AUTHENTIC ASSESSMENT E-LEARNING PROGRAM IN LEARNING WRITING SCIENTIFIC WORKS

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ABSTRACT

Electronic learning system or better known as e-learning (electronic learning) is a learning program designed using web-based computer networks and the internet. The use of this system in Indonesian tertiary institutions continues to grow annually. One reason this system continues to evolve is that it is considered effective for distance learning and can help a wider area with more students. Besides, the system causes students and teachers not to use a protocol system that shows its rigid nature. Lectures run more flexibly by sticking to the final results already listed in the curriculum. To measure the level of success of a learning process evaluation is needed. One type of evaluation that can be used is authentic assessment. This assessment involves all the processes carried out in each lecture activity starting from the process, attitude, results. The research method used is descriptive qualitative. The results obtained were 86.21% of students actively involved in the lecturing process. For assignment grades, 31.03% of students received an Excellent grade (SB), 65.52% received a good grade (B). For the UTS score, the highest value obtained in the Good criteria (B) is 52.72%. The rest are in the Fair (C) and less (K) criteria. For UAS, the highest score depends on the Good criteria (B) 65.52%, while the rest depends on sufficient criteria and requires improvement. From the results of these data, it is evident that e-learning lectures require additional evaluations for each meeting, periodic checks, and fast responses to complaints expressed by students both related to teaching materials and those related to the system.

Keywords: Authentic Assessment, Writing Scientific Papers, E-Learning

ABSTRAK

Sistem pembelajaran elektronik atau lebih dikenal dengan istilah *e-learning (elektonik learning)* adalah sebuah program pembelajaran yang dirancang dengan melibatkan jaringan komputer berbasis web dan internet. Penggunaan sistem ini di perguruan tinggi Indonesia terus berkembang per tahunnya. Salah satu alasan sistem ini terus berkembang karena dianggap efektif untuk pembelajaran jarak jauh dan dapat menjangkau wilayah yang lebih luas dengan peserta didik yang lebih banyak. Selain itu, sistem ini menyebabkan mahasiswa dan guru tidak terikat oleh sistem protokoler yang sifatnya kaku. Perkuliahan berjalan lebih fleksibel dengan tetap mengacu pada hasil akhir yang sudah tertera pada kurikulum. Untuk mengukur tingkat keberhasilan sebuah proses pembelajaran diperlukan adanya sebuah evaluasi. Salah satu jenis evaluasi yang bisa digunakan adalah penilaian autentik. Penilaian ini melibatkan semua proses yang dilakukan dalam setiap kegiatan perkuliahan mulai dri proses, sikap, maupun hasil. Metode penelitian yang digunakan adalah kualitastif deskriptif. Adapun hasil yang

diperoleh adalah 86,21% mahasiswa ikut terlibat aktif dalam proses perkulian. Untuk nilai tugas, 31,03% mahasiswa memperoleh nilai Sangat Baik (SB), 65,52% memperoleh nilai baik (B). Untuk nilai UTS, nilai tertinggi yang diperoleh berada pada kriteria Baik (B) sebanyak 52,72%. Sisanya berada di kriteria Cukup (C) dan kurang (K). Untuk nilai UAS nilai teertinggi berada pada kriteria Baik (B) 65.52%, sedangkan sisanya berada pada kriteria cukup dan memerlukan perbaikan. Dari hasil data tersebut, proes perkuliahan e-*learning* memerluakan evaluasi tambahan tiap pertemuan, pengecekan berkala, serta respons yang cepat terhadap keluhan yang diutarakan mahasiswa baik yang berkaitan dengan materi ajar maupun yang berkaitan dengan sistem.

Kata kunci: Penilaian Autentik, Menulis Karya Ilmiah, *E-Learning*

INTRODUCTION

An electronic learning system or better known as e-learning (electronic learning) is a learning program designed to involve web-based computer networks and the internet. The characteristics of electronic learning are the use of electronic technology services and computer excellence (digital media and computer networks), the use of independent teaching materials (self-learning materials) that can be accessed anytime and anywhere, matters relating to learning schedules, curriculum, progress results learning, and education administration can be seen at any time on the computer (Yazdi, 2012: 147). Churchill (2005) states that e-learning involves five things: 1) learning that uses the internet; 2) the use of network technology (Web) to create, grow, disseminate, and facilitate the learning process without being bound by time and place; 3) efforts to shape one's attitude so that they are not individualistic, broad-minded, dynamic in learning, able to develop knowledge, and become learners and practitioners who can develop expertise; 4) efforts to develop accountability, increase intelligence, and provide opportunities for individuals and organizations to keep abreast of the times through the Internet; 5) forces that make individuals and organizations compete and provide opportunities to keep abreast of global economic changes (Darmayanti, Setiani, and Oetojo, 2007: 101-102).

In Indonesia, many universities use e-learning in the lecture process. One reason e-learning continues to develop in Indonesian tertiary institutions is that this system is considered effective for distance learning because it can reach a wider area with more students. Besides, e-learning causes students and teachers

not to be bound by rigid protocol systems. Lectures run more flexibly by still referring to the final results already listed in the curriculum.

Although e-learning has been widely used, Joyce, Weil, and Calhoun (2011: 509) state that there is still skepticism in viewing distance education for some people, including 1) the learning process will only be able to be followed (controlled) by some students or student; 2) only direct learning models or face-to-face learning can improve the quality of education; 3) Students do not have clear interactive communication goals in the learning process.

To answer this skepticism, an evaluation is needed to measure the level of success of a learning process. The learning evaluation process is carried out by evaluating all processes that have already taken place. The Ministry of National Education (2003) states that assessment means assessment, interpretation of measurement results, and determination of the level of achievement of learning objectives (Cartono et al. 2007: 23).

One of the valuation methods that can be used is authentic assessment methods. Authentic assessment is an assessment activity carried out not solely to assess learning outcomes, but also various other factors, including teaching activities, carried out themselves (Nurgiyantoro, 2011: 4). Not much different from Nurgiyantoro, Abidin (2016: 71) states that authentic assessment is a set of tasks that is packaged in a meaningful context so that it is possible to make connections between real experiences and ideas learned.

Muller (2003) explains the advantages of authentic assessment and its relationship to the quality of learning outcomes is that it allows measurements to be made directly on student performance as an indicator of the achievement of the competency of the material being studied; enable the integration of teaching, learning and assessment activities into an integrated package of activities; can provide opportunities for students to construct their learning outcomes; allows students to present their learning outcomes, performance, in the way that is considered the best (Ermawati 2017: 100). Furthermore, for the evaluation process in tertiary institutions, Ermawati (2017: 101) states that authentic assessment in

tertiary institutions emphasizes the quality of student learning outcomes and does not focus on how high-grade students get.

In this study, the research process is focused on evaluating learning outcomes using e-learning. Assessment is seen from four aspects namely: process, product, attitude, and results of tests conducted using authentic assessment. For the e-learning process itself, the e-learning learning process is carried out using the Moodle platform. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a software package produced for internet-based learning activities and websites that use social construction principles (Wikipedia, 2020). In the world of electronic learning, moodle functions as a Course Management System or Learning Management System (NGO). Moodle is considered effective because it has features to present activities in class (courses) such as uploading teaching material (modules), questions (quizzes), and assignments. This platform also allows teachers to continue to monitor the progress of recovery activities and grades obtained by students.

METHOD

The research method used is descriptive qualitative. The research was conducted at Widyatama University, a first-level English language study program. The research process is carried out for one full semester consisting of several stages. The first stage, related to the lecture process. This process involves research related to the activeness of students following the discussion session in the forum and the process of quizzes that take place at each meeting. Second, the quality of the workmanship of the product and the amount of time collected in the assignment. Third, the value of the results of the Middle Semester Exam (UTS). Fourth, the value of the results of the Final Semester Exam (UAS). Research instruments in the form of lecture attendance sheets, test sheets, assessment sheets, and questionnaires.

RESULT AND DISCUSSION

Results

An authentic assessment in the course of writing scientific papers through e-learning programs involves 1) process assessment, 2) product assessment, 3) attitude/character assessment, and 4) UTS assessment, and 5) UAS. For more details can be seen from the following assessment indicators table.

Table 1. Indicators for Lecturing Assessment

NO	PENILAIAN			
	Proses	Tugas	Sikap/Karakter	Tes
1	kehadiran/diskusi di forum	produk (karya tulis ilmiah)	kehadiran	Ujian Tengah Semester (UTS)
2	pengerjaan kuis		ketepatan waktu dalam pengerjaan tugas	Ujian Akhir Semester (UAS)

The learning process through e-learning, participation in class is replaced by the presence or participation in discussions in the forums that have been provided. Discussion forums are opened weekly with topics adapted to module material uploaded at the beginning of the meeting. In addition to being active in the forum, the value of class participation is also taken from the value of the quiz work. The value of the product is taken from the value of the assignment given at the 4th, 6th, 12th, and 14th meetings. Finally, the scores are taken from the midterm and final exam results. As for the results of the lecture process for one semester, the following data are obtained.

Table 2. Student Evaluation Results Data

NO	NAMA	KEHADIRAN		TUGAS	UTS	UAS	NILAI MUTU	NILAI AKHIR (NA)
		Jumlah	Nilai					
1	Subjek 1	12	86	90	52	58	65,4	B
2	Subjek 2	7	50	90	47	66	63,5	B-
3	Subjek 3	12	86	70	64	68	69	B
4	Subjek 4	7	50	90	49	50	57,7	C+
5	Subjek 5	12	86	70	57	64	65,3	B
6	Subjek 6	12	86	70	67	64	68,3	B

NO	NAMA	KEHADIRAN		TUGAS	UTS	UAS	NILAI MUTU	NILAI AKHIR (NA)
		Jumlah	Nilai					
7	Subjek 7	14	100	95	0	88	64,2	B-
8	Subjek 8	12	86	90	79	72	79,1	A-
9	Subjek 9	12	86	75	48	66	64,4	B-
10	Subjek 10	13	93	70	0	56	45,7	C-
11	Subjek 11	14	100	70	79	62	72,5	B+
12	Subjek 12	11	79	90	73	76	78,2	A-
13	Subjek 13	13	93	70	48	74	67,3	B
14	Subjek 14	10	71	70	56	52	58,7	C+
15	Subjek 15	14	100	70	64	54	64,8	B
16	Subjek 16	11	79	70	72	68	70,7	B+
17	Subjek 17	7	50	50	64	72	63	B-
18	Subjek 18	12	86	95	70	76	79	A-
19	Subjek 19	13	93	70	57	58	63,6	B-
20	Subjek 20	14	100	70	75	54	68,1	B
21	Subjek 21	13	93	70	0	58	46,5	C-
22	Subjek 22	12	86	90	79	64	75,9	A-
23	Subjek 23	13	93	70	58	50	60,7	B-
24	Subjek 24	14	100	70	58	62	66,2	B
25	Subjek 25	12	86	70	61	60	64,9	B
26	Subjek 26	8	57	90	79	70	75,4	A-
27	Subjek 27	10	71	70	66	66	67,3	B
28	Subjek 28	11	79	70	52	62	62,3	B-
29	Subjek 29	12	86	70	62	62	66	B
	rata-rata	11,62	83,14	76,03	56,41	63,86	65,99	

Based on the above data, the following average values are obtained: 1) 11.62 for total attendance; 2) 83,14 value of attendance; 3) 76.03 assignment value; 4) 56.41 UTS scores; 5) 63.86 UAS value; and 6) 65.99 for the final value (NA). The interpretation of the values for the above data is taken from the following criteria (Widyatama University, 2019).

Table 3. Table Criteria for Interpretation of Student Values

SKOR	PENAFSIRAN				
	Proses	Tugas	UTS	UAS	NA
80-100	Lulus	sangat baik	sangat baik	sangat baik	A
75-79	Lulus	baik	baik	baik	A-
70-74	Lulus	baik	baik	baik	B+
65-69	lulus dengan perbaikan	baik	baik	baik	B
60-64	lulus dengan perbaikan	baik	baik	baik	B-
55-59	tidak lulus	cukup	cukup	cukup	C+
50-54	tidak lulus	cukup (dengan perbaikan)	cukup (dengan perbaikan)	cukup(dengan perbaikan)	C

SKOR	PENAFSIRAN				
	Proses	Tugas	UTS	UAS	NA
45-49	tidak lulus	cukup (dengan perbaikan)	cukup (dengan perbaikan)	cukup (dengan perbaikan)	C-
40-44	tidak lulus	kurang	kurang	kurang	D+
35-39	tidak lulus	kurang	kurang	kurang	D
30-34	tidak lulus	kurang	kurang	kurang	D-
0-29	tidak lulus	kurang	kurang	kurang	E

Final Assessment is divided into twelve criteria, including A, A-, B +, B, B-, C +, C-, D +, D, D, and E. For the assessment of processes that involve attendance at a quiz work discussion forum, students must attend and do a quiz of at least 80% percent of all meetings. Students in the 60-69% range must follow the process of improvement to improve the assessment process. For students whose attendance is below 59% will be declared not passed. For assignments, midterm, and final exams, the assessment is divided into five categories namely: very good, good, enough, enough with improvement, and less. From the value of the process, assignments, midterm, and final exam, students will get the final grades. Based on the assessment criteria above, an interpretation of student scores is obtained as follows.

Table 4. Table Results of Interpretation of Student Values

PENILAIAN	PENAFSIRAN	JUMLAH	%
Proses	Lulus	25	86,21
	Lulus dengan perbaikan	0	0,00
	tidak lulus	4	13,79
Tugas	sangat baik	9	31,03
	baik	19	65,52
	cukup	0	0,00
	cukup dengan perbaikan	1	3,45
	kurang	0	0,00
UTS	sangat baik	0	0,00
	baik	15	51,72
	cukup	5	17,24
	cukup dengan perbaikan	6	20,69
	kurang	3	10,34
UAS	sangat baik	1	3,45
	baik	19	65,52
	cukup	4	13,79
	cukup dengan perbaikan	5	17,24
	kurang	0	0,00
NA	A	5	17,24
	B	20	68,97
	C	4	13,79

PENILAIAN	PENAFSIRAN	JUMLAH	%
	D	0	0,00

For the assessment of the process of students who passed as many as 25 people or 86.21%. As many as four people or 13.79% of students were declared not graduated, meaning that these four students did not pass not only for the value of the process but also for scientific writing courses. For assignments, 9 people or 31.03% get very good grades, and 19 people or 65.52% get good grades. For UTS scores, the highest score obtained is in the Good criteria (B) of 15 people or around 52.72%. The rest are in the Fair (C) and less (K) criteria. If you look at the data in table 2, students who are in the K criteria are students who did not take the exam. For the UAS score, the highest score is in the criteria of 19 people or 65.52%, while the rest are in the criteria that are sufficient and require improvement.

Discussion

If you look at the data above, at the level of the assessment process, it is at a pretty good level, ie 86.2% of students are involved in the lecture process in the form of discussions in forums and quizzes. This is very important because distance learning requires a high level of motivation to be able to learn independently, focus on ongoing learning, independent learning experience, predisposition and readiness to be independent and think critically to be able to solve problems independently, learn to be responsible for their tasks, and learn to use the lecture time (Taufik, 2019: 95-96). This attitude is very important for students to have in learning because it influences student behavior in learning (Cartono et al. 2007: 15). To achieve these objectives requires the participation of lecturers who function as mentors to continue to monitor and provide clear boundaries in the lecture contract. Lecturer discipline when giving feedback to all things that have been done by students both in forums, quizzes, and assignments will greatly affect the discipline and sense of responsibility that students have. All the lecture implementation processes that have taken place, will later affect the final grades obtained by students. The distribution of the cumulative scores of students for one semester can be seen in the following graph.
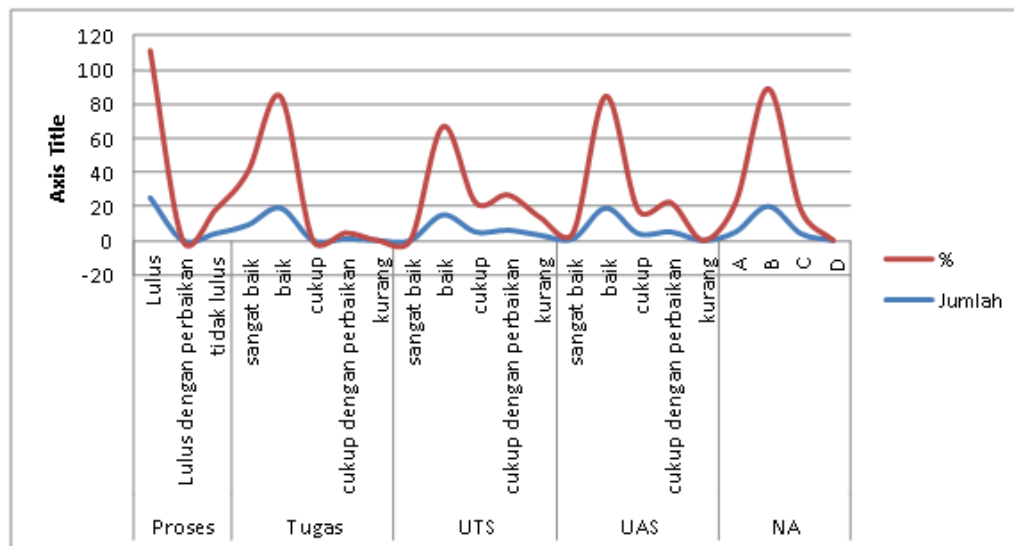
Figure 2. Graphic distribution of student cumulative grades

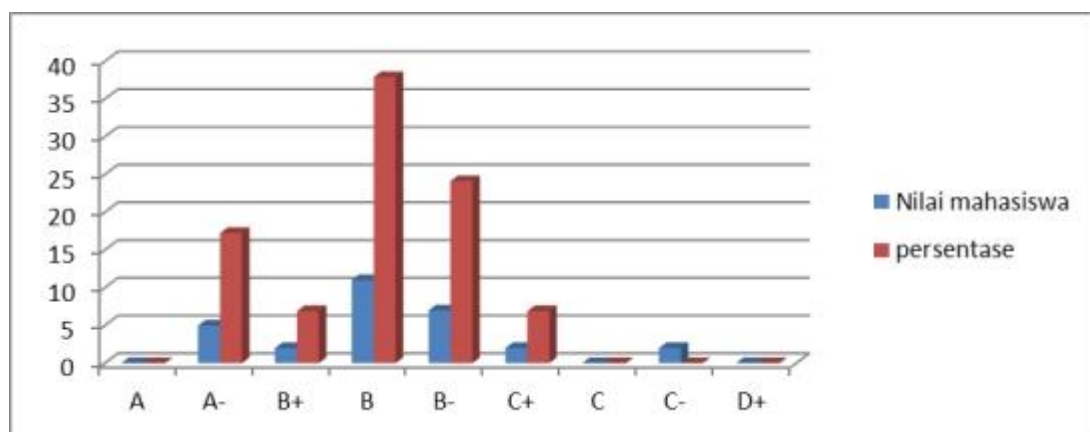The distribution of the final grades obtained by students can be seen from the following graph.

Figure 1. Graph of the acquisition of student final grades

From the graph above obtained data if the acquisition of the most values is at the value of B, then B-, A-, C +, and finally C-. The absence of students who get an A can be due to various factors. From the results of the questionnaire distributed at the end of the lecture, most students still feel confused when they have to study independently, they still have difficulty when they have to solve problems. Although there is a discussion forum that can be used for question and

answer sessions, its nature is still limited. When compared with face-to-face lectures, student enthusiasm in attending lectures is more likely to choose face-to-face lectures rather than e-learning. To build student enthusiasm for this online system, Elyas (2018) revealed that the development of e-learning must be designed not only to present subject matter online, but must also be communicative and interesting (Yodha, Abidin, and Adi, 2019: 186).

CONCLUSION

From the results of the study can be obtained the following conclusions and suggestions: 1) The process of e-learning lectures is still considered rigid in terms of the effectiveness of the continuity of discussion sessions in the forum, special designs are needed so that e-learning looks more communicative and interesting; 2) clear and disciplined feedback from the mentor is needed to build student activity both for quizzes and assignments; 3) additional evaluations are needed at each meeting, periodic checks, and fast responses to complaints expressed by students both related to teaching materials and those related to the system.

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