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DEVELOPING ONLINE ASSESSMENT FOR JUNIOR HIGH SCHOOL STUDENTS USING PROPROFS DURING THE COVID19 PANDEMIC

Rizdika Mardiana¹, Dewi Sri Ayu Ramdhini², Filzanadilla Dwi Putri³, Muhamad Nurdin⁴, Radisti Aulia Zhahra⁵, Siti Nur Annisa⁶, Yulia Setianingsih⁷

English Education Department, STKIP Muhammadiyah Bogor

mardianarizdika@yahoo.com, dewiayuuramdini@gmail.com, filzanadilladwptr@gmail.com,
1999muhamadnurdin@gmail.com, zhahra23radisti@gmail.com, nurannisa137@gmail.com,
setianingsihyulia7@gmail.com

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Abstract

The covid-19 virus pandemic has made the world of education change the learning system, from face-to-face learning to online learning. This study aims to develop an online assessment to test students' abilities on the material that has been given online. Interviews with English teachers and collecting documents from the internet are data collection techniques used in this study. Some of the steps that are taken to obtain the results of online assessment development on grade 7, 8, 9 are: (1) The process of reviewing the curriculum and textbooks so that the scope of the questions is determined, namely core competence and basic competence for grades 7, 8, 9. (2) Making questions based on the grid using the Proprofs application. (3) Making an answer key. The making of this answer key is carried out simultaneously with the second stage. The weaknesses and strengths of Proprofs used in creating and developing online assessments are the results of this study.

INTRODUCTION

The development of highly advanced technology in the modern era allows various activities to be carried out quickly and efficiently. Technological developments have given a lot of influence on our way of life, one of which is in the field of education with the use of e-learning in learning activities at schools, colleges, courses, and even communities. E-learning has been a solution for the world when corona virus disease (Covid-19) started to spread all over the world. In late January 2020, a global health emergency state was announced by the WHO emergency community as Covid-19 was

confirmed as its cases have been increasing internationally (McAleer, 2020; Velvan and Meyer, 2020). Covid-19 has spread in all continents, but Antarctica as of 20 February 2020. Latest news on Covid-19 has overloaded worldwide mass media everyday in 2020 (McAleer, 2020).

The disease started to enter Indonesia in March 2020 and since then the case has increased significantly. Therefore, the Indonesian Minister of Education and Culture has instructed schools to carry out online learning since March 17, 2020 for areas affected by COVID-19 (Mendikbud, 2020b). Immediately after that, the Minister of Education and Culture of the Republic of Indonesia ordered all education units to carry out online learning starting March 24, 2020 in line with the widespread spread of COVID-19 and maintaining the health of students, teachers, and all education personnel (Mendikbud, 2020a). This policy guides students to study from home and teachers to work from home as well. This completely replaces face-to-face learning in classroom settings to online learning which may last until the end of the semester due to the COVID-19 pandemic. This is a new challenge for students and teachers to carry out online learning.

Assessment and evaluation of learning is carried out in current conditions done at home using online-based assessments. With the availability of technology that has currently developed, the application of online assessment is very possible with the presence of internet network facilities. However, unstable internet connection makes students or even teachers have difficulty in delivering material or in listening to the material that is being taught. The difficulty also comes to the way teachers check their students' understanding on the material that has been taught. Online assessment can be used to assess what students get at the end of the learning activities. It can be done at any time in a day. If the internet connection is unstable, students could try to do it at another time. However, teachers need more knowledge to make and develop online assessment. This paper finds out how to make and develop online assessment to assess students. The question that arise is "How do teachers create and develop online assessment?"

LITERATURE REVIEW

Because teaching and learning always try to adapt to technological advances, according on Brown, Race and Bull(1999), at first, online assessments are basically transformed students' assessment from paper to screen assessments. Test objective varies widely as well as styles of testing. Behavioral experts recommend teachers to do self-examination and provide formative feedback regularly. While cognitive experts have developed gradual questions to take values beyond the memory of learners. This aims to test the extent to which the learning outcomes are upgraded to a higher one.

In fact, there are several benefits of online testing that cannot be done in person or using paper and pencil tools. First, online testing can be prepared in a more flexible way, both in terms of time and place. Second, the choice of method in making the questions can be arranged automatically, such as the order of the questions or the series of answers provided for the questions that match the choice. Third, online assessment allows the teacher to offer students the opportunity to rework the problem. Teacher can provide feedback to students, such as scores or detailed assessment results according to the right or wrong answers. Teacher needs to direct or provide instructions for students to take or do online testing (Spivey and McMillan, 2014).

Although there is no significant difference in test scores or final scores between classroom and online (Ledman, 2008, Neuhauser, 2002; Schmidt, 2011). There are several things that must be considered when assessing students online. Students must be responsible for following the online learning process, for example entering online rooms on time and taking learning seriously. In online learning, teacher needs to be creative so that the learning process is not only in one direction. Teacher also need to create a learning atmosphere that is not boring so that students can be more active in class and get used to use technology as a learning medium. In both online and traditional assessment learning objectives, assessment and feedback methods must be clearly defined. Assessment methods must be in accordance with the specified competencies (Gaytan, 2004).

METHOD

Some documents namely curriculum and syllabus were used as the data source of this study. Supporting data was obtained from an interview with English teachers. Basic competencies and core competencies taken from curriculum and syllabus were the primary data and teaching materials taken from the interview with teachers were the supporting data. Then, the data were investigated by document analysis. The data validity test was done by triangulation. Primary and supporting data taken from English teachers were cross checked with both data from the internet. Interactive analysis was done as a data analysis technique consisting of some steps namely reduction, presentation, and making conclusions.

The online assessment was made with design options using Proprofs for primary and junior secondary levels. Proprofs is a software that can be used to create IT-based learning evaluation programs. Proprofs provides several products in the form of online applications, such as: Quiz, Training, Knowledge Base, Survey, Simple Project, Live Chat, Flashcards, Brain games, Polls. Proprofs is a website that can be used as a learning tool suitable for making online assessments with various features. In addition, it is also useful for educators to take measurements quickly, as well as being fun and interesting for students.

RESEARCH RESULTS AND DISCUSSION

The development of online assessment that was based on learning materials for grades 7,8 and 9 junior high schools through several steps including: a) reviewing the curriculum and teaching materials so that the scope of questions can be determined; b) Formulating specific instructional goals; c) create a grid or blueprint for the assessment tool; d) writing questions based on the grid; e) create and determine the answer key to the question.

a. Reviewing the curriculum and teaching materials

In this step, curriculum and teaching materials of each class were reviewed. Core competence and basic competence were selected from the curriculum. The selected core and basic competence of each class are presented below.

- Core competence and basic competence of 7th grade

Core competence	Basic competence
Respect and live up to the teachings of his religion	Understand the social function, text structure and linguistic elements of the instruction text, short notice, warning/caution, according to the context of their use.
Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, self-confidence, in interacting effectively with the social and natural environment within the range of association and existence	Apprehend the meaning of instruction text (instruction), sign/sign (short notice), warning sign (warning/caution), verbal and written very short and simple.
Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.	
Trying, processing, and presenting in the realm of the concrete (using, unraveling, arranging, modifying, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in perspective /theory.	

- Core competence and basic competence of 8th grade

Core competence	Basic competence
Respect and live the teachings of the religion they adhere to as well as Respect and live up to honest, disciplined, polite, confident, caring and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nation, country , and regional areas.	Applying social functions, text structure, and linguistic elements of oral and written interpersonal interactions that involve asking and expressing opinions, and responding to them, according to the context of their use
Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on his curiosity about science, technology, art, culture with insight into humanity, nationality, and statehood related to visible phenomena and events.	Compose a very short and simple oral and written interpersonal interaction text that involves asking and expressing opinions, and responding with attention to social functions, text structure, and linguistic elements that are correct and in context.
Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of the concrete and the abstract realm as learned in school and other sources similar to the theoretical point of view	

- Core competence and basic competence of 9th grade

Core competence	Basic competence
Respect and live the teachings of the religion they adhere to as well as Respect and live up to honest, disciplined, polite, confident, caring and responsible behavior in interacting effectively in accordance with the development of children in the	Comparing social functions, text structure, and linguistic elements of several oral and written narrative texts by providing and asking for information related to fairytales, short and simple, in accordance with the

environment, family, school, community and natural environment around, nation, country , and regional areas.	context in which they are used.
Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on his curiosity about science, technology, art, culture with insight into humanity, nationality, and statehood related to visible phenomena and events.	Apprehending meaning contextually related to social functions, text structure, and linguistic elements of narrative text, spoken and written, very short and simple, related to fairytales
Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of the concrete and the abstract realm as learned in school and other sources similar to the theoretical point of view	

b. Formulating Specific Instructional Goals

Formulating specific instructional objectives is needed to clarify what abilities are expected to students and what should be assessed. Each class uses a different basic competence, so the purpose is different.

- 7th Grade

After studying the signs, it is hoped that students can understand the meaning of signs and also obey the signs that are around them and know the appropriate words when completing sentences.

- 8th Grade

After studying the expressions asking opinion and giving opinions, students are expected to be able to use these expressions in accordance with the context of their use by paying attention to social functions, text structure and correct language elements.

- 9th Grade

After studying Narrative text, students can understand the setting, where and when this narrative story occurs. Students can also distinguish the place and time from one story to another. Students should be able to distinguish which characters are inappropriate to imitate, and which are exemplary characters.

c. Creating an Assessment Tool Grid

At this stage, assessment tool grid was created by analyzing the indicators of each class. The detailed grids are presented below.

- 7th Grade

Indicator of each question number is represented in the following table.

Indicator	Questions number
Students are able to complete a conversation which is suitable to the context	Questions 1-3
Students are able to complete a story by changing the picture using the correct answer	Questions 4&5

- 8th grade

Indicator of each question number is represented in the following table.

Indicator	Questions number
Students are able to identify expression of asking for opinion	Questions number 1,3,4,9,10 (Multiple choice)
Students are able to identify expression of giving opinion	Question number 2,5,6,7,8 (Multiple choice)

- 9th grade

Indicator of each question number is represented in the following table.

Indicator	Question number
Presented with a Narrative text, students are able to determine the equivalent words to complete the text	(question number 1&2 (Narrative text))
Students are able to identify detailed written information contained in narrative text	(question number 1&2 (Narrative text))
Students are able to identify detailed implicit information contained in narrative text	(question number 1&2 (Narrative text))

d. Making Questions Based On Lattice Using Proprofs

The first step to take is to visit the proprofs.com website. At the top right there are many menu options, then select the first number (quiz creation). Next, click (get started for free) and create an account using your email. After that you will be redirected to the quiz creation column. Click (create your first quiz) then select (score quiz) to make an online assessment. Then click (create from scratch) and start creating questions and question titles. In the left column there are many choices of questions, choice of types of questions that match the questions that have been made and don't forget to include the answer key. To check the questions before saving, you can select (preview) in the menu column above. After you finish writing the questions, click (finished) and after that the questions that have been created will be shown on the screen. To share a question, click the three dots on the saved question and select send.

CONCLUSION

It can be concluded that there are some advantages and disadvantages of making online assessment for junior high school students using Proprofs. It is quite easy to make and develop an online assessment using Proprofs. It can be evaluated in real time. Teachers can give various quizzes to students. With online assessments, it can be easier

to work on questions and score because they can be done anywhere. In addition, online assessments are more practical because they are done by ranking gadgets such as smartphones or laptops that do not require a lot of paper. It also enhances interactivity, have a time and place flexibility, can reach a global audience, and the contents can be updated easily.

In developing an online assessment, it takes quite a long time to make material that fits the syllabus and matches the tools available on Proprofs because it has to match the features with the questions that have been made. In addition, when operating the Proprofs website, there are many advertisements that appear. This is quite disruptive to comfort in making or moving assessments. Because using a free website, the complementary features available are quite limited. To use the full features, it requires expensive fees with a fairly complicated payment process.

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