

E-Learning Platform to Assess Students' Performance in Industrial Revolution 4.0

Ana Christanti, Muawwinatul Laili, Evi Mahsunah and Masyitah Noviyanti

English Language Education Department
Universitas Nahdlatul Ulama Sidoarjo
Sidoarjo 61218, Indonesia

anachristanti.pbi@unusida.ac.id , muawwinatullaili.pbi@unusida.ac.id ,
evimahsunah.pbi@unusida.ac.id , masyitahnoviyanti.pbi@unusida.ac.id

Abstract

This research aims to describe the E-learning platform used by teachers to assess students' performance in English class. Industrial revolution 4.0 has changed various aspects of the education system. The educational institution needs to produce human resources that can compete and contribute globally. This research reveals the E-learning platform used by teachers in the teaching-learning process, in pandemic covid-19, especially platform used in assessing students' performance. There are four teachers of English from different senior high schools as the research subjects. They are the four biggest schools in Sidoarjo, East Java, Indonesia. Descriptive qualitative is applied in this research. Observation and questionnaires are the instruments used for gathering data from the subjects. The research found that the teachers of English have not used various platforms of assessment yet. All teachers used Google forms to assess the affective domain. For the cognitive domain, they used Google Forms, Google Drive, and Quizzes, while WhatsApp group, YouTube, and Google Meeting were used to assess the students' performance in the psychomotor domain. Only a teacher has ever applied Kahoot! and Quizizz. They need more knowledge and training about various E-learning platforms to improve the students' performance in industrial revolution 4.0.

Keywords

E-Learning, E-Learning Platform, Learning Assessment, Students' Performance, Industrial Revolution 4.0.

1. Introduction

The fourth industrial revolution contributes to and has a significant impact on the world of life. Of course, this has a huge impact on education, particularly in Indonesia. This influence causes changes in previously face-to-face interactions in class, resulting in metabolism with the internet (online). The activity in learning evaluation is no exception, in the form of facilities that can support learning activities in the classroom and are connected to the internet network as a collaborator to integrate face-to-face activities with the internet network.

Learning content in the twenty-first century must always adapt to changes, including those in the industrial era. 4.0. The learning content is expected to fulfill 21st-century skills (21st-century skills) in the form of a) mastering diverse knowledge and skills, learning and innovation, critical thinking and problem solving, communication and collaboration, and creativity and innovation; b) Information literacy, media literacy, and ICT literacy are examples of digital literacy skills; and c) career and life skills include adaptability and flexibility, initiative, social and cultural interaction, productivity and accountability, and leadership and responsibility.

The teachers must design the educational goals containing 21st-century skills. According to Bloom's Taxonomy, educational goals are divided into three categories: cognitive domain, affective domain, and psychomotor domain. The categories reflect the students' competence which necessitates setting satisfactory performance expectations for students as they progress through the curriculum. The teachers could identify the students' performance by doing an assessment.

Assessment of student performance provides students with feedback on what they have or have not learned, as well as information that teachers can use to make student progress decisions. Assessment refers to the process of

gathering information to make decisions. It usually refers to assessing individual student performance. The teachers should assess the students' performance in the affective, cognitive, and psychomotor domains.

In E-Learning class, the teachers are challenging the process of assessment since they do not face to face with the students. It is doubtful that the assessment process can capture the students' performance. The teachers' strategy in administering the assessment is important to fulfill the learning objectives. The appropriate assessment strategy will be well-suited to providing students with detailed information about their strengths and areas for improvement. This level of detail in feedback to students provides them with the most opportunities to learn from their assessment experiences and build confidence in their abilities. E-Learning class rises a problem that how the teachers conduct the assessment process to achieve the learning objectives. What E-Learning platforms do they use in assessing the students' performance? Do they choose the various technologies suitable to the industrial revolution 4.0 era? And why do the teachers use the platforms in their assessment process?

1.1 Objectives

The research problems reveal the research objectives, which is to identify the E-Learning platforms used by the teachers to assess the students' performance. The researchers observe the assessment process done by teachers, from the lesson plan to the implementation in the class. The result of the observation becomes data for doing a triangulation to reveal the teachers' knowledge and skills in using technologies in the teaching-learning process.

2. Literature Review

2.1 E-Learning Process

Indonesia and almost all words are currently under adjustment in all aspects of life for the Coronavirus pandemic impact. This situation makes all aspects of society do changes in their way of life. Chang et al (2020) said that The Covid-19 pandemic has caused changes in the order of human life in all fields. Education is one of the areas that are heavily influenced (Panesar et al., 2020). Teachers, lecturers, students, and colleges have greatly felt the pandemic's impact. The learning activity carried out face-to-face must be changed to an online learning method to avoid the spread of the virus. It was done to prevent the Covid-19 from spreading. Online learning is learning carried out with the internet synchronously and or asynchronously, providing possibilities for student interaction with learning resources both educators/environment and their peers (Dong et al., 2020). Online learning methods provide opportunities for students to share their opinions, learn more independently with more flexible time and space. This learning method requires technological capabilities by educators and students because this ability will greatly help the implementation of conducive teaching and learning so that learning goals can be achieved. Zafira et al. (2020) said that Entering the era of Information and Communication Technology, there is a great need for the importance of improving the quality of learning.

The quality of education can be improved by improving the quality of learning through the utilization of technology in education. The application of information technology in education can reach more widely, effectively, quickly, and efficiently. The use of e-learning platforms is becoming a trend along with the need for online learning which is currently an option. By utilizing ICT, students fully carry out online learning by accessing and studying teaching materials, doing exercises, discussing and sharing knowledge and experiences with other student learners. During the learning process, students are guided and facilitated online. These various advantages make online learning the main choice today (Mustakim, 2020).

Digital platform programs are supporting in determining the success of online learning. Several platforms can be used in the e-learning process such as Edmodo, google classroom, Teacher Room, Home Learning, Kahoot, Smart Classroom, Zenius, Microsoft Office 365 for education, Google suit for Education (Rachmawati et al., 2020).

2.2 The Assessment process

The literal meaning for assessment comes from the Latin *root assidere* that means to sit beside or sit with. Assessment is an integral part of an English teachers' instruction since it enables the teachers to visualize the extent of successful instructions. Assessment can be understood as observing, describing, collecting, recording, scoring, and interpreting information about a learner. According to Brown, (1990) assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions. The main purpose of assessment is to improve teachers'

teaching and learners' learning skills. Assessment, in the field of teaching-learning, is a continuous process that arises out of the interface between teaching and learning. Through assessment, it can be identified and diagnosed the needs of learners and assist them for their improvement. Two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students.

2.2.1 Alternative assessment

Assessment has become one of the prevalent issues of today's language teaching and learning (Brown, 2007; Bachman & Palmer, 2010; Cheng & Fox, 2017) and can be realized in several varying applications. Brown (2007) uses the term alternatives in the assessment that include portfolios, projects, self-assessment, peer assessment, journals, formal/informal observations, presentations, informal questioning, and teacher-student conferences, and self and peer assessments. Traditional assessment that focuses on the accurate production of structures through such common item types as multiple-choice items, true/false items, matching items, and fill-in-the-blank items (Simonson, Smaldino, Albright, & Zvacek, 2000) his type of assessment can be more practical than alternative assessment and can be preferred more. However, the alternative assessment requires more time, more subjective evaluation, more individualization, and more interaction in the process of providing feedback. alternative assessment is also can be seen as part of the teaching/learning process instead of being considered as an instrument for measuring achievement. It involves not only well-planned instruction but also intense participation of students in their learning process.

Most important, the alternative assessment provides alternatives to traditional testing in that it (a) does not intrude on regular classroom activities; (b) reflects the curriculum that is being implemented in the classroom; (c) provides information on the strengths and weaknesses of each student; (d) provides multiple indices that can be used to gauge student progress; and (e) is more multiculturally sensitive and free of the norm, linguistic, and cultural biases found in traditional testing (Richard, Jack C and Willy A Renandya. 2002).

2.2.2 Performance assessment

In English language teaching and learning, assessment enables teachers to find out how the students use language in context and do their tasks. Through direct assessment, the students' listening, speaking, and writing skills are measured. Tasks performed through direct assessment include interviews, presentations, writing portfolios, and summaries. Direct assessment is useful for motivating the students, for better communicative interaction, and proper usage of the language. Cameron (2001) states, Assessment is concerned with students learning or performance and thus provides one type of information that might be used in the evaluation. Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Four goals of performance assessment comprise (1) judging the level of learners' competency in reading skills, (2) producing useful information about learners' knowledge, (2) monitoring students' processing skills, (3) engaging students in learning activities, (4) presenting learners' understanding of content area (Abedi, 2010: 4). More important, performance assessment can provide the impetus for improving instruction, and increase students' understanding of what they need to know and be able to do. In preparing their students to work on a performance task, teachers describe what the task entails and the standards that will be used to evaluate performance. This requires a careful description of the elements of good performance and allows students to judge their work as they proceed. In the assessment process, there are three types of assessments, including affective assessment, cognitive assessment, and psychomotor assessment. These three things are very important in conducting the assessment process in learning. So as professional teachers must be able to master or know the way of the assessment process of the three types of assessment above.

2.2.3 Psychomotor Assessment

According to PERMENDIKBUD number 53 of 2015, there are four indicators of the psychomotor assessment, namely: 1) Practice One indicator of psychomotor assessment in practice. In the process of learning English practice is one form of skill that is very important. Of the four main skills in English, all require practice so that all learning objectives can be achieved. The concept of psychomotor assessment is clearly stated in the appendix of Ministry of National Education and Culture law number 104 the Year 2014. In this case, the object of psychomotor assessment is the steps in the scientific approach that are observing, questioning, experimenting, associating, and communicating. 49 In this session, teacher A also assessed it for students. For this matter, the process and technique of assessment were the same as in affective assessment. Based on the observation, the technique and model used to assess the

affective side had the double objective of the assessment. In the affective assessment, the technique of giving stars was purposely to gain students' motivation and self-confidence in learning. However, the psychomotor assessment was purposely to give appreciation to students who could create or answer questions creatively and correctly. Based on the result of observation, English teacher B used work assessment and project assessment to assess students' psychomotor. It was seen in the observation table that teacher B assessed students' psychomotor through their creativity in designing the miniature. The technique of scoring was based on group work, not individual work.

2.2.4 Affective assessment

The affective assessment entails measuring students' attitudes, interests, or values. Sometimes referred to as dispositional assessment, it is conducted to discover students' usual or typical inclinations. In contrast to cognitive and performance assessment, the affective assessment does not measure the content that learners know or the skills they can perform. What it measures instead are students' dispositions. Something happens effectively between the time children enter school and the time they exit as graduates. Many first graders who so anxiously await every opportunity to participate in class and please their teacher transform some years later into students who are disengaged from the educational process. The level of interest in learning and the desire to excel academically generally seem to diminish over time, and it is disturbing to read multiple studies of high school drop-outs who indicate that a major reason for their decision to leave school was an inability to see the relevance in the curriculum. Routine affective assessment that is embedded in the curriculum and appropriately administered can make all the difference. Hart (1994: 56) states the affective assessment is a generic term that covers methods used to assess affective (attitudes, interests, self-concept, values, and morals) students, individuals, or groups. The assessment process includes the process of gathering information about learners, concerning what they know and what they can do. Gerlaugh, Thompson, Boylan, and Davis (2007) report that only seven percent of community colleges engage in affective assessment. The effective assessment focuses on characteristics such as an individual's motivation, attitude toward learning, and feelings of self-efficacy.

2.2.5 Cognitive assessment

Assessing Cognitive Domain According to Bloom's taxonomy, the cognitive domain consists of six levels, from the simplest level to a more complicated one, namely: knowledge, understanding, application, analysis, synthesis, and evaluation. These can be assessed through tests/questions or assignments. Learning helps develop an individual's attitude as well as encourage the acquisition of new skills. The cognitive domain aims to develop the mental skills and the acquisition of knowledge of the individual. The cognitive domain encompasses six categories which include knowledge; comprehension; application; analysis; synthesis; and evaluation. Knowledge includes the ability of the learner to recall data or information. This is followed by comprehension which assesses the ability of the learner to understand the meaning of what is known. This is the case where a student can explain an existing theory in his or her own words (Anderson et al, 2011). This is followed by application which shows the ability of the student to use the abstract knowledge in a new situation (Anderson, L.W, et.al 2001).

3. Methods

The researcher applied the descriptive qualitative research method. There are four English teachers from four different senior high schools in Sidoarjo as the research subjects. The research subjects consisted of a male teacher and a female teacher from two different private senior high schools also a male teacher and a female teacher from two different state senior high schools in Sidoarjo. The researcher used certain codes to categorize the teacher and facilitated the researcher in analyzing data. The codes are; B1 refers to the male teacher who has a bachelor's degree, B2 refers to the female teacher who has a bachelor's degree, M1 refers to the male teacher who has a master's degree, and M2 refers to the female teacher who has a master degree.

4. Data Collection

Observation and questionnaires are the data collection techniques used by the researcher for gathering data from the research subjects. The researcher used the observation technique to determine the assessment techniques used by teachers in the classroom on each learning material while the questionnaire is used to identify the teacher's ability to implement the E-learning platform. The main data is taken from the teacher's activities in assessing students' performance using the E-learning platform in English class. The students' performance that was assessed by the teacher includes; affective, cognitive, and psychomotor aspects.

In analyzing data the researcher applied the Interactive model by Miles and Huberman. The interactive model involved three steps, are; 1) data condensation, 2) data display, 3) drawing or verifying conclusions (Miles and

Huberman, 2014). In the data condensation step, the researcher select, categorize and reduce the data which has been collected from the observation and questionnaire. In the data display step, the researcher gathered the information from the data reduction then display the data in descriptive explanation. Next, in the drawing conclusion step, the researcher concluded descriptive sentences based on the result of data analysis.

5. Results and Discussion

Pandemic covid-19 has forced teachers in Indonesia to change their ways of teaching. They have to adapt to the need for technology in the teaching-learning process. They prepared the technology to run the activities in the class, from opening to closing by assessment. The teachers have known various technologies or teaching platforms as the teaching media, however, they did monotonous technology for assessing the students' performance. The teachers assessed the three aspects of students' performance, they were affective, cognitive, and psychomotor.

For the affective domain, the first teacher (B1) has assessed responsible and confidence for explanatory text materials. He arranged six meetings for the materials and he put the affective assessment in the second and fifth meetings. The assessment criteria of the responsible aspect are; a) submit the task on time, b) do the task individually, c) study at home based on the schedule, d) do the task that given by the group. Besides, the assessment criteria of confidence aspect are; a) do the class activities freely, b) dare to make a decision, c) have high motivation in learning, d) dare to perform a speech in public, e) open-minded.

The second teacher (B2) designed three meetings for teaching interpersonal relationships among teachers and friends materials. She has assessed the spiritual and discipline aspects. The spiritual aspect covered (1) praying before class, (2) saying 'Salam' before doing a presentation, and (3) praising the GOD in their writing assignment. While in discipline, the teacher observed (1) the time of submitting the task, (2) the presence of students in the class, and (3) the students' manner in the teaching-learning process. The teacher did the assessment process in all meetings.

The third teacher (M1) taught procedure text materials for two meetings. He was concerned about observing the students' honesty and responsibility. He assessed the students' responsibility in doing the task in their groups and their honesty in completing the task. He did it in the first meeting for responsibility and the second one for the students' honesty. The criteria of responsibility aspect are; a) do the task individually, b) take the risks, c) submit the task on time.

The last teacher (M2) has designed four meetings for teaching interpersonal interaction about asking and giving suggestions. She focused on the students' motivation that she administered in the last meeting. The criteria of having good motivation are a) serious in learning in the class, b) active in a group discussion, c) curiosity in learning, and d) willingly preparing the learning sources.

For the cognitive domain, the teachers gave writing tests at the end of meetings. The B1 did it in the sixth meeting, B2 was in the third, M1 was in the second and the M2 was in the fourth one. All teachers designed an objective test for assessing the students' cognitive. Three teachers (B1, B2, M1) chose short-answer questions while the other chose a multiple-choice test. The first and second teachers created completing a dialogue test while the other asked the students to answer the questions based on the text given.

The teachers administered an alternative assessment to assess the students' psychomotor. The B1 chose a product assessment by asking the students to write explanatory texts. The B2 had two forms of assessment; performance and product. She asked the student to write dialogue about a topic given by the teacher and performed it in front of the class. The M1 asked the students to have a presentation and do a roleplay. He chose performance assessment. He prepared three rubrics components for assessing presentation. First was the expert category for a student who was able to speak fluently, clearly and made an interesting PowerPoint presentation. The second was a satisfying category for the one who was able to speak fluently in presentation, however, not having an interesting PowerPoint. The last category was limited for the student who could not speak fluently and perform a good PowerPoint presentation. The last teacher assessed the students' product of writing a dialogue about asking and giving suggestions. The B1, B2, and M2 did not prepare the assessment rubrics to measure the students' performance in psychomotor.

The teachers used different e-learning platforms to assess the students' performance. For the affective domain, all teachers used the google forms application to get the students' answers. All questions reflected the students' self-assessments. The B1, B2, and M2 created the google forms with multiple choice answer which had three answers; always, sometimes, and never. The M1 had google forms with a range of choices from 1 to 4. The students just click the choice based on their reality of themselves. For the cognitive domain, the B1 and M1 gave the short answers test using the google forms application, B2 used google drive, while the other, M2, used quizzizz with multiple-choice tests. The teachers, B1, B2, M2, chose WhatsApp Group as a medium to assess the students' skills in writing and speaking. They asked the students to submit their writing in the WhatsApp Group and the B2 asked the students

to share their speech as well. The M1, however, preferred using the Google Meeting to other platforms to assess the students' presentation.

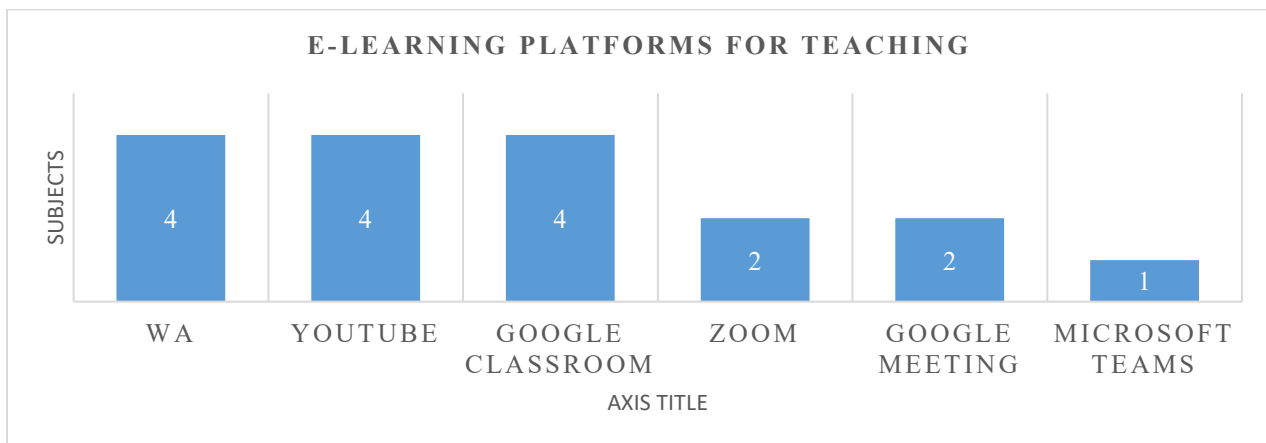
The researchers, then, asked the teachers about their knowledge and skill in using technologies for teaching. There were three indicators of the interview, (1) what teachers must know and be able to do to effectively use technologies to improve learning, (2) how teachers can gain the knowledge and skills they need, and (3) what policy issues addressed for teachers to avail themselves of opportunities to gain the knowledge and skills they need to use technologies effectively. All subjects know and understand the definition and the function of E-Learning platforms. All of them use communication platforms such as WhatsApp, Facebook, and Instagram. They use them as well as YouTube for teaching in the class. They are also familiar with Google Forms and Google drive to assess the students' performance. Just one subject mentions Quizizz and Kahoot! as a tool to administer an assessment. They use Google Meeting or Zoom to handle synchronous learning, just one of them uses Microsoft Teams. The subjects were told that they use the E-Learning platforms without any consideration. They just use them as a representative of them in the class. They did not think about their effectiveness in the teaching-learning process. They get bored using the same platforms anytime. Two of them get frustrated in assessing the affective domain since they can not use observation. Just one of them has ever joined a training about Microsoft Teams. The others have not joined any training or workshop. All of them need training or workshop and coaching from the experts in technologies for teaching. They need knowledge and skills in new E-Learning platforms to improve the teaching-learning process.

5.1 Numerical Results

The table showed the platforms used by the teachers in conducting the assessment process. Four teachers chose to google forms for assessing the affective domain as well as two teachers in assing the cognitive domain. One teacher used google drive and one used quizizz in cognitive domain. For the psychomotor one, three teachers preferred to use the WhatsApp group while the other preferred Google meeting.

Domain/Platforms	Google Form	Google Drive	Quizizz	WhatsApp Group	Google Meeting
Affective	4	-	-	-	-
Cognitive	2	1	1	-	-
Psychomotor	-	-	-	3	1

5.2 Graphical Results



The graphic above tells that all teachers have ever used WhatsApp and YouTube for conducting asynchronous learning. For synchronous learning, however, two of them often use Zoom Meeting and the others use Google Meeting.

They use the platforms every day for online teaching. There is one school having a learning management system recently. The teacher starts familiar with Microsoft Teams and another did not yet.

6. Conclusion

The knowledge and skills of teachers in using E-Learning platforms are limited. Most of them just use the communication platforms and Google in teaching and assessing. They do not know another variant of E-Learning platforms for assessing the students' performance except WhatsApp, YouTube, google forms, and Google drive. Just one of them has ever used Quizizz. The teachers need to improve their knowledge and skills in technologies for the teaching-learning process.

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Biography

Ana Christanti is a researcher, lecturer, and Head of Program of English Language Education Department at the Universitas Nahdlatul Ulama Sidoarjo, Sidoarjo, Indonesia. She earned a Bachelor of Education from Universitas Negeri Surabaya, Indonesia; and a Master of Education from Universitas Negeri Surabaya, Indonesia. Mrs. Ana is currently pursuing a Ph.D. in Education at Universitas Negeri Surabaya, Indonesia.

Muawwinatul Laili is a researcher and lecturer of English Language Education Department at the Universitas Nahdlatul Ulama Sidoarjo, Sidoarjo, Indonesia. She earned a Bachelor of Education from Universitas Negeri Surabaya, Indonesia; and a Master of Education from Universitas Negeri Surabaya, Indonesia.

Evi Mahsunah is a researcher and lecturer of English Language Education Department at the Universitas Nahdlatul Ulama Sidoarjo, Sidoarjo, Indonesia. She earned a Bachelor of Education from Universitas Negeri Surabaya, Indonesia; and a Master of Education from Universitas Negeri Surabaya, Indonesia.

Masyitah Noviyanti is a researcher and lecturer of English Language Education Department at the Universitas Nahdlatul Ulama Sidoarjo, Sidoarjo, Indonesia. She earned a Bachelor of Education from Universitas Muhammadiyah Sumatera Utara, Indonesia; and a Master of Humanities from Universitas Sumatera Utara, Indonesia.