



Adaptation of Assessment Techniques and Procedures of Music Learning Outcomes in The New Normal Era

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Abstract

The change in the Covid-19 pandemic era to the new normal era demands changes in the implementation of learning again. In this regard, this study aims to describe and analyze the adaptation of techniques and procedures for assessing learning outcomes carried out by teachers. The research was conducted with a qualitative descriptive method. Data was obtained through observation, interviews, and document study. The process of checking the validity of the data was done by triangulating data sources. The data analysis technique used descriptive analysis with the stages of data reduction, data presentation, and data verification. The study results show that the implementation of assessments in the Covid-19 pandemic era to the new normal era has changed. During the Covid-19 pandemic and the new normal, the knowledge assessment technique used was the same: the written test. However, the assessment procedures and types of test items were different. During the Covid 19 pandemic, the knowledge questions used were in the form of multiple choice, which was done digitally. Meanwhile, during the new normal, multiple-choice questions and essays were used with digital and manual (written) processing procedures. Skills assessment during the Covid-19 pandemic was carried out using a performance assessment whose object of observation was in the form of a video recording which was sent to a digital platform. Meanwhile, during the new normal, project evaluation was carried out to know the process and the results of the work which the procedures were carried out directly.

Keywords:

*Adaptation, Assessment,
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Procedures*

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INTRODUCTION

Since 2022 Indonesia has entered a transitional period to the new normal era from the Covid 19 pandemic, which has lasted for two years. According to Triandina and Santosa (2023), learning in the Covid-19 pandemic era experienced difficulties in social interaction because learning was carried out remotely, considering the vulnerability of virus transmission. As a result of this situation, the teacher loses feedback from students.

During the Covid 19 pandemic, teachers were required to master digital technology to support the implementation of learning so that it was carried out effectively (Ismawati & Prasetyo, 2020). Several digital technologies that are commonly used for online learning include WhatsApp, Instagram, Google Forms, Google Classroom, Zoom, and so on (Argiyanti et al., 2022; Musrita et al., 2022; Purwatiningsih et al., 2020). By using a digital platform, online learning can be carried out anytime and anywhere to make distance learning effective (Suryani et al., 2022).

The passage of time from 2020 to 2022 has made things even better, marked by the Covid-19 pandemic which has subsided, so that the new normal era phase has begun. In this era, there was relaxation; previously, learning was carried out online, turning into offline learning. The Circular of the Ministry of Education and Culture No. 2 of 2022 states that face-to-face meetings can be held while still considering health protocols (Kemendikbudristek, 2022). The existence of this relaxation causes the learning process to be carried out face-to-face by paying attention to some of the rules set.

Changes in the implementation of learning require changes in the learning model by looking at the existing situation. The blended learning method is considered appropriate to use during the new normal because, in practice, it can combine direct learning and digital use (Suhaeb et al., 2022). Blended learning can be an option for subjects that demand practice, such as music.

Music arts as a subject contained in arts and culture has experienced a change in learning from previously online to offline. These changes are accompanied by changes in the assessment on music arts learning.

Concerning changes in the implementation of the learning process in the new normal era, it requires preparation from teachers and students in dealing with changes in situations that were originally online to become offline. The preparations made include planning the learning implementation to learning evaluate.

Changes in the learning implementation require adaptation to start a new habit. In the assessment process, it is necessary to adapt the assessment technique. This adaptation will certainly accompany changes in the learning outcomes assessment procedure. It is hoped that the teacher will be able to adapt quickly by choosing the right assessment technique so that students get optimal results in learning in this new normal era.

Assessment of learning outcomes can show students' success in achieving a basic competency or material that has been taught (Martaningsih et al., 2015). Teachers are required to analyze appropriate assessment techniques in this new normal era.

Many variants of assessment techniques can be selected with the consequences, advantages, and

disadvantages of each assessment technique. These consequences include the complexity and originality of learning outcomes, for example, when assessing knowledge offline, using multiple-choice questions is the right option because the teacher can go around monitoring students in their work. However, when online, multiple-choice questions are deemed inappropriate because teachers cannot monitor students, so their authentication is questionable.

In the assessment of skills, there are various consequences. Applying project assessment when offline can be an option because the teacher can monitor the process to the results directly. However, online project assessment is not appropriate because the teacher can only see the process indirectly in the form of video recordings.

Several differences in the techniques used result in different assessment procedures. The difference is based on the teacher's strategy in applying assessment techniques that are deemed appropriate by looking at the existing conditions.

The principle of assessment must be fair, honest, objective, educational, valid, comprehensive, and sustainable (Rahman & Nasryah, 2019). Not only looking for value but by assessing, the teacher can find which students have mastered and which students have not mastered so that the way of learning can be improved. Choosing the right learning method will certainly produce good results for students. Regarding this, the teacher has a big challenge to determine the right way of learning for students so that good results can be created and certainly accompanied by the principle of evaluation, one of which is educating. Satisfactory results can be an indicator that there is an educational assessment.

There is research on learning outcomes assessment techniques conducted by several researchers. One of them is research conducted by Udi Utomo, Suharto, and Moch Usman Wafa entitled *Adaptation of Music Learning Assessment During the Covid-19 Pandemic*. The assessment technique is adapted from Blerkom, which is in the form of an assessment of the work process and product. The implementation procedure is in real and simulated form.

Moreover, there is research on assesment research conducted by Udi Utomo and Suharto entitled *Determining Object of Observation for the Accuracy of the Singing Assesment Instrument*. Assesment of learning materials about singing and the scoring tchniques are performed using a range of scores based on the number of song bars, part of song sentence, and th number of syllables specified in all parts of the lyric.

Previous research has relate with this research, specifically about how do assesment. There is a difference, namely that this study discusses the new normal assesment which is located at SMP N 6 Ungaran. Thus, this article will discuss the adaptation of techniques and procedures for assessing the results of learning music in the new normal era.

METHOD

This study used a qualitative descriptive method. The research location was at SMP N 6 Ungaran, and the research subject was a music teacher. Data collection was carried out directly by observing schools, online interview, and use some documents. The process of checking the validity of the data used triangulation of data sources through

interviews, observations, and document studies. Data analysis technique used descriptive analysis by showing data evidence (Abdussamad, 2021). The stages in the descriptive analysis were data reduction, data presentation, and data verification regarding the adaptation of techniques and procedures for assessing the results of learning music arts in the new normal era.

RESULT AND DISCUSSION

Adaptation of Learning Implementation from Pandemic to New Normal

Schools face challenges in carrying out academic activities online when the Covid-19 pandemic occurs, from planning to evaluation (S. N. I. Trisnawati et al., 2022). At that time, in SMP N 6 Ungaran have problem about unstable internet access because the location in mountain. Same about that, Murnie, (2020) states there were still several areas with minimal internet access, which meant an unstable network. Academic activities that were previously carried out online are starting to move into a new order, namely the new normal era.

Difficulties in previous online academic activities must be overcome in this new normal era with steps taken by teachers (Nabila & Awrus, 2022). By looking at these conditions, there was a change in the technique of assessing music arts learning at SMP N 6 Ungaran during the Covid-19 pandemic with the new normal era. The data was taken from class 7, semester 1. Several details of the data from the Covid 19 pandemic to the new normal changed, seeing changes in conditions that occurred during that period. For details, the following is a table of adaptations to the learning implementation:

Table 1. Adaptation of Learning Implementation

Change	Pandemic	New Normal
Implementation	Online	Offline
Time allocation	30 minutes	45 minutes
Task collection	Google Form	Direct
Knowledge assessment techniques	Written assessment (Google Form)	Written assessment (question sheet and answer sheet or Google Form)
Skills assessment technique	Performance assessment	Project assessment
Question form	Multiple choice	Multiple choice and essay
Practice	Video	Direct

Based on the table above, it can be concluded that there have been several changes from the Covid-19 pandemic to the new normal. Some of these changes are made by looking at the existing conditions. As we know, previously, starting in 2020, online learning was implemented throughout Indonesia due to the Covid-19 pandemic, which had an impact on the development of technology for learning. As time goes by, with the improvement in the situation, a new phase begins, called the new normal era, with face-to-face learning (Andari et al., 2022; Khadaffi et al., 2021).

Adaptation of Knowledge Assessment Techniques

Assessment of music arts when face-to-face is, certainly, different from during a pandemic. Changes that occur can cause an overhaul of the assessment carried out. Implementing the assessment can also adapt the assessment carried out in the era before the new normal. During the pandemic, knowledge assessment used a written test. A written test is a test that demands answers from students in written form (Ropii & Fahrurrozi, 2017). The written test is

presented with items in the form of multiple choices. The question is tested through a digital platform (Google Form). The presentation of this item is wrapped in various questions regarding. Example of the material is singing one voice which contains definitions, singing techniques, voice classification and so on.

During the new normal, the teacher chose to adapt the assessment technique that was previously used during the Covid-19 pandemic, namely using a written assessment with items presented in the form of multiple choices and essays. The adaptation is found in using essay questions that are not used. Essay questions are used during the new normal because the teacher wants to know the extent to which students can learn face-to-face. In addition, essay questions were chosen because the teacher can provide material directly to students so that the explanations that are channeled can be conveyed better, compared to when online, which has obstacles in the form of an unstable network which causes the delivery of material by the teacher to be interrupted at any time.

Adaptation of Skills Assessment Techniques

During the Covid-19 pandemic, the assessment of music art skills was used as a performance assessment that was considered suitable for online learning. Berk in Utomo (2018) states that performance assessment is an assessment technique in which the process of collecting data to make decisions about individuals is carried out utilizing systematic observation. During the Covid-19 pandemic, observations were made indirectly by

students sending videos to a digital platform (Google Form).

Skills assessment during the new normal uses project assessment. The project assessment is chosen by considering its implementation offline so the teacher can assess the process and results. Darmayanti and Hakim (2020) states that the project assessment process can be processed with a focus on student processes and products. It is hoped that student project assessments will broaden their knowledge horizons by making designs to obtain optimal learning outcomes (Darmayanti & Hakim, 2020; Heldiasari, 2022).

Project assesment technique must be measured by reliable measurement instrument. Measurement instrument are used for assesment can suitable with any principle of assesment, one of them is valid. Skills assesment assesses from any aspect as a measuring instrument. Example of the material is singing one voice which is assessed by six aspects. For more details, here is a table about skill aspect of singing one voice:

Table 2. Skill Aspects of Singing One Voice

No	Aspects	Score
1	Intonation Accuracy	0-40
2	Breathing technique	0-12
3	Articulation Accuracy	0-12
4	Tempo Accuracy	0-12
5	Dynamics Accuracy	0-12
6	Expression Suitability	0-12

Based on the table, it can be concluded that the highest scoring aspect is in the intonation accuracy with score 0-40. Berdasarkan tabel diatas dapat disimpulkan bahwa aspek penilaian tertinggi terdapat pada ketepatan intonasi yang memiliki rentang skor 0-40 dan untuk aspek lainnya memiliki

rentang skor 0-12 while for other aspects has a score of 0-12.

The transition from the pandemic to the new normal requires teachers, regardless of the situation, to face challenges and adapt quickly. Limitations during the pandemic that caused teachers to experience problems in conducting assessments began to be addressed during the new normal by replacing or adding components, so the assessment is carried out optimally.

Procedure for Assessment of Learning Outcomes During the Pandemic and New Normal

The era of the covid-19 pandemic and the new normal has had a positive trend impact because teachers can use various means of digitizing art through online media. In this era of digitalization, technology is needed as a learning tool. Online and offline learning is closely related to the use of technology. Strengthening this opinion, Rapanta et al. (2020) in their research state that the implementation of online learning and its assessment can use technology. However, in practice, adjustments to the digital technology used are required.

The implementation of the assessment is used as an instrument to determine learning and can be used as feedback for teachers to determine the next learning improvement strategy (Utomo, 2018). The teacher in learning has the role of a designer and organizer of the learning process (Ariska & Tirtayani, 2022). With the teacher as the designer, it is hoped that they can design a systematic assessment procedure.

Based on the interview results with the teacher, there was an assessment procedure carried out at the school during the Covid-19

pandemic and the new normal. The implementation of knowledge and skills assessment in the two phases has differences.

Procedure for Assessment of Learning Outcomes During the Covid-19 Pandemic

During the pandemic, teachers use the written assessment method for knowledge assessment. The procedure is that the teacher provides material and discussions together using a digital platform in the form of the WhatsApp application as a learning support tool. After the material is delivered, the teacher makes several questions to test students' skills by determining multiple-choice questions based on learning objectives.

The implementation of the written assessment is carried out in several stages. First, the question is shared via Google Form, the link of which is sent via WhatsApp. Second, students are asked to work on questions within a predetermined time. After students work on the questions, the score will appear immediately, so the teacher does not need to make corrections again. This score can appear immediately because Google Form has been set so that students' work results are automatically corrected.

Furthermore, during the pandemic, teachers use performance assessment as the assessment technique for skills assessment. The performance assessment was chosen, considering the difficulty of monitoring student processes. This invisible process requires tactics to make an assessment. By performance assessment, the teacher can observe students' work indirectly, where the object of observation is in the form of

video recordings made by students (Utomo & Suharto, 2019).

The video recordings made by the students are recordings of students singing in one voice using folk songs. This assessment is relevant to the learning objectives of class VII (junior high school), namely: (1) identifying the diversity of regional songs and music as Indonesian cultural heritage, (2) describing the diversity of regional songs and music, (3) singing with vocal techniques, song styles, delivering the contents of the song, (4) communicating the appearance of singing folk songs orally.

The skills assessment procedure begins with the teacher sending assignment items via WhatsApp. Task items are made to make it easier for students to do their work. After that, the students make assignments in the form of video recordings based on the assignment items previously delivered by the teacher. Video recordings that have been made are then sent to the teacher via Google Form. Google Form was chosen because it is easy to use, and assignments are collected in one place so that the teacher has no difficulty finding video recordings sent by students.

Procedure for Assessment of Learning Outcomes During the New Normal

Knowledge assessment in the new normal era uses written assessment techniques in the form of multiple choice and essay questions. The assessment procedure is that the teacher gives the material first. After the material is delivered, an assessment be held using multiple-choice and essay questions. The difference between the questions during the Covid-19 pandemic and the new normal is the addition of essay questions to hone students' thinking

skills. The teacher uses two options in assessing: combining the question sheets with answer sheets and using Google Form. The reason teachers still use the Google Form is to assess by considering efficiency. Using the Google Form does not need paper for question sheets and answer sheets; only use a device.

During the new normal, project assessment techniques are used for skills assessment. The assessment is considered suitable because the teacher can see the process to the results. This is reinforced by Asrul et al. (2014) that project assessment is used to determine understanding and knowledge in certain fields, the students' ability to apply this knowledge in certain investigations, and the students' ability to clearly inform certain subjects. So that it can be said that the project assessment is more authentic. This authenticity can be seen from the student process directly monitored by the teacher. During face-to-face learning, the teacher can monitor the process to the final results of student work so that authenticity cannot be doubted. It is hoped that the authenticity of the process to the results of student work will improve the teaching and learning process in the classroom (Zainul dalam Utomo & Suharto, 2018).

The skills assessment procedure using project assessment begins with the teacher giving material about singing in one voice (*unisono*). After delivering the material, the teacher explains that students use it as signs to use during practical activities. During the teaching and learning activities, the teacher assesses the process leading to the skills assessment.

The results of this study are in line with the results of previous studies, which show that when

learning changes not only during the Covid-19 pandemic era to the new normal but also before the pandemic era to the Covid 19 pandemic, there was an adaptation, while this research shows changes between the pandemic era and the new normal era (Utomo et al., 2022). The adaptation made by the teacher shows that there is an effort to carry out the learning process optimally.

CONCLUSIONS

The assessment of music art learning conducted during the new normal era is carried out by adapting the assessment techniques and procedures used during the Covid-19 pandemic. During the Covid-19 pandemic, a written assessment technique was chosen to test students' skills using multiple-choice questions. Google Form is a means for students to work on. Skills assessment in the Covid-19 pandemic era uses performance assessment. In contrast to the Covid-19 pandemic, knowledge assessment uses written assessments with multiple choice and essay questions to test students offline in the new normal era. Skills assessment in the new normal era uses project assessment to make the results more authentic.

During the new normal, the assessment procedure chosen by the teacher is more complete because it combines digital and direct assessments. The teacher's goal is to combine these assessments to make the results more authentic.

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