



IMPLEMENTATION OF ONLINE LEARNING DAILY EVALUATION IN HIGHER EDUCATION

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Abstrak

Penelitian ini dilatarbelakangi oleh penggunaan online assesment yang dirasa lebih efektif jika diterapkan dalam pembelajaran abad 21. Tujuan penelitian ini untuk mengungkap seberapa besar manfaat penggunaan evaluasi online di pembelajaran pada perguruan tinggi dilihat dari indikator: 1). Implementasi pembelajaran online pada perguruan tinggi, 2). Proses evaluasi harian mengenai pembelajaran online di perguruan tinggi. Metode yang digunakan adalah kualitatif dengan sajian data deskriptif, secara kualitatif data diambil dan dilakukan analisis data menggunakan teknik triangulasi. Sajian data secara deskriptif disampaikan sebagai interpretasi hasil penelitian yang memudahkan pembacaan secara manual. Hasil penelitian menunjukkan bahwa sebagian besar perguruan tinggi di Jawa tengah sudah menerapkan evaluasi online, proses evaluasi online dipersiapkan dengan matang melalui dokumen evaluasi yang nantinya akan dimuat secara online. Manfaat penelitian ini bisa digunakan sebagai bahan kajian teoritik untuk menerapkan evaluasi online pada pembelajaran di perguruan tinggi. Dampak penelitian evaluasi online bagi perguruan tinggi bisa menambah wawasan strategi evaluasi perkuliahan berbasis teknologi bagi pengajar di perguruan tinggi.

Abstract

The research was distributed online by using online assessment that prove an effectiveness. if it applied on 21st century learning. The purpose of this research is to uncover the extent of the benefits of using online learning evaluation in higher education seen from the indicator 1.) Implementation of online learning at College, 2). Daily evaluation process regarding online learning at higher education. The method used is descriptive data with qualitative, qualitative data was extracted and performed data analysis using the technique of triangulation. Delights of the descriptive data presented as the interpretation of the results of research which facilitates readings manually. The research results showed that the majority of universities in Central Java have already implemented online evaluations, online evaluation process prepared cooked through evaluation document that will be loaded online. The benefits of this research can be used as material for the study of theory to apply online evaluation on learning in college. The impact of this research is to gain his insight regarding the benefits of strategy evaluation for technology-based teaching lectures in college.

INTRODUCTION

Learning is an activity or activity that is carried out in achieving a specific goal by loading the message delivery component, recipient of message and message material, with activities known as teaching and learning. In a learning activity there are two subjects there are educators and students The main task and responsibility of an educator is to manage learning to be more effective, dynamic, efficient, and positive which

is characterized by awareness and the active role among the two learning subjects is the educator as the initial initiator and directors as well as mentoring, while students as objects that experience and are actively involved in gaining self-change in teaching. The method used in learning in Indonesian universities mostly uses the "traditional" education system that is learning system with a face-to-face system where between educators and students meet in a scope of space

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commonly called class.

The era of disruption is happening now, Classical methods are considered inappropriate and unable to move flexibly and dynamically to carry out the learning process. Flexible motion that is needed is the ability to limit space and time. The dynamism that is needed is the creation of communication that goes well, that is, the easier it is between educators and students to communicate. now innovation has emerged from various problems, the existence of online learning which is also known as e-learning.

The e-learning system has answered the needs of the value of flexibility and dynamism of a method, because with the existence of e-learning problems regarding limited space and time can be overcome and communication between educators and students is increasingly conditioned. Currently, the use of e-learning is increasingly in demand by educational institutions. Based on the results of studies conducted by EDUCAUSE Center for Analysis and Research (ECAR) in Putra (2015), it appears that almost all institutions (around 98%) currently have at least one department, unit, or study program that has a great interest in e-learning.

Research by several experts is done to reveal the benefits of online evaluation and the long-term impact on its users. Berglund and osvalder (2018) state that "the MOOC served as a repetition of lectured material and gave increased understanding of the theories. The recorded interviews with practitioners and researchers in the MOOC highlighted the importance of the subject in real working life. The knowledge tests were appreciated as rehearsal of understanding. However, the MOOC in parallel with the other course material was also considered to be too much work by some students. A recommendation is to carefully consider how to use and integrate the MOOC as a meaningful, individual, theoretical learning activity for the students. Thereby the lectures in classroom could focus more on discussions and problem-solving regarding the topics and less on basic theory". So that the benefits of this online evaluation can be concluded as important to be applied in universities.

Research by Perna et al (2018) also resulted in the conclusion that "obtained on 23 network datasets by state-of-the-art learning-to-rank methods, using different optimization and evaluation criteria, show the significance of the proposed approach". More and more colleges are using online evaluations, also increasingly developing methods in the implementation of online evaluations at each university.

Universities use a lot of online learning as a form of skill in applying modern learning methods to the community. Various online learning models have been delivered in Permendikbud No. 24 of 2012, Permendikbud No 109 of 2013, Permendikbud No 119 of 2014, about implementing distance learning. With these conditions, universities have the opportunity to conduct online learning for students as well as for learning participants who are separated by distance.

Based on the analysis of learning conditions in the world of education it is important to conduct a study to find out how far online learning is utilized as a teaching-learning method and a daily evaluation process of online learning in university.

The purpose of this paper is to analyze the implementation of online learning in university, and analyze the daily evaluation process of online learning in university. Theoretical benefits, This research is useful for the development of learning, especially in the field of instructional learning in distance learning. This research is able to be a source of relevant research and research on the application of online learning in the daily evaluation process in college learning.

RESEARCH METHODS

This research has been conducted within 6 months from February to August 2018. The research location is around the city of Semarang, Central Java. The method used is descriptive with the steps of the research this is: (1) Determine problems; (2) Conducting literature studies; (3) Upgrading of location; (4) preliminary study; (5) Determination of data collection methods; (6) Analysis of data during the study; (7) Analysis of data after; validation and reliability; (8) Results.

The design of this study is descriptive exploratory, Research is intended to examine a phenomenon, event, or object that occurred at the time of the study (Sudjana and Ibrahim, 2002), also at the same time comparing the symptoms, events, or objects with certain criteria or standards (Prasetya Irawan, 1999). This study is aimed at analyzing the extent to which online learning is used as a teaching-learning method and a daily evaluation process of online learning in universities.

Data collection in this study is questionnaire technique and measurement with instrument in the form of questionnaire and scale. Questionnaire to reveal responses from users such as students and lecturers, while the questionnaire to identify the use of online evaluations was reviewed from the observer's point of view.

The research instrument will be fully developed by the research team. For data analysis using analysis through data reduction conducted in source triangulation techniques, The reduced data is then analyzed descriptively to determine the linkage of one data to the next data which strengthens the existence of data so that it is said to be valid. Furthermore valid data is verified by linking the theories underlying this research.

RESULTS AND DISCUSSION

This paper is aimed at discussing the research objectives that have been submitted in the background, the research implementation produces ordinal data that can be interpreted into visual

data presentation. The implementation of the research began with needs analysis until the implementation of daily evaluations in online learning in universities as part of the research process.

Analysis of daily evaluations of online learning in universities

Online evaluations in universities have been carried out evenly, but not yet comprehensive for lecturers of several universities. Data for revealing daily evaluations in universities based on the distribution of respondents with saturated samples. This respondent is translated into the following frequency:

Table 1. Distribution of respondents

No	Gender	Subjects taught	Origin Agency	Teaching experience
1	M	Pemberdayaan Masyarakat	UNNES Universitas Wahid Hasyim	<10 Tahun
2	M	Multimedia Mobile Programming, Simulasi	Semarang	<10 Tahun
3	M	Game	Universitas Semarang	<10 Tahun
4	M	Open Source System Teaching English as A Foreign	Universitas Semarang	<10 Tahun
5	F	Language	Universitas Tidar	11 - 20 Tahun

From table 1 it is known that some universities whose data can be taken can be considered as representing the analysis of the data to be disclosed. Teaching experience is not a guideline in conducting online evaluations in universities. Lecturers with less than 10 years of experience do dominate the implementation of online evaluations, so it was concluded that the more lecturers with small teaching experience, the higher the online evaluation in universities.

The smaller the teaching experience of a lecturer, the higher the implementation of online evaluations by individuals. The logical consequence of implementing an online evaluation for teachers with teaching experience under 10 years is adjustment of environmental conditions that occur when the range of teaching experience occurs in the present development. This means that someone who has little teaching experience is certainly someone who comes at a later time, so that the development of learning habits has moved from classical experience to virtual experiences that support the implementation of online evaluations. The teaching experience in Figure 1 shows that the implementation of the use of online evaluations is seen from the number of users lecturers who teach with a range of under 10 years are 80% and there are 20% to 10 years.

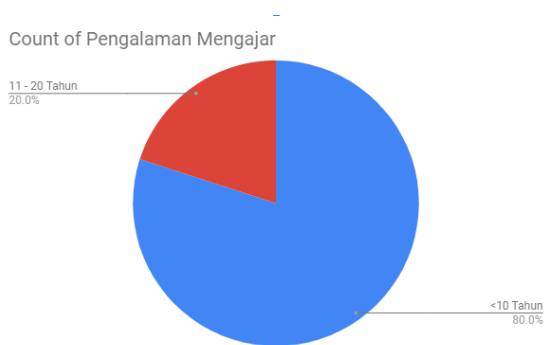


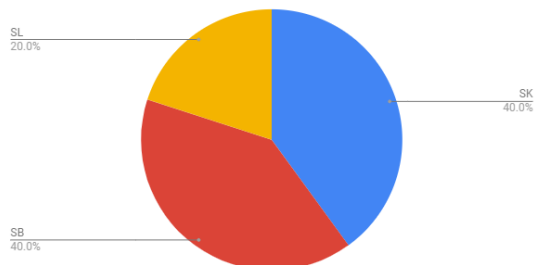
Figure 1. percentage of teaching experience

Implementation of daily evaluations in university online learning

Identification of completeness of the implementation online daily evaluations in terms of the completeness of the device documents has shown good activity. The habit of conducting online evaluations at several universities has been supported by the environment starting from the

readiness of the evaluation system, internet connection, and evaluation tools that are always prepared by the lecturer concerned.

Count of Keberadaan kelengkapan dokumen perangkat / instrumen penilaian / evaluasi belajar mahasiswa secara onli...



Picture 2. readiness of online evaluation documents

Based on the readiness to do an online evaluation in picture 2, most college lecturers around Central Java have implemented it very well because it is measured in the percentage of 40%, but there are also some lecturers who have perceptions and assumptions that readiness is only 20% because it has been identified that there are already documents but not all have done online evaluations, even in some universities many lecturers are ready for documents but do not conduct online evaluations.

Identification of the implementation of daily evaluations in online learning in universities is carried out by giving questionnaires or questionnaires to lecturers as executor of daily evaluations in university online learning. In addition to questionnaires and questionnaires for lecturers, it was also given to students to maintain good data quality in accordance with the principle of triangulation. Respondents were given an online assessment standard assessment form in universities as follows:

a. Lecturer Readiness in Assessment

1. Availability of complete device documents / assessment instrument / evaluation of student learning online (question device, assignment device, question bank)
2. The existence of complete documents / book / software for value analysis, for student learning evaluation
3. Existence of complete implementation planning (schedule , shape or type) assessment of student learning outcomes

b. Implementation of Assessment

1. the use of various methods / assessment strategies applied by lecturers (question and answer, daily tests, block replicati-

on, quiz, job, project, midterm tests, final exams)

2. implementation of assessment / evaluation of learning outcomes or online daily assessments carried out by lecturers every semester
 3. Implementation of the semester final exam
 4. Implementation of MID semester evaluation
 5. Reporting learning outcomes to students
- c. Utilization of Assessment Results
1. Documenting learning outcomes / value of students by lecturers
 2. Utilization of learning outcomes / student grades for remedial programs
 3. Utilization of learning outcomes / value of students for enrichment programs
 4. Utilization of learning outcomes / student grades for talent / achievement coaching programs
 5. Utilization of learning outcomes / student value for other purposes

Need to be reviewed again about the implementation of online evaluations that occurred in Central Java, so that it becomes a guideline in conducting the next theoretical study about online evaluation for other researchers. according to Kumano in Wulan (2017), evaluation is assessment of data collected through assessment activities. Meanwhile according to Arikunto in Wulan (2017) revealed that the evaluation was a series of activities aimed at measuring the success of educational programs. Further development of this evaluation concept, according to Hasan in Hernawan and Andriyani (2017), hold on to one basic concept, there are judgement. With this in mind the value is determined (*worth/merit*) from something that is being evaluated. Without giving consideration is not an evaluation activity. Therefore the definition of evaluation must be directed to a process of giving consideration regarding the value and meaning of something considered. Something considered can be a person, object, activities, circumstances, or a certain entity. The consideration must be based on certain criteria, both from the appraiser itself and from the appraiser. From that understanding, evaluation is considered more as a process, not an outcome (product).

Conditions in Central Java have been many online evaluation activities on learning activities in universities, even research findings show that almost all universities have implemented an online evaluation model. Online evaluation con-

siderations are also used to decide learning outcomes based on student exam assessments that are prepared with certain assessment guidelines for making decisions.

CONCLUSION

Implementation of Daily Evaluation at university online learning in the Semarang City and surrounding areas identified in the study Implementation of online learning in university has been carried out well, although not all university in Central Java have implemented it as a whole. The daily evaluation process of online learning in universities is carried out directly through many techniques such as quiz online, or the process of shipping using online and e-mail has been done. However, not all lecturers at each university have fully carried out online evaluations.

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