suddenly get big. Of course that raises doubts among teachers about the results of students' answers"

Next, the researcher asked about what could be done by both the school and the teacher to overcome the problems of implementing online based assessments. The researcher asked what teachers did to overcome the problems of online-based assessments. R1 "Coordinate with the school. R2 "Communicate with the homeroom teacher, later the homeroom teacher will communicate with the school". R3 The school has tablets that can be lent to students who do not have them. R4 "borrowed from the school. This is in line with the key statement informant, namely R5 "Every school in Bandung City (in this context, government-owned junior high schools) has been given assistance in the form of 70 PCS tablets for online learning purposes so that until now it can be used for implementing online learning assessments"

For technical problems that still often occur, it can be concluded that teachers and schools have not been able to find a way out. R1, R3, and R5 said that schools lack people who are truly IT experts. R4 stated, "Apart from thorough preparation and ensuring that facilities and infrastructure and supporting factors are ready, there is nothing else that can be done". The same thing also happened to the problem of student honesty in working on questions, especially in the final semester assessment. R1, R2, and R3 got around their doubts about the grades. They conducted a short test again on students who were suspected of cheating by giving a simple test to convince teachers whether the students' high grades during the online assessment were based on their abilities or by cheating.

About this, it can be interpreted that of the three major problems in the implementation of online-based learning assessments, only the problem of facilities and infrastructure has found a way out. Meanwhile, technical problems and human resource problems, especially those related to student awareness and honesty, have not been solved.

4 DISCUSSION

The implementation of social studies learning assessments carried out in junior high schools in Bandung city has been programmed. The implementation includes daily assessments or assessments between chapters, mid-semester assessments, and end-of-semester assessments or end-of-year assessments. The results of the study showed that there was no significant difference in daily assessments and mid-semester assessments from the assessment techniques implemented in each

school. Each school can carry out assessments either online or offline, in a traditional paper-pencil-based way or online with the help of computers and digital technology.

Meanwhile, the implementation of end-of semester or end-of-year learning assessments at the Meanwhile, the implementation of end-of semester or end-of-year learning assessments at the junior high school level in all schools in Bandung city is carried out using online-based digital applications. This is intended so that all schools have the same standards. In this regard, it can be interpreted so that there is no inequality between one school and another. What differentiates between daily assessments, mid semester assessments and end-of-semester assessments or end-of-year assessments is the use of the assessment application carried out. For daily and mid-semester assessments teachers are given the freedom to choose the assessment application that will be used, meanwhile, for end-of-semester or end of-year assessments, the assessment application used must use LMS (Learning). Management system). One important thing in the research findings is that teachers continue to strive to uphold the principles of assessment or evaluation of learning. Evaluation is the process of describing, obtaining, and presenting useful information to formulate an alternative decision (Rahman & Nasryah, 2019).

Although teachers are given the freedom to determine the model and method of learning assessment, they still try to find the best techniques, methods, and strategies to carry out ideal learning assessment. This can be seen from the teacher's efforts in finding the right assessment methods and techniques. And they should be like that. This is as stated by Sangle et al. (2020) "Because it is a complex process, assessment requires teacher effort to be able to design systematically and measurably, so that the assessment results can be objective and by the objectives of the assessment, namely to determine the development and success of the student learning process, and to see the success of achieving competencies and learning objectives ". Therefore, social studies teachers in Bandung City in carrying out learning assessments are oriented towards student learning development, and student interest tendencies, which lead to increased student competencies.

Learning assessment aims to assess students' work results. It can be carried out individually or in groups (C. Y. Lin et al., 2018). This is also done by social studies teachers in the city of Bandung. They are aware that the assessment aims not only to measure the success of teachers in teaching or

students in learning more than to see the whole thing related to the implementation of social studies education and learning. This aligns with social studies learning assessment objectives: 1). To describe the abilities, weaknesses, and strengths of students in learning social studies lessons; 2). To see the level of success of teaching and accountability for both teachers and schools to parents (Supardi, 2016).

Although technology is developing rapidly, not all teachers use modern technology to conduct learning assessments. This is what causes differences in the implementation of evaluations among social studies teachers in Bandung City. Some are paper-pencil-based, and some are online-based. There is nothing wrong or more correct in utilizing this technology. Because technology should only be something to support and facilitate human work (Skinner, 1967; McCarthy & Wright, 2004).

Each teacher has their reasons that form the basis for choosing a method that is considered appropriate for implementing social studies learning assessments in the classroom. Teachers who use traditional methods in implementing daily assessments based on paper and pencils believe that this method supports assessments in the form of essays or complex descriptions. Teachers emphasize that description questions require students' deeper knowledge and understanding of the questions being tested. It can be interpreted that essay questions or complex description questions require students' skills in arranging words into sentences, and require a high level of reasoning. This is as stated by Supardi, (2016) "Where essay questions require students to have the skills to describe, explain, give examples, and compare aspects or answers using their language".

In contrast to multiple-choice questions. Multiple-choice questions have advantages because the questions are more objective without any subjective elements (Klufa, 2015). However, regarding multiple choice has weaknesses. These weaknesses include students being able to choose and try to answer easily regardless of whether the answer is right or wrong (Race, 2017). This can be interpreted as meaning that assessment using complex descriptive questions can be more ideal in measuring student learning success compared to multiple assessments. choice because there is no element of chance in answering the questions or questions being tested. However, assessment using complex essay questions cannot be done using many questions because it will be troublesome in the process of checking students' answers. Although there have been many studies on learning assessment with essay or descriptive questions, and the process of checking the

remaining answers can be checked automatically by a digital application-based system, there are still many obstacles, for example, each word must be the same per character, the sentence structure must also be the same, the characters or use of upper and lower case letters must also be the same as the answer key. Meanwhile, the characteristics of essay or complex essay answers require students to be able to answer using their language.

Another reason why teachers are more likely to use multiple choice questions choice compared to descriptive questions lies in the efficiency and interest of students in carrying out learning assessments, R3 said that students are more interested when the assessment is carried out using digital applications compared to paper-based pens. Multiple question form Choice makes it easier to input answer keys into the assessment system or application used so that when students complete and submit their answers, they can instantly find out the assessment score that was carried out.

Based on the findings above, it can be concluded that the factor of interest and increased motivation is one of the reasons teachers choose assessment methods using digital technology. It should be noted that the current condition of students is a generation that is closely related to digital technology, known as Z Generation and Alpha Generation. The tendency of students' interest in Alpha Generation and Z Generation towards technology, especially computer and digital technology, is because they have been exposed to it since birth (Crindle, 2020). In addition, the Z Generation and Alpha Generation are generations closely related to internet-based virtual world activities. Therefore, learning and assessment will attract more attention than traditional methods, (Hernandez-de-Menendez et al., 2020). The teacher's job is to find the proper learning assessment techniques and methods because the students' learning styles differ from those of previous generations, (Metallo et al., 2021).

In learning, the use of appropriate digital technology can improve the quality of learning, create enjoyable learning (Raja & Nagasubramani, 2018). In addition, digital technology can also increase the effectiveness of learning, (M. H. Lin et al., 2017). Facilitate teachers in the learning process and increase students' interest in learning. (Means, 2010). In addition, learning methods using digital technology have proven more effective than traditional methods (Cheung & E.Slavin, 2012). Therefore, technology can be used as a support in increasing the success of education and learning to

improve students' life skills by the demands of the times (Burbules et al., 2020).

Teachers must have expertise in compiling assessment programs, determining assessment methods, and determining online-based assessment techniques. (Madsen et al., 2018). To achieve all of this, teachers must have high skills related to digital (Schmidt, L. J., & DeSchryver, 2021). So that online learning assessments run by the principles of social studies learning assessments which include meaningfulness, explicitness, and fairness, (L . Anderson & Krathwohl, 2010). and oriented towards achieving student competencies, valid, fair, objective, continuous, comprehensive, and open (Rahman & Nasryah, 2019). With these competencies, teachers will understand that online-based social studies learning assessments can provide interest because the feedback received by students is faster than conventional assessment methods (Ogange et al., 2018; Almusharraf & Khahro, 2020), can provide effectiveness and develop new skills for students (Kundu & Bej, 2021; Kim & Hwa, 2022) and can improve student learning achievement (Petrović et al., 2017). Of course, this must be supported by determining strategic assessments for online-proper (Conrad & Openo, 2018). Therefore, teachers must strive to improve their digital technology skills and expertise through training or courses.

5 CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the assessment of social studies learning in junior high schools in Bandung City, Indonesia has been realized even though many problems and obstacles are still found. Teachers are of the view that the implementation of the social studies learning assessment that has been carried out has not been fully effective because many problems still arise. Problems or obstacles that often arise in the implementation of social studies learning assessments in junior high schools in Bandung City include lack of facilities and infrastructure, technical problems in implementation, and lack of teacher expertise in maximizing digital applications for learning assessments and student dishonesty. Of the three problems, only problems related to facilities and infrastructure have found solutions while others have not yet found a way out. The advantages of implementing online social studies learning assessments in junior high schools in Bandung City only lie in the efficiency of implementation time and checking student work results which are

automatically carried out by the system and the positive enthusiasm of students during the implementation of online learning assessments compared to conventional assessments. The findings in this study are that teachers do not fully understand the implementation of social studies learning assessments. This can be seen when teachers do not carry out validity and reliability tests on assessment instruments in the form of measuring instruments or questions to be tested.

There are several suggestions and recommendations based on the results and findings of the study, including: 1) The problem of supporting facilities can be coordinated with the education office, or maximize and budget funds from school operational costs for the procurement of gadgets or laptops periodically so that within a certain period of time this can be met. Meanwhile, for the problem of student honesty, teachers can utilize applications or AI that can detect the similarity of student answers so that this can help reduce teacher doubts in checking student work results on questions; 2) the problem of teachers not having carried out validity and reliability tests of the assessment instruments used, we suggest that teachers must improve their professional competence, especially their understanding of learning assessment design, to provide maximum service to students; 3) The final recommendation for further researchers, the results of this study are certainly still temporary, in the sense that over time the conditions of schools and students will develop, therefore to provide valuable insights into long-term effectiveness, longitudinal research can be conducted.

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