
Evaluation On Distance Learning Assessment (DLA) Elementary School During the Covid-19 Pandemic

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Abstract. The Covid-19 pandemic has had a significant impact on the implementation of learning. The most urgent change is the implementation of the assessment. Assessment is the basis for evaluating student learning achievements. Research that explores the implementation of distance learning assessments during the pandemic is carried out using a mix-method approach. This approach is used to explore quantitative and qualitative information in depth. Quantitative data were obtained by surveying the teachers of SD N 2 Ngijo and SD Integrative Islamic Pesantren Rakyat. Qualitative data were obtained by field study and interviews with school administrators (principals and teachers) and parents of students. The results showed that based on the aspects of Online Assessment Implementation, Assessment Principles, and Reliability of the assessment instruments used in distance learning assessments, the score was more than 60%. This percentage is in the excellent category for the implementation of distance learning assessment. However, in reality, many factors have a significant influence on the implementation of distance learning assessments. Economic factors are the main factors in providing supporting facilities and infrastructure in carrying out distance learning assessments that do not take place according to concepts and theories.

Keywords. Pandemic; Distance Learning; Assessment.

INTRODUCTION

The impact of the Corona Virus pandemic (better known as COVID-19) in early 2020 affected various aspects of life, especially in education. These conditions force learning to be done online. Learning interactions that usually occur in the classroom are now switched to virtual classrooms. This change is a quick response to prevent the spread of COVID-19, which has become an epidemic worldwide. Covid-19 is an emergency case for the whole world because of its swift distance. Limiting interactions between individuals is the only way to prevent its spread from getting more expansive (WHO, 2020).

The change in the implementation of conventional face-to-face learning in the classroom into Distance Learning Assessment (DLA) activities are carried out quickly and without preparation (Bojović et al., 2020). This raises many obstacles, one of which is the mastery and use of information technology. Before the COVID-19 pandemic, technology was an integrated part of learning activities, but in DLA, technology was the primary key for the continuity of the learning assessment process. (Peterson et al., 2020);

(Schneider & Council, 2020). In addition, other problems arise because teachers and educational institutions do not understand the essence of DLA. Some of them are the low level of self-regulated learning in students and parents' lack of understanding of learning activities that result in DLA not being optimal. (Churiyah et al., 2020); (Lassoued et al., 2020); (Mulyanti et al., 2020). This also affects the assessment process carried out by educators in learning.

The assessment process is one of the biggest challenges for educators today. The assessment aims to measure the success of learning activities, find out how teachers teach something and what students get after learning something so that educators or policymakers can determine the follow-up to the DLA process. In the current condition, educators must conduct online assessments in learning (Baird et al., 2017); (Wiliam, 2017). The assessment is carried out as an evaluation step in reviewing all student competencies. Student competencies that must be developed and contained in the current curriculum (2013 curriculum) include several domains of ability, namely cognitive, affective, and psychomotor aspects.

The online assessment process is the complete responsibility of educators. The biggest challenge faced by educators in determining the type of online assessment is the adjustment of the kind of assessment to the study of the field of science, the assessment domain, the skills assessed, and the conditions of the students (Sithole et al., 2019); Gurajala, 2021). The DLA process that occurs is less able to cover all domains that students must achieve. Generally, the assessment made by the teacher during Distance Learning (DL) is on the cognitive abilities of students. This is because the teacher is tough to assess the aspects of attitudes and skills. The fundamental thing is that the assessment of attitudes and skills should achieve maximum validity of the evaluation is carried out using observation techniques or by seeing firsthand what students are doing.

Several educational institutions before the COVID-19 pandemic had utilized online learning technology in their learning process, which was the application of blended learning (Sabar & Rahman, 2011) (Abdussakir, 2013; Rahman et al., 2016). However, technology such as an online-based Learning Management System (LMS) is still rarely used and developed in primary and secondary education institutions. The application of blended learning aims to keep pace with technological developments that occur very quickly in the 21st century. The application of blended learning integrates web-based learning with face-to-face learning directly. Through blended learning, students get the opportunity to get more independent learning experiences to improve their learning outcomes (Mozelius & Hettiarachchi, 2017); (Bacos & Grove, 2019).

The use of online learning technology also includes the assessment process. However, not all institutions or levels of education, especially elementary schools, use online learning technology in carrying out learning assessments. Assessment in online learning still needs to be studied so that evaluation of student learning achievements can take place properly. The results of the study (Imania & Bariah, 2019) stated that in the implementation of the assessment through e-learning, it was necessary to pay attention to the rules of the assessment instrument. However, primary school teachers have not done this much. This is because the competencies possessed have not been implemented

optimally. In addition, teachers also need to master the use of technology (Waruwu, 2020). The assessment carried out must still pay attention to the principles of proper assessment (Robles & Braathen, 2002). In line with (Kearns, 2012) that assessment is a fundamental that cannot be separated from the educational process. The online assessment process should pay attention to the student's workload proportionally consisting of field assignments, online discussions, in the form of quizzes, exams, presentations.

As a follow-up to the problems above, it is necessary to explore the assessment process and the problems experienced by elementary school teachers in DLA. The problem is not only in the technical realm, but also in the application of principles and concepts of assessment that must be prioritized. This research needs to be done in order to obtain comprehensive information on online learning assessments. The results of the research are expected to be able to provide advice and recommendations to policy makers, suggestions for educators in overcoming learning assessment problems, including adjusting the use of various forms of DLA that can be used according to the needs of the field of science and the conditions of students and institutions. Thus, it is hoped that the results of this study can have an impact on increasing the quality of the implementation of assessments in online learning in elementary schools.

METHODS

The research was conducted with a mixed-method approach in order to be able to explore in-depth information on the implementation of the Distance Learning Assessment (DLA) during the Covid-19 pandemic. The research was carried out at SD N 2 Ngijo and SD Islam Integratif Pesantren Rakyat, Malang Regency, East Java. Quantitative data collection in a survey was carried out using google forms because of the Covid-19 pandemic condition and the Implementation of Community Activity Restrictions (PPKM). The survey targets are classroom teachers and subject teachers (Islamic Education, Physical Education, Sports and Health, English). Instrument validation was carried out by three experts (expert judgment) and then analyzed the Aiken Index as evidence of the instrument's validity. The data obtained was credible and accountable.

The next stage to dig deeper into the information on the DLA was to conduct interviews with the principal, representatives of teachers at the 2 Ngijo State Elementary School, and similar activities were carried out at the People's Integrative Islamic Elementary School. In addition to interviews, researchers also conducted observations and documentation of the assessment process of DLA research objects which included parents/guardians of students and students. This is as a reinforcement of the survey data obtained.

The data that has been collected is analyzed descriptively by looking at the percentage of all questionnaire items and sub-aspects. This technique is the basis for concluding information on the DLA process, while qualitative data from interviews, observations, and documentation serves to interpret the findings at the research site.

The average value of the total questionnaire on the instrument is expressed through the following categories:

Table 1: Category of Online Assessment Implementation

Perception Value	Average Score Interval	Category
1	81 - 100	Very good
2	61 - 80	Well
3	41 - 60	Enough
4	21 - 40	Not enough
5	0 - 20	Very less

In the sub-aspects that are more than 60%, it can be categorized that the aspects of the implementation of the DLA are going well. While the mean value is less than 60%, it can be stated that the implementation of the DLA is not running as effectively as it should.

RESULT AND DISCUSSION

The pandemic that took place in the last two years has caused crises in various sectors of life. This includes the education sector, which must be highly adaptive to all forms of change. An evident difference is in the process of implementing face-to-face learning into Distance Learning Assessment (DLA). During the pandemic, all community activities, including the implementation of knowledge, must be limited to reduce the number of deaths due to virus transmission. Another change is to design an emergency curriculum by adjusting all the components used in the DLA, the learning schedule, the duration of learning, and process of the DLA.

DLA, in theory, involves technological devices that are implemented in a network or online (Dwiyogo, 2018). However, the reality is in stark contrast to the emergency curriculum policy at the elementary school level. Research conducted on the implementation of the assessment in two elementary schools in the aspects of the Implementation of Learning and Assessment is presented in the following table:

Table 2: Results of the Learning and Assessment Implementation

Statement	%	
	YES	NO
Distance Learning during the covid 19 pandemic	100	0
Use of various online platforms to support Distance Learning	11.11	88.89
Implementation of online assessment	44.44	55.56
Use of various online platforms for Distance learning assessment	55.56	44.44
The use of WhatsApp for student assessment management	88.88	11.11

The table above provides information that during the COVID-19 pandemic, all learning is carried out remotely. Some of the platforms used by teachers in supporting the learning assessment process are WA, Google Forms, Quizizz, and Google Classroom.

The study results show that only 11.11% of teachers use various platforms that support Distance Learning (DL). This means that 88.89% of teachers only use WA to carry out learning assessments. Likewise, using of assessment platforms in DL, 44.44% of teachers do not use various media in carrying out checks. In implementing of the evaluation, it turned out to be less than half, namely only 44.44% of teachers who carried out the online assessment process. In contrast, the rest did not carry out online assessments. Of all the items in the aspect of the implementation of the evaluation, the total average score is 69.44%. The large number means that the DLA is going well.

The results of this study are interesting for researchers to reveal the implementation of the DLA further. The interviews conducted turned out to be contradictory findings. The DLA at the elementary level initially used various platforms that supported it, but it only ran at the beginning of the pandemic. Constraints of the evaluation of DLA are the ownership of laptops and mobile phones that support student learning assessments. The majority of students do not have their own. This is due to alertness and caution as a preventive measure for parents to their children. Elementary school-age children have not been able to control themselves, and children have great curiosity, so they tend to try new things. It is no secret that gadgets can harm children, such as addiction to online games, or even worse, without the control and supervision of children accessing pornography. Therefore, parents provide limits and, as a preventive Measures, do not give the biggest to children (Dewi, 2020).

Another obstacle in DLA is the network. Network limitations constrain some areas around the research site. The web is quite complex because the position of the area is in the countryside, and in Ngijo it is an area on the slopes of the Arjuno Mountains. On average, residents use a WiFi network for a stable network, but not all parents have it, considering that it requires a significant expenditure for WiFi. In addition, the need for data packages for some parents of students with lower middle income is a serious problem. Some parents with limited conditions to make ends meet are only superficial and can be said to be mediocre, and this is also a factor that it turns out that parents of students also do not have smartphones. If students are forced to carry out DLA with various media or platforms requiring a network and data quota, this will reap various protests from students' parents.

In theory, the implementation of DLA is to rely on technology in the form of various learning platforms either available for free or self-developed. However, at the elementary school level, this cannot be done. The survey results obtained indicate that 88.88% of teachers carry out learning assessments using the WA application. The use of the WA application is certainly not based on anything. WA is indeed straightforward to use in sending information and receiving information. However, there are very systemic shortcomings in the management of the assessment process, especially for teachers. For example, in one assignment, 20 students must send. Even though tasks can be sent, categorization cannot be done, and all files will be mixed and require an ample enough storage space for the cell-phone.

An alternative step to reduce these obstacles is that teachers must be willing to manage files by grouping the results of assignments and transferring them to a laptop

or computer / the key is the willingness and extra work of the teacher. Another problem that arises in the assessment process is that teachers can only carry out online assessments of 33.33%. From these figures, it can be seen that the assessment carried out during DL is very limited. Online assessment is only able to accommodate students' cognitive abilities, other aspects such as affective cannot be carried out optimally (Nugraheni et al., 2021). Affective assessment will be very credible if data is collected through observation techniques.

The assessment that takes place during the DL also needs to look at the assessment process comprehensively. The assessment process includes fair, open, and goal-based principles that must consistently be implemented even though the assessment takes place online. The results of the survey on the principles of assessment are presented in table 3 as follows:

Table 3: Survey Results Assessment Principles

Statement	%	
	YES	NO
The assessment is carried out according to the learning objectives	88.89	11.11
Assessment is carried out on all dimensions (cognitive, affective, and psychomotor)	55.56	44.44
Assessment is carried out with a certain platform according to the subject matter	77.78	22.22
Video conferencing is used for oral assessment and certain skills	33.33	66.66
Assessment of the dimensions of students' attitudes using supporting informants (Parents)	55.56	44.44
Daily assessment/test is carried out at each Basic Competence	55.56	44.44
The assessment is done fairly	88.89	11.11
Openness to the results of the assessment for all students	66.67	33.33
Openness to the results of the assessment to parents	77.78	22.22
Assessment is carried out in accordance with basic competencies	88.89	11.11
Assessment is carried out on all student assignments	33.33	66.67
I use the results of the assessment as material for evaluating the implementation of learning	100	0

Table 3 can provide information that not all teachers can assess all dimensions of student abilities during DL. This is closely related to the existence of several factors that constrain the implementation of the DLA. Another thing that makes the impact of DL visible is that not all basic competence can be assessed, and not all can be assessed online. However, all teachers understand that with the assessment of students, they will make evaluation materials to determine the best steps and strategies to improve the DL process. Meanwhile, from all the items on principle aspect of the assessment, the average total score is 68.52%, it can be concluded that the assessment principle is implemented well.

The results obtained can be concluded that the condition of parents is very heterogeneous. The background of these parents also determines the implementation of distance learning assessments. The implementation of education during the pandemic is also related to economic factors (Hayati, 2021). The study results indicate that for lower-middle families, it will be tough to carry out online learning assessments. However, there is already an immediate solution from the government to the need for data packages, namely by providing education quotas regularly to the registered number of parents of students. However, this is temporary and cannot completely solve the problem. In addition, the existing quota is not regular, meaning that it can only be used to access specific platforms, usually educational platforms. Whereas students need quotas to access lessons via WA sent by teachers in videos, voice messages, images, these will require regular quotas.

The assessment of learning that takes place in the implementation of DL cannot be separated from the participation of parents. Parents have a big role. Some of the roles of parents are controlling and supervising (Dewi, 2020). Parents during DL have an increased burden in addition to educating, but also parents play a role in providing control over the implementation of the assessment. Parents ensure that assignments to students have been done. In addition to controlling parents, they are also required to see up to the assignment contest. Parents must be able to ensure that the assignments that students do are correct.

The implementation of learning at the elementary school level during the COVID-19 pandemic is unique and complex. In theory, it should take place online, but in reality, it is not (Afrilia, 2020). The survey results show that 100% of teachers implement DL. However, the teacher still carries out the learning assessment process face to face. The interviews with all teachers stated that during DL, the teacher carried out door-to-door learning activities. One strategy that deserves appreciation for the hard work of teachers in order to keep the learning process going is for the teacher to form a regional coordinator consisting of parents of students to reach out in conveying information.

The effective assessment that has already taken place is sending various student activities in the form of photo files to the teacher's WhatsApp. The effective assessment that has been carried out is in the form of values, personality, and character planting activities. The assessment includes activities of daily living habits carried out by students, starting from waking up to various other activities at home. The assessment activities carried out are making beds, sweeping the house, mopping, doing worship activities (praying, praying), and exercising (Wahyuni et al., 2021). These activities are carried out by students as daily routine activities and are reported to the teacher. The implementation of this activity assessment cannot be separated from the participation of parents. Parents must be able to control children to continue to carry out these routine activities following the provisions agreed upon between teachers, students, and parents. This is also a form of student discipline in following the learning process even though it is not face-to-face.

In this activity, it turned out that not all parents could play a role during the student's daily assessment activities. Parents only send photos of the same student activities for

several days. Seeing this condition, the teacher clarified, it turns out that the problem is not with the child. However, for various reasons, parents start from, for example, not changing their clothes because they are bothered to wash (Utomo & Mahmudah, 2021). Some also argue that taking photos is the essential formality for students to carry out these activities. Parents should be aware of and teach discipline to their children, so that routine assessment activities for inculcating this habit can continue.

Assessment on the cognitive aspect can take place well, although it is not also carried out online. The strategy used by the teacher is a portfolio assessment of students' daily assignments. Daily tasks include activities to do the exercises in the student worksheet. The mechanism used is that the teacher provides instructions for the learning process through WhatsApp, and then students work on and resubmit.

However, there are also obstacles that not all students have the tools to support learning. Most of them are parent-owned devices, and the authority to use them is under parental control. When parents work, for example, of course, the learning process and assessment cannot take place properly. Learning sometimes does not happen in real-time. This means that zinc learning takes place outside the teacher's working hours. This problem is also quite serious, but all teachers understand all the existing conditions. Teachers voluntarily devote more time outside of working hours to conduct learning assessments and all student learning activities.

The following condition is that there are parents of students at SD 2 Ngijo who do not have smartphones, so they cannot accommodate learning information carried out with WhatsApp. The initiative and the solution taken by the teacher is to work with the community coordinator in each region. The teacher sends information in the form of assignments and teaching materials to the formed associations, then the coordinator for each region sends the information to students' homes. This implemented solution worked well and was in line with the finding (Afrilia, 2020). For students with these problems, parents send assignments to the association's coordinator or directly to the school.

At the elementary school level, it turns out that conferences cannot be held with the zoom or google meet the application. A major percentage of learning done this way is only 33%. This means that even if it is implemented, it will not run well, considering the factors of the problem are very complex.

The validity of the assessment results that took place during DL also to students was also a major highlight. As long as DL is no longer a secret, and this is happening all over the country. Many of the assignments given by students are from their parents. What should happen is that parents can direct and guide appropriately so that the existing assignments are the child's full responsibility.

Assessment in elementary school children should emphasize the ability and development of the attitude or practical aspect (Hakam & Nurpratiwi, 2021). During DL, of course, the assessment of this attitude is difficult to control. Assessment of student attitudes will be straightforward because, in principle, attitude assessment is through observation or direct observation by the teacher. To provide access to an assessment of attitudes, sometimes teachers need informants from parents to support the assessment of

attitude aspects. It can be seen that the teacher seems to have done this by 55.56%. This means that more than half of the teachers of the respondents know and carry out attitude assessments. However, it is also a good idea for the teacher to clarify the results of the attitude assessment from the regional coordinator's observations to avoid the element of subjectivity from parent informants.

However, of the many problems that exist, the teacher always works hard to implement the learning process well. It can be seen that teachers continue to prioritize fair assessment, open access to the assessment process carried out by teachers so that anyone from parents and students can access the information. Teachers also carry out assessments that are oriented towards learning objectives on essential competencies.

In the assessment process, the teacher needs to ensure that the measuring instrument or instrument used is reliable or valid. The validity in question will also relate to the achievement of the accuracy of the measurement results by the student's competence. One of the steps that teachers can take is to calibrate within the subject teacher family. To realize the reliability of the instrument for conducting the assessment, it is presented in table 4 as follows:

Table 4: Instrument reliability survey results

Statement	%	
	YES	NO
Perform calibration of assessment instruments among teachers of cognate subjects	44.44	55.56
Develop assessment instruments in accordance with learning objectives and basi competence	77.78	22.22

The table above shows that 77.78% of teachers have completed the assessment process following the learning objectives owed in the Basic competencies. Basic competence is, at the same time, a learning goal or target which students must achieve. However, in using the student's ability measuring instrument, not all teachers calibrate, which can be seen at 44.44%. This is because teachers rely on existing student worksheet. Of the two items on the aspect of the reliability of the assessment instrument, the total average score is 61.11%. Based on these data, under any circumstances, the teacher should still prioritize the reliability of the measuring instrument used to evaluate the implementation of learning (Shermis & Di Vesta, 2011).

CONCLUSION

The Distance Learning Assessment based on the results of the study can be concluded that it has gone well. The DLA, which includes aspects of Online Assessment Implementation, assessment principles, and instrument reliability based on quantitative data, has reached more than 60%. However, based on a qualitative study of the research object, it can be concluded that, in reality, it is inversely proportional to the quantitative data obtained through the survey. Many factors affect the implementation of the DLA, so it cannot be carried out according to the theoretical concept. A strategic step in dealing

with the condition of DLA is that school administrators (principals and teachers) should take the most solution policies. The most solution policy will be able to overcome the problem according to the existing conditions. Although sometimes solutions as a result of policy require extra performance from educators. This is proof of the seriousness of carrying out education even during the pandemic. This step can also serve as evidence of control of competency achievement for students.

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