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Teachers' Experiences in Evaluating Learning Process: A Case Study of Online Learning

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Abstrak. Evaluasi pembelajaran adalah tahapan yang penting untuk mengetahui perkembangan kemampuan siswa dan menentukan keberhasilan proses pembelajaran. Penelitian ini bertujuan untuk menjelaskan pengalaman guru dalam melaksanakan evaluasi selama pembelajaran daring dengan mengacu pada Kurikulum 2013. Subjek penelitian ini melibatkan sembilan orang guru Bahasa Inggris yang mengajar di sembilan sekolah negeri yang meliputi lima Sekolah Menengah Pertama, dua Sekolah Menengah Atas, dan dua Sekolah Menengah Kejuruan di Kota Jambi. Penelitian ini menggunakan instrumen wawancara yang datanya kemudian dianalisis dengan pendekatan kualitatif. Hasil penelitian ini meliputi pemahaman guru terkait evaluasi pembelajaran, bentuk evaluasi pembelajaran, hambatan dalam pelaksanaan proses pembelajaran, dan efektivitas pelaksanaan evaluasi pembelajaran. Pertama, para guru memiliki pemahaman yang baik terkait evaluasi pembelajaran yang meliputi aspek pengetahuan, keterampilan, dan sikap. Akan tetapi, banyaknya kompetensi siswa yang harus dievaluasi dalam pembelajaran daring dengan waktu belajar yang sempit, dinilai memberatkan oleh para guru. Guru akhirnya menekankan pada penyampaian materi dan mengurangi jumlah kompetensi yang harus dikuasasi siswa. Kedua, guru meberikan tugas harian untuk menilai pengetahuan siswa, menugaskan pembuatan proyek video untuk menilai keterampilan siswa, dan memperhatikan ketepatan waktu pengumpulan tugas serta interaksi di dalam kelas untuk menilai sikap siswa. Ketiga, kendala pembelajaran yang hadir meliputi ketiadaan gawai dan kuota internet, sulitnya jaringan internet, minimnya partisipasi siswa, dan tidak adanya dukungan dari orang tua terhadap pembelajaran daring. Keempat, terbatasnya kemampuan guru, sulitnya kondisi siswa, dan terbatasnya waktu pembelajaran menyebabkan proses pembelajaran daring ternyata tidak dapat berjalan tidak efektif dan komprehensif. Oleh karena itu, dapat disimpulkan bahwa evaluasi pembelajaran yang dilakukan menggunakan moda daring tidak dapat sepenuhnya mengacu pada kurikulum.

Kata kunci : evaluasi pembelajaran; kurikulum 2013; pembelajaran daring

Abstract. *Evaluation of learning is a crucial step in understanding the progress of students' competence and determining the success of the learning process. This study aims to explain, with reference to the 2013 Curriculum, the experience of teachers conducting evaluations during online learning. This study focused on nine English teachers from nine public schools in Jambi City, including five junior high schools, two high schools, and two vocational high schools. This case study employed an interview instrument which data were then qualitatively analyzed. The findings of this study include teachers' comprehension of learning evaluation, forms of assessment, barriers in the learning process, and the effectiveness of implementing learning evaluation. First, teachers have a comprehensive understanding of learning evaluation, which includes students' knowledge, skills, and attitudes. However, teachers consider the number of student competencies that must be assessed in online learning to be burdensome, specifically due to limited hour of meeting. The teachers emphasize on delivering the material and decrease the number of competencies that students must acquire. Second, teachers assign daily tasks to assess students' knowledge, video projects to assess their skills, and pay attention to the punctuality of assignment submission and classroom interaction to assess students' attitudes. Third, the obstacles of learning include the absence of gadgets, limited of internet quotas, the difficulty of the internet access, the lack of student participation, and the absence of parental support for online learning. Fourth, the limited abilities of teachers, the difficult conditions of students, and the limited time contribute to the ineffectiveness of the online learning process. In conclusion, the evaluation of online learning cannot completely reference the curriculum.*

Keywords **:** *Evaluation of learning; 2013 curriculum; online leaning*

INTRODUCTION

Online learning is a learning implementation activity carried out in their respective places or homes using internet media and applying the principles of distance learning. Pohan (2020) explained that online learning is carried out in the network and requires a good internet connection. Teachers and students are not fixated on place and time so that learning can be carried out anywhere and anytime. The principles of online learning include meaningful learning, simple, the appropriate material, not fixated on tasks, and requires networking. Learning media that can be used in online learning include email, Edmodo, youtube, google meet, and WhatsApp. According to Bari (2020), there are four characteristics of online learning, including: (1) Teachers provide learning variations in the form of learning activities and tasks at home, according to the conditions and the interest of students, and pay attention to the facilities owned, (2) Learning from home can provide meaningful experiences so that students can interpret learning independently, (3) Focusing on improving the abilities and life skills of learners, especially regarding

events that occur at this time, and (4) In the presence of responses or feedback given by students in the form of products resulting from learning activities at home, assessments carried out by teachers are qualitative and not based on numbers.

In reality, it is difficult for teachers and learners to meet the four characteristics of online learning. This difficulty was exemplified by Benyamin, et., all (2021) who found that the characteristics of students related to the aspect of cooperation and self-reliance were relatively low because students could not control their feeling of stress. Stress can arise due to the ability to do something. Students feel burdened to carry out learning activities due to various factors such as the difficulty of obtaining good network quality, requiring a large enough quota, lack of mastery of technology, and requiring more parental supervision. It is difficult for students to adjust to these circumstances, especially for families with relatively low economies. The problems that come from students require teachers to be able to create creative and innovative learning. Fathurahman (2020) argues that teachers can transfer their knowledge to students in an exciting way. Students can use various learning platforms such as zoom, google classroom, and WhatsApp as media that serves to facilitate student communication. In addition, teachers can take advantage of social media and learning applications to enrich learning materials and train students in exploring various information. To ensure the success of teachers' innovation in solving online learning problems, investigation of learning assessment is a must. Apriyanti & Cianda (2020) explained that evaluation is an activity carried out systematically or structured and comprehensive.

Evaluation has several objectives (Halwa & Arsyam: 2021): (1) To measure the success rate of learning implementation. Components can measure learning success, such as essential competencies, objectives, the suitability of learning design, learning resources, media, and learning assessments; (2) To determine students' improvement according to particular activities to become teachers' guidelines in filling out the report card and graduation eligibility for students; and (3) To investigate the need to improve the curriculum in schools.

Evaluation activities include measuring, assessing, analyzing, and achieving the extent to which data or information is generated to achieve goals. Evaluation can be done before or after the implementation of learning. Evaluation before learning is aimed to determine the students proficiency in order to set the material level. Meanwhile, evaluation after learning is conducted based on the need to determine the success or not of implementing learning. The learners' success is not only seen from how much value the learner's task generates, but the evaluation must reach out to the program's design and implementation. The description is in line with the definition of Curriculum 2013, which looks more at the process than the learning outcomes. Curriculum 2013 was initiated as a respond to prepare generations who are responsible for challenges and global problems in the future. Based on Law Number 2/2003, the curriculum is a series of plans and rules, including objectives, contents, and teaching materials that can be used as guidelines for learning activities oriented towards educational goals. According to Harosid (2018), three characteristics must be achieved in the 2013 Curriculum: 1) Character, students must be able to adapt to the surrounding environment, which is constantly changing. Applying character education to students such as curiosity, perseverance or perseverance, initiative, faith and devotion, discipline, leadership spirit, and awareness of social and cultural differences, 2) Competence, students can overcome complex problems or challenges. Competencies possessed by students such as thinking creatively, being able to collaborate, communicating well, and being critical in solving problems, 3) Literacy, learners apply knowledge and skills to make daily activities easier. Literacy activities can be in the form of students' ability to read literacy, be it science, technology, culture, or finance, making it easier for students to calculate.

The researcher views evaluation as a crucial stage in determining the success or failure of online learning. According to Febriana (2021), learning evaluation entails organizing, obtaining, and providing the information required to make alternative decisions. In order to design the learning process, evaluation of learning process includes assessment activities. The results of learning evaluation can provide an overview of the effectiveness of learning so that it can provide feedback for teachers to improve and adjust the learning process. Therefore, this study is aimed to investigate how the evaluation is conducted during online learning in accordance to curriculum 2013. Specifically, learning evaluation in curriculum 2013, form of assessment, learning constraint and the effectiveness of online learning.

METHOD

This research was carried out at nine schools in Jambi City, including junior and senior high school education levels. They are implementing the 2013 Curriculum and carrying out complete online learning by government policies during the covid-19 pandemic. The subject of this research involves nine English teachers from five different junior state high schools, two state senior high schools, and two state vocational schools. The schools are located in Jambi city and spread out in 11 different regencies. The researcher employs a purposeful sampling technique relevant to the research objectives to obtain accurate data from informants. According to Creswell (2015, p. 215), the sampling technique has considerations, including decisions on having participants, specific sampling types, and sample sizes. In this study, the participants were selected based

on specific criteria. They had been teaching for approximately ten years and they had been certified.

This research uses a qualitative approach, meaning that the researcher describes the findings in sentences following the facts in the field. The type of research is descriptive since the data obtained by the research is explained naturally about the evaluation of online learning in accordance with the 2013 Curriculum. Thus, the data of this study is in the form of teachers' utterances derived from interview transcripts. According to Rachmawati (2017), interviews consist of structured, semi-structured, and unstructured interviews. In this case, the researcher uses a semi structured type of interview in order to help the researcher obtain the data systematically. This type of interview is beneficial for the researcher, especially in terms of the time and data generated are more detailed. The interview items designed by the researcher are related to evaluation during the learning process and learners' outcome.

A validity test is used to re-check the data that has been obtained to ensure its validity and credibility. This research uses data triangulation techniques and theories, meaning that the researcher sees the validity of the data following the theory used. this study refers to Miles and Huberman's analysis model (1994), which improves the analysis process into four parts: data collection, data reduction, data presentation, and data retrieval. All data obtained from the interview results were collected and given a note in the form of a reflection or description of the online learning evaluation. After the data is collected, the researcher reduces the data by selecting data relevant to the research problem. The data are presented in sentences containing an evaluation of online learning and analysed based on themes. Finally, there is a conclusion drawn from the data that has been obtained.

FINDINGS

In order to determine the next steps in learning based on degree of learning success and the student's competence, teachers should be skilled in the implementation of learning evaluation. This study aims to evaluate how evaluation is carried out during online learning in accordance with 2013 curriculum. The themes in this discussion are divided into the following categories based on the study's objectives: Learning evaluation in the 2013 curriculum; assessment types; learning obstacles; and the effectiveness of online learning.

Table1.
Themes and sub-themes on Evaluation of Online Learning

Theme	Sub themes
Learning Evaluation in the 2013 curriculum	
Forms of Assessment	Knowledge Skills Attitude
Learning Constraints	Media Environment
Effectiveness of Online Learning in accordance to the 2013 curriculum	

Sources: data processed

Learning Evaluation in the 2013 Curriculum

Curriculum, teaching, and evaluation are closely linked and interrelated for the achievement of students. In Indonesia, Curriculum 2013 has been implemented for nine years, thus, teachers must comprehend the 2013 curriculum's core principle. All the teachers argue that 2013 Curriculum highlights the student's character, however, teachers' descriptions on the components of learning evaluation vary. According to the 2013 P5 curriculum, three factors are evaluated: attitudes, knowledge, and skills. According to P4, the respective percentages of assessment for attitudes, knowledge, and skills are 60%, 20%, and 20%. According to P5, the teacher's primary grading consideration will be based on character evaluation.

Regarding attitude assessment, A2 states that teachers should focus on the dominant attitudes a student possesses and document them. For instance, if student A's daily life demonstrate discipline, the teacher will only evaluate his or her disciplinary attitude. In addition, the P4 assessment of attitudes is divided into two categories: spiritual attitudes and social attitudes. Students' social attitudes are evaluated based on their interactions with their peers and teachers. P4 rated this type of evaluation as excellent in controlling students' attitude because she observed that the student's demeanor when communicating with the teacher and his or her peers was poor and even ignorant.

According to K2, the objective of the 2013 curriculum is to improve students' competence in four areas: spiritual, social, knowledge, and skills. In addition, the assessment in the 2013 curriculum refers to the acquisition of essential and core competencies through the learning process. According to A2, there is a so-called KKM (Minimum Completion Criteria) that determines learning success, and remediation is frequently selected when the KKM are not met. To conduct an accurate evaluation of student learning, teachers must comprehend the curriculum 2013 evaluation aspects, which consists attitudes, skills, and knowledge. The findings indicate that all teachers have a solid understanding of the aspect of learning evaluation. It is consistent with Fitriana and Aziez's (2020) statement that teachers understand the assessment method but consider it complex, time-consuming, and distracting from focusing on the student.

Forms of Assessment (Knowledge, Skills and Attitudes)

Assessment is a procedure that must be performed in learning activities. The finding reveals that the assessment conducted by teachers during online learning differs from assessment performed during face-

to-face learning. In online learning, the assessment is not primarily focused on the academic performance of the students, but rather on the development of their character. In other words, online classes emphasizes the educational process rather than the outcome measures. As indicated by A1, "The most important aspect of online learning is the feasibility of the learning process. Yes, this is an emergency situation; therefore, not everything can be as it should be during an emergency ". In keeping with this, P4 continued, "There are already distinct objectives. The objective, in my opinion, lies in the process they are pursuing. They must complete the task whether they are aiming correctly or incorrectly, I do not take them into account."

Despites of the challenges of online learning, teachers do their best to assess students' knowledge, skills, and attitudes in a manner similar to face-to-face instruction. According to the data we've obtained, assessments for online learning still include evaluations of knowledge, skills, and attitudes, just as they do for face-to-face learning. First, the majority of teachers assign task to the students to obtain knowledge assessment scores. As indicated by K1 "For my class, the assignments I have assigned are sufficient to complete the assessment, regardless of whether or not students submit them. I do not require them to create journals or papers, so they only need to bring assignments and materials ". In the same vein, P1 explained that, "After students have completed the assignment in Google Classroom, I administer exams using Google Forms and quizzes." Our data indicates that assessments of learners' knowledge are mostly derived from the assignments they are given.

Second, while practicing the material, the majority of teachers assign their students to create a project, specifically a video, in order to conduct skill assessment. According to P4, "to assess the students' skill, they are required to present video of their performances. Take for example, in procedure text, they filmed themselves to make tea, cake and etc." Some teachers even requested that students share the video on social media. It is conveyed by P1 "I assigned them a speaking project using videos that can be uploaded to Instagram or YouTube. Besides, students can send a link of YouTube or upload a video directly in Google Classroom." However, obstacles arise when some of the students do not submit their teachers' projects. According to K2, "I once asked students to create introductory videos, but many of them did not submit it. If we assign them a task that is slightly burdensome, they will not complete it." The findings indicate that the majority of teachers assign students a project, but not all students complete the task. It proves that assessment in an online class is quite difficult.

The third is attitude evaluation. Teachers conduct this assessment in two ways: by evaluating students' discipline in completing the assignments and directly observing them during the online learning process. As stated by K1, "one way to evaluate a person's character is based on the diligence and precision with which the assignment is completed by the given deadline. Checking whether a student is active in the discussion group is another method of evaluation. We also can observe the student's manner of expressing opinions, responding, and answering to determine whether he is polite and uses an appropriate language style when conversing with the teacher and classmates." This practice aligns with P5 who evaluates the student's discipline in completing the assignment on time. She even determines the exact date and time for students to achieve the highest score. P5 also evaluates students' attitudes by observing how they write and converse in WhatsApp group. These results indicate that the attitude evaluation conducted by teachers during the online learning process focuses on students' diligence in completing assignments and students' manner in communicating to others.These findings confirm the findings of other studies (Daji; Mulyasa, E; Waska News. 2019; Friantary, H., & Martina, F., 2018; Tiara, S. K., & Sari, E. Y., 2019; Zahrawati, F., & Indah, I., 2021).

Learning Constraint

The data gathered from the interviews reveals that teachers face a number of obstacles when conduct evaluation of online learning referring to the 2013 curriculum. These constraints include learning media and environments. Regarding to the media, the most significant barrier to online education is the lack of smartphones that students can use to participate in the learning process. Additionally, the limited internet quota that students have and the trouble of internet connection in the area where students reside hinder the learning process. As disclosed by A1 "There was a student from a low-income family who did not have a smart phone. The teachers therefore raised funds to purchase him a smart phone. Then, some students have reached their Internet usage limit." "It is difficult for us because not all students have smart phones or internet quotas," K2 reports.

K1 mentioned that because these students frequently experience severe signal connection issues, they do not use Google Meetings or Zoom as their learning platform. Even for assignment submission, students use Google Classroom and WhatsApp private messages. Suardipa & Priyaman's (2021) claim that online learning can make it easier for teachers to deliver the material obviously runs counter to this kind of situation. Contrarily, this finding on the drawbacks of online learning is consistent with research on the problem of internet existence (Rigianti, H. A., 2020; Novitasari, Nabila, & Fratiwi, 2020; Putri, R. D., & Suyadi, S., 2021). In addition to the lack of cellphones, internet quotas, and difficult access to internet signals, teachers 'difficulties interacting with students have emerged as another barrier to the success of learning. A2

stated that she cannot approach a student with a problem if he performs passively in class during online learning, who would normally does during offline learning. P4 emphasized that the lack of student participation in online classes has become an obstacle to learning success. P4 says, "I don't know if they're embarrassed, etc., or if they're not wearing uniforms. Initially, they were reluctant to turn on their camera, so I compelled them to do so. They are joining the class, but they are less responsive to the learning than they would be in an offline class." The mentioned data indicates that the availability and utilization of learning media impact the quality of online education. The absence of media will be a significant barrier, and the improper use of it can hinder learning.

The learning environment is a second significant barrier. In this case, the success of online learning is also determined by the family and society. Parents of students should supervise and encourage their children in order for online learning to be effective and learning objectives to be achieved. In the contrary, some teachers have mentioned that parents' ignorance towards their children' learning is another barrier to the implementation of online learning. In the case of students' parents works as shop owners and street vendors, according to P4, parents are preoccupied with business, so they pay less attention to their children. Some parents even ask their children for assistance with their business. They believe that online learning similar to school holiday. Consequently, many students skip the meeting and do not understand their assignment. Similarly, K2 experiences the same phenomenon. During the pandemic, she feels pity for the students who are forced to assist their parents in the market. These findings demonstrate the important need for parental support to ensure the learning success. This follows the findings of studies on online learning (Novitasari, Nabila, & Fratiwi, 2020; Zahrawati, F. & Indah, I., 2021).

Effectiveness of Online Learning in accordance to the 2013 curriculum

Online learning is an activity to convey information by teachers to students without having to meet face to face and mediated through platforms. The effectiveness of the online learning process is the final theme we uncovered through our analysis. In general, our respondents concur that the 2013 curriculum is effective, as it employs a scientific approach and entails rigid competencies. The 2013 curriculum stipulates that the condition of both students and teachers must be optimal in order to facilitate learning. However, the finding reveals that online learning makes it impossible to implement 2013 in a suitable manner. Both P3 and K2 emphasize the importance of teachers' competence. When teachers do not fully comprehend the 2013 curriculum, they will struggle to implement scientific learning. This situation worsens when teachers are required to submit reports, lesson plans, journals, and other evidence of student learning to the education office. They lack sufficient time to prepare for the scientific learning procedures. This finding supports for Fitriana and Aziez (2020) who reveals that the complex evaluation system causes an excessive burden on teachers and interferes with scientific method required in learning.

Teachers acknowledge that it is challenging to implement the curriculum during online learning. P5 states, "I cannot implement curriculum 2013 properly, to be honest. Despite having completed the learning plan, attempting to follow the procedure, and completing the evaluation, the process cannot be carried out correctly." It is equivalent to K1, which openly admits that many variables, including students' presence, condition, and teachers' ability to convey the material, influence the learning process. Therefore, the basic competencies outlined in the lesson plan sound ideal yet is challenging to attain in practice.

A1 specifies that he must reduce the number of basic competencies and the number of learning outputs to a minimum, compared to offline learning. P1 explains that many learning objectives are not met as a result of his emphasis on delivering material, conducting limited question-and-answer sessions on zoom or google meetings, and lacking of proper discussion. In addition, he cannot perform the five learning steps and has to skip the evaluating and observing steps due to a lack of time. Evaluation is then conducted independently in Google Classroom. If its core learning principles are actually applied, the 2013 curriculum can be implemented effectively for online learning. The analysis, on the other hand, shows the reverse, namely the presence of learning restrictions and student-teacher conditions as a result of the adjustment to the social distance policy. It required the teachers to give the lesson during the constrained meeting time. As a result, the evaluation process of online learning is ineffective. These results indicate that the 2013 curriculum hasn't been properly implemented and that online learning make the learning process more challenging.

CONCLUSION

The 2013 curriculum has been used offline in Indonesian schools for a number of years. Teachers also have a firm grasp of it, yet, it does not guarantee the effective implementation online learning. This qualitative study aims to oversee the evaluation of online learning process according to the 2013 curriculum, including the difficulties faced and its effectiveness. The rigid approach of learning evaluation during the constrained number of hours of online learning is regarded as exhaustive and has been modified in its use. Some scientific steps are ignored or even skipped when it comes to the learning process. The assessment of attitudes, skills, and knowledge, which theoretically

should be drawn from a range of student performance indicators, must be reduced to a minimum. In conclusion, the evaluation of online learning does not properly use the 2013 curriculum. This study has limitations in terms of the participants number, the perspectives of the teachers, and the settings. Therefore, future research is needed to compare the results of this study to those of other population and contexts.

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