Need Assessment for Authentic Assessment In E-Learning (Schoology) Systems to Support Learning During Covid-19

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Abstract. Learning today is required educators for online learning. Circumstances were required social distancing, and always being aware of cleanliness is an important challenge in education. The development of a country has become paralyzed by the presence of coronavirus disease (COVID-19). However, the existence of an online learning system makes it easier and provides opportunities for the world of education to continue. It is also a challenge to prepare different assessments for application to online learning. Authentic assessment is more appropriate in providing an overview of the assessment of student's abilities. An assessment system that can only be used in circumstances that require online learning is not the same as a regular assessment. It is necessary to observe and review the need to carry out authentic assessments. The use of learning using the website system from Schoology. Information data collection is carried out in a structured manner by involving a population of research objects consisting of educators and students. The recapitulation is in the form of descriptive data that reflects the circumstances and things that must be prepared in the authentic assessment design. The results of the data are in the form of information that can be used as an analysis of state considerations and alternative estimates of problems that may arise from the implementation of authentic assessment tests. The need for a design system and the selection of assessment methods is a key achievement for determining the system to be used. The design of an assessment rubric that is adapted to the assessment of thinking process and attitudes during online learning is a key to authentic assessment used. The percentage of thinking process assessment and attitude assessment are things that need to be considered in the weight score of the assessment. Some adjustments still need to be developed and confirmed to students during learning as an evaluation system.

Keywords: Authentic; assessment; online learning; COVID-19

1 Introduction

During the Pandemic, education and activities in various fields were stopped. This results in the results that can be obtained from various sectors of life become choked. Various obstacles appear to the surface resulting in anxiety in people's lives. This constraint is also owned by the field of Education. Difficulties for students in obtaining effective learning also experience obstacles [1], [2]. The obstacles that students have made the learning process unstructured and not optimal. This problem is also a problem for Educators. In addition to preparing learning tools, educators need to prepare a management system in learning.

Learning management is indispensable and adapted to the circumstances faced. In this case, it is necessary to do online-based learning and learning systems [3]–[5].

Online learning in Indonesia has been implemented since 2020. Various learning outcomes achieved certainly have obstacles and shortcomings in their implementation. The problems achieved have been the evaluation of learning until now. This problem becomes very important because of the need to improve learning outcomes and optimization of learning starting from the system to the use of learning resources. Various online learning has been implemented and provides different results for the students who undergo it. With online learning, students can learn and try to find learning resources independently. However, the reality is that the source obtained is not through deeper analysis [6]–[8]. Thus, the expected answer from the presentation of exercises or questions becomes far from expectations and tends to be just copy-paste. This makes students uncreative and critical of the material presented. Students also feel they have no learning in carrying out the task given. This is a problem because there is a decrease in the quality of learning. To overcome this, many related parties present a variety of learning management applications to be able to reduce the impact of online learning. The online learning system is implemented taking into account learning needs. Learning needs such as virtual classes, attendances, assessments, and others [9]–[12]. This is to complement and facilitate educators in presenting learning materials. Nevertheless, the presentation of interesting and meaningful material is a special task of educators as the creativity of educators in providing learning. This makes one key to success in learning and attracting students' motivation to learning.

In its implementation sometimes still has certain shortcomings and problems. Various types of online learning systems have problems in their implementations [13]–[17]. However, it is necessary to understand that in this case, the ability of educators is indispensable to anticipate any shortcomings that exist. Thus, various variations of presentation emerged and became more valuable than the learning.

2 Methods

Learning is tested with the help of the schoology app as a learning management system by emphasizing authentic assessment of the learning process. Authentic assessments are chosen to match the learning outcomes that are the priority of today's assessments. Data analysis is conducted with survey techniques on educators who carry out online learning. The data obtained is analyzed with descriptive techniques qualitative. The data shows an overview of the needs in the use of the required online learning system.

3 Results & Discussion

The acquisition of data analysis of the need for an online learning system can be seen in Figure 1. Figure 1 shows the learning system with Schoology is more in demand than the use of the institution learning system. This is because in learning the benefits of the user becomes wider and can access the full independently. It also aims to optimize the use of bandwidth that often occurs at the same time used simultaneously. Schoology compared to Google Classroom is not very familiar, but the use of Schoology is considered more practical than google classroom. This shows that the brand of an application is not an important reference in the

world of educations [15], [16], [18], [19]. The most important thing that is highlighted in the selection of learning system is the facilities offered and the ease of users in utilizing the learning systems [20]–[24].
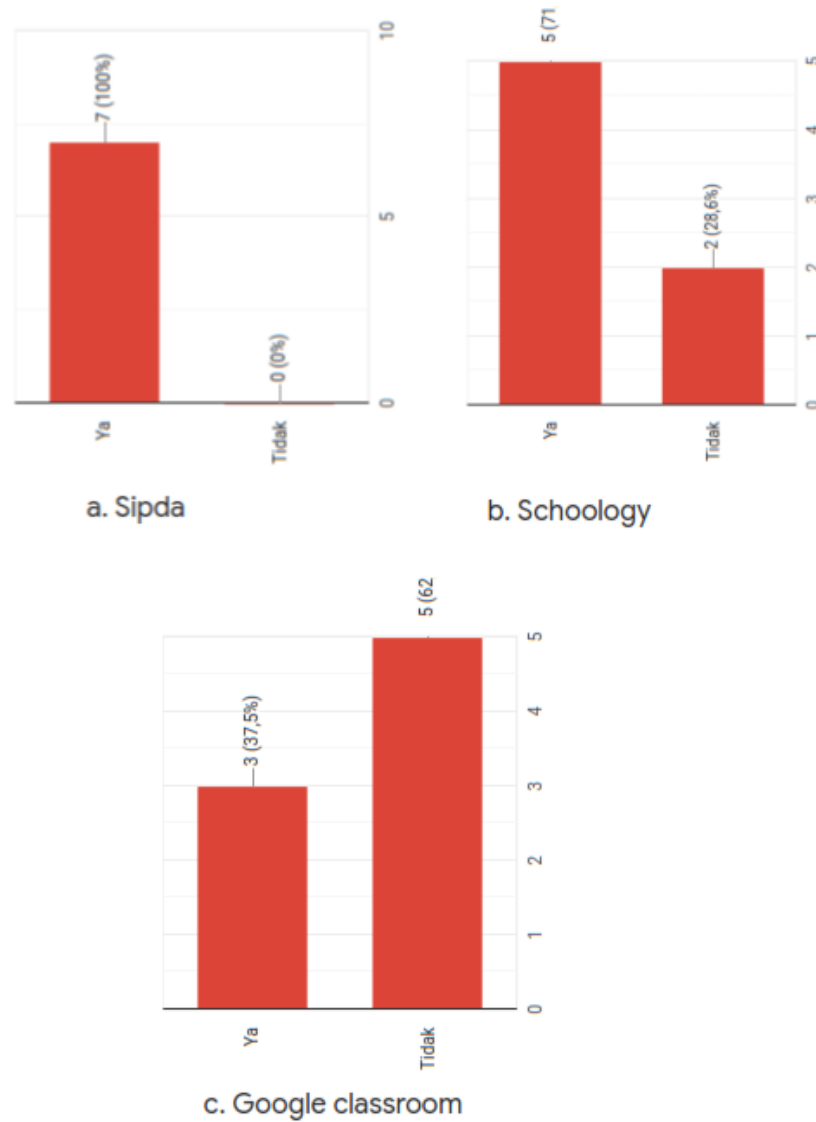

a. Sipda

b. Schoology

c. Google classroom

Fig. 1. Majority online learning system.

The implementation of the assessment used several types of tests. The results of the review of the use of the assessment can be seen in figure 2.
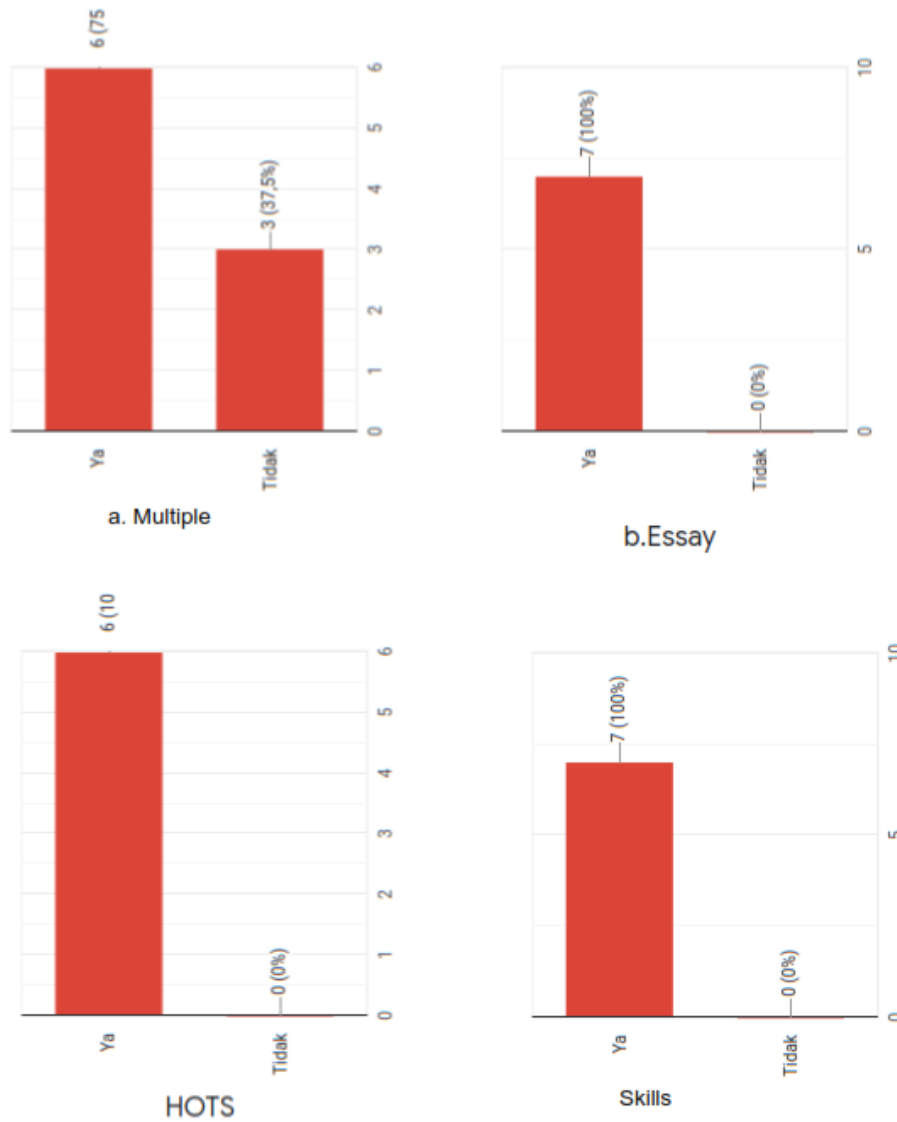
Fig 2. Test system used.

Figure 2 shows essay systems are more expected on learning, although it is easier to use multiple on the final assessment. Essays are preferred for authentic assessment of the learning process in the form of skills and higher abilities. This assessment is expected to describe the true condition of the learner's learning outcomes when using the online learning systems [25], [26]. This is because multiples are very vulnerable and rarely used as process assessments, and are only used at the beginning and end of learning as a description of improved learning outcomes. Authentic assessment is an assessment used to describe the process of learning that learners go through to improve their skills and abilities [25], [26]. This is very instrumental for

the advancement of the quality of learning and graduates in welcoming technological advances.

4 Conclusion

The results show that the use of popular learning management systems can represent the positive response of users in Schoology by providing the convenience of use and facilities that allow users to achieve quality learning. Quality learning is expected to have a process assessment as a representative of authentic assessment of students who can describe the quality and ability of learners. This demonstrates the urgent need expected in education. The percentage of thinking process assessment and attitude assessment are things that need to be considered in the weight score of the assessment. Some adjustments still need to be developed and confirmed to students during learning as an evaluation system.

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