

PATZOO as a solution of online assessment: a descriptive research

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ABSTRAK

Selama masa pandemi Covid-19, para peserta didik belum bisa melaksanakan proses penilaian tatap muka sejak Mei – Juni 2021. Lembaga perlu melakukan inovasi kebijakan agar proses penilaian akhir tahun para peserta didik tetap dapat dilaksanakan. Oleh karena itu, penilaian berbasis online sangat diperlukan. Penelitian ini bertujuan untuk mendeskripsikan sistem PATZOO dalam membentuk integritas mahasiswa dalam proses penilaian di masa pandemi khususnya pada Penilaian Akhir Tahun (PAT). Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan dalam penelitian ini adalah kepala sekolah dan Guru PAI SMA Darul Ulum 2 Jombang. Data diperoleh dari wawancara semi terstruktur dan dokumentasi. Wawancara dilakukan secara online dan offline. Hasil penelitian menunjukkan bahwa PATZOO menjadi solusi dalam penilaian ujian online. Selain itu juga dapat membentuk kejujuran siswa. Namun, ada beberapa tantangan dalam menerapkan PATZOO untuk tes online. Tantangan tersebut terkait dengan stabilitas koneksi internet, masalah kelistrikan, dan kurangnya keterampilan digital para peserta didik. Penelitian ini terbatas pada implementasi PATZOO untuk tes online. Disarankan untuk menggali persepsi para peserta didik dalam menggunakan PATZOO untuk penelitian selanjutnya.

Kata kunci: PATZOO, Penilaian Daring

ABSTRACT

During the Covid-19 pandemic, students had not been able to carry out the face-to-face assessment process from May - to June 2021. Institutions need to make policy innovations so that the student year-end assessment process can still be carried out. Therefore, an online-based assessment is necessary. This study aims to describe the PATZOO system in shaping the integrity of students in the assessment process during the pandemic, especially in the End of Year Assessment (PAT). This research used a descriptive qualitative method. The

participants of this research were the principal and Islamic Education Teachers of Darul Ulum 2 Jombang Senior High School. The data were gained from semi-structured interviews and documentation. The interviews were both online and offline. The result showed that PATZOO became a solution in assessment for online tests. Moreover, it also could shape the students' honesty. However, there were several challenges in implementing PATZOO for an online test. The challenges were related to the stability of internet connections, electrical problems, and the lack of digital skills of the students. This research was limited to the implementation of PATZOO for an online test. It is suggested to explore the students' perceptions of using PATZOO for further research.

Keywords: PATZOO, Online Assessment

INTRODUCTION

Since the outbreak of the Covid-19 pandemic in 2019, human life has undergone many changes (Haleem et al., 2020; Park et al., 2021; Sharma & Lal, 2020). Almost all aspects of human life have changed, including in the field of education. Due to the Covid-19 pandemic, people are limited to face-to-face and physical activity with other people (Chu et al., 2020; Pokhrel & Chhetri, 2021). This makes a lot of activities that have to adapt to the new system and order, such as work and school activities which were originally carried out offline by meeting and face-to-face, have to be done with an online or virtual system (He et al., 2020; Pramana et al., 2020; Semedi et al., 2022). This is done to prevent the spread of the Covid-19 outbreak because one way of spreading it is by physical contact.

The Covid-19 pandemic is happening so fast that people on all fronts must quickly adapt to new circumstances (Dhawan, 2020; Giuntella et al., 2021; Suratana et al., 2021). Even so, not all aspects of people's lives can adapt quickly. For example in the field of education, not all schools can quickly change the education system from face-to-face to virtual. There are many obstacles experienced by the school to making these changes, including in terms of

technology, and the readiness of the school community, especially the teaching staff, students, and the IT team (Abidah et al., 2020; Batubara, 2021; Hafeez et al., 2022; Hermanto & Srimulyani, 2021; Onyema & Obafemi, 2020; Saputri, 2021).

Regarding system changes in the education sector, it is not only the teaching and learning system that is a challenge with the online system, but other parts such as the examination and assessment system are also constrained by several challenges (Oktavianingsih & Arifiyanti, 2021; Robiasih & Lestari, 2020; Salirawati et al., 2021; Yulianto & Mujtahid, 2021). It is because assessment is one of the pivotal parts in the learning process where the teacher provides feedback and evaluation, so that the teacher can see the level of students' understanding of the lesson that has been taught (Dewi & Mutammam, 2022). For example, before the pandemic, students took the exam offline in the classroom with the teachers being the examiners of the exam. Then, when the Covid-19 pandemic takes place and the system must be implemented online, innovations related to the exam system must also adapt so that it can run well through the new system, namely the online system.

Regarding the previous research, there were three studies on the examination and assessment system during the pandemic, including the first entitled *Alternative Assessments in Online Learning during the Covid-19 Pandemic: The Strengths and Weaknesses* (Arifuddin et al., 2021). The results of this research indicate that Online assessments that can be applied in basic education are formative and summative types. These assessments have advantages and disadvantages. The advantage is that it is effective and efficient and more accurate, while the disadvantage is that students who are weak in the ability to use technology are at a disadvantage. This study does not explore the use of zoom for the implementation of the year-end assessment. Therefore, research on the use of zoom for year-end assessment is very necessary.

The second previous research entitled *Developing Online Assessment for Junior High School Students Using Propoofs During the Covid19 Pandemic* (Mardiana et al., 2021). The results of this research indicate that Using Propoofs

for online assessment has both advantages and disadvantages when applied at the junior high school level. The advantages are that it is easy to create and develop, the system is real-time, can be done anywhere and anytime, and it is more practical because it is developed using electronic devices while the disadvantage is that it takes a long time because it matches the syllabus with the existing tools in the Proprofs and questions are made with features that have been developed. available on Proprofs. This study did not explore the use of zoom for year-end assessments at the senior high school level. Therefore, research related to the use of zoom for year-end assessment at the senior high school level is important to do.

The third previous research was entitled *Online Formative Assessments in English Teaching and Learning* (Hidayati, 2022). The results of this study indicate that formative assessment with an online system can be run in junior high schools both public and private schools. This is proven by the regular use of applications such as Quizizz, Google Form, Socrative, Kahoot!, and Microsoft Teams. Even so, in its application, there are obstacles related to the honesty of the students and the weak ability to use these applications by the teaching staff. This study does not explore the use of zoom in the implementation of year-end assessments at the senior high school level. Therefore, research related to the use of an application called zoom in the context of implementing the year-end assessment is important to do.

Based on these previous studies, there is a research gap, namely, there is no research that examines the use of zoom for the end-year final assessment. Therefore, the purpose of this research was to fill the gap by researching the use of zoom for the end-year final assessment at the level of Senior High School.

This research leads to an attempt to answer two research questions. The first question is related to the role of PATZOO at the end of year assessment at SMA Darul Ulum 2 in Jombang, while the second research question is related to what challenges arise in the application of PATZOO for the end of year assessment at SMA Darul Ulum 2 in Jombang.

METHOD

This research used a qualitative descriptive method. This method was chosen to be used because it could describe events in a scientific and structured manner (Nassaji, 2015; Seixas et al., 2018). The participants of this study were a school principal and two teachers of Islamic religious education (PAI) at a high school in the city of Jombang. The participants were chosen using the purposive sampling technique. This technique was considered to be used because it could find the most suitable participants that potentially provided rich and clear data (Campbell et al., 2020; Etikan, 2016).

Related to the data, the data of this research were collected through a semi-structured interview, observation, and documentation. The Semi-structured interview was chosen because it could be used to gain deep and rich data (Al Balushi, 2016; Kakilla, 2021). To support the interview data, observation and documentation were done because observation and documentation could be used to provide more data related to the interview (Bowen, 2009; Geiger et al., 2018; Katz-Buonincontro & Anderson, 2020; Mirhosseini, 2020). The data then were analyzed using four stages namely data collection, data reduction, data display, and conclusion (Miles et al., 2014).

RESULT

The results showed that PATZOO was a solution for online exam assessment. PATZOO which stood for ZOOM Year-End Assessment is a year-end scoring system with zoom media as a tool that assisted supervisors in overseeing year-end assessment exams. This was because the year-end assessment that was originally conducted online had to be changed to offline due to the Covid-19 pandemic. The Covid-19 pandemic has restricted offline meetings in many fields, including education. So that PATZOO becomes a solution related to the restriction policy.

K1: *“Kala itu peraturan memang harus online semetara penilaian akhir tahun tidak bisa ditunda. Sehingga muncullah ide mengadakan penilaian akhir tahun dengan bantuan zoom sebagai solusi”*

E: *“At that time, the regulations had to be online, while the final third-year assessment could be postponed. So the idea arose to hold a year-end assessment with the help of Zoom as a solution”*

Year-end assessment is a mandatory activity and must be carried out even though with limited circumstances so that the school takes the policy of holding an online year-end assessment with a monitoring system using the zoom application. This is, of course, different from the previous system where the test supervisor can directly supervise the examinees. However, the use of zoom for year-end assessments is quite effective as a solution during the pandemic and its restrictions.

Apart from being a solution for carrying out year-end assessments during the Covid-19 pandemic, the use of zoom for year-end assessments can also shape the honesty of students. This is because students may be able to cheat when carrying out the year-end assessment exam because it is carried out from each student's home with limited supervision on cellphone cameras, however, it can motivate students to continue to carry out the year-end assessment exam honestly. despite the opportunity to commit fraud.

GP1: *“sebenarnya peserta didik bisa mencontek saat ujian karena pengawasan terbatas pakai zoom. Tetapi para peserta didik memilih mengerjakan secara jujur sejauh kami awasi”*

E: *“actually students can cheat during exams because supervision is limited using zoom. But the students chose to work honestly as far as we were concerned”*

The use of zoom for supervising year-end assessment exams with students working at home opens up opportunities for these students to cheat on exams such as cheating, helping others or other cheating. However, this did not happen because the students consciously chose to take the end-of-year assessment exam honestly. So, the use of zoom as a tool for supervising year-end assessment exams has been able to develop students' honesty.

The use of zoom for year-end assessment exams is indeed a solution and brings goodness. However, there are some challenges in implementing PATZOO for online tests. The first challenge is the problem related to the stability of the internet connection.

GP2: *“kendalanya itu koneksi internet. Kalau sedang turun koneksinya, pengawasan terpaksa terheda”*

E: *“The problem is the internet connection. If the connection is down, the monitoring is forced to pause”*

Students use cell phones as intermediaries for supervisors to oversee year-end assessment exams. The different home locations of the students make the quality of the internet connection also different for each student. For students who are located in areas with poor networks, internet connection is a problem because video zoom surveillance often breaks. So, an unstable internet connection becomes a challenge for the implementation of the PATZOO exam system.

Not only an internet connection, but electrical problems are also an obstacle in the implementation of PATZOO because supervisors supervise exams from schools where they teach using school computers as servers. Because of this, the problem of electricity becomes a challenge because the lights may go out which causes the computer equipment to also turn off so that the implementation of supervision will be disrupted.

GP3: *“kalau mati lampu jadi bingung karena server juga mati. Alhasil pengawasan ujian jadi terganggu”*

E: *“if the lights go out, you get confused because the server is also dead. As a result, exam supervision is disrupted”*

Even though a power outage doesn't happen all the time, when a sudden blackout occurs, it can disrupt the course of the year-end assessment exam with the zoom monitoring system.

In addition to electrical problems, the lack of digital skills of students is also a challenge. This is because not all students can use electronic devices with their zoom features well plus, students are not familiar with the previous online-based exam system.

GP4: *“tidak semua peserta didik faham tentang sistem ujian penilaian akhir tahun secara daring dan tidak terbiasa menggunakan zoom. Ini jadi tantangan tersendiri bagi penerapan sistem ini”*

E: *“not all students understand the online year-end assessment exam system and are not used to using zoom. This is a challenge for the implementation of this system”*

The ability to use different technologies for each student makes the PATZOO exam system constrained because there must be coordination which is quite time-consuming for supervisors, operators, and students. For students who are weak in the ability to use digital technology, this becomes a very difficult thing because, in addition to thinking about exams, these students also need to think about technology.

DISCUSSION

This research adds insight into the application of the digital zoom application that is used for an alternative year-end assessment exam system. Previous research revealed the advantages and disadvantages of using an online scoring system (Hidayati, 2022). Previous research has talked about types of apps called Quizizz, Google Forms, Socrative, Kahoot!, and Microsoft Teams. This study did not specifically review the use of zoom, so this study adds to the findings of previous studies because this study specifically reviews the use of zoom for the implementation of the year-end assessment exam.

In addition, this study also adds an alternative to using digital applications for year-end assessment exams because previous research talked about developing test assessments for the junior high school level with the Proprofs application (Mardiana et al., 2021). Meanwhile, this study used the zoom application as a monitoring medium in the implementation of the year-end assessment exams at the senior high school level. Senior High School. The results of this study add to the wealth of knowledge about the use of digital applications as a solution to the Covid-19 pandemic related to year-end assessment exams.

In addition, this study also strengthens previous findings of an online-based examination system for learning English at the primary school level (Hidayati, 2022). This research adds to findings from other disciplines and is not limited to one field of science. This research generally reveals the benefits of using zoom for year-end assessment exams at the high school level in the city of Jombang. This research generally examines the use of zoom and is not limited to one subject only. Thus, this study produces a broad overview of the use of the zoom application in the implementation of the year-end assessment exam.

The zoom application is indeed very useful in the world of education (Erna et al., 2022; Guzacheva, 2020; Kim, 2020; Laili et al., 2020; M, 2020). In addition to teaching and learning, the Zoom application is also useful for carrying out year-end assessments as a monitoring medium that cannot be done directly. So, virtual supervision using this zoom application brings benefits to the world of education.

CONCLUSION AND SUGGESTION

The Covid-19 pandemic has forced the education system to change rapidly. Education units are required to be able to adapt to the situation from offline to online. This is not only for teaching and learning purposes but also to carry out the end-of-year assessment exam.

With the policy that must be followed to carry out the year-end assessment exam, the policy of using the zoom application was taken as an effort for the test supervisors to oversee the process of running the exam virtually despite facing several challenges, but the use of zoom has been proven to be a solution for year-end assessments that must be met. carried out online.

This research is limited to the use of the zoom application for the year-end assessment exam. Therefore, it is recommended for future research to be able to conduct similar research by exploring the opinions of students regarding the use of zoom for the year-end assessment exam.

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