



# ASSESSMENT IN BLENDED LEARNING

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## ABSTRACT

*This article is a concept article that discusses assessment in blended learning. Assessment is an ongoing process that is used to measure the learning process carried out. A good assessment is an assessment that pays attention to and adjusts to the needs and abilities of each student, but there are still many teachers who ignore this so that it has a negative impact on the results of the assessment obtained by students. The aim of this article is to discuss the role of assessment in determining learning methods and provide solutions related to techniques and instruments that can be used in conducting assessments in blended learning: it is argued that the assessment carried out must pay attention to humanizing relationships, understanding concepts, choosing challenges, empowering contexts, and building sustainability supported by theories related to assessment in blended learning.*

**KEYWORDS:** *assessment, blended learning*

## 1.0 INTRODUCTION

Assessment is a process of gathering information about student learning outcomes. Assessment is an ongoing process carried out in conducting an assessment and can cover a wide scope (Wahyuni & Ibrahim, 2012). By conducting assessments, teachers can evaluate learning activities for better learning in the future. An assessment is often confused with a test, but in fact an assessment is different from a test. The test is a tool to measure the ability of students to master a certain field, while the assessment is a continuous process to measure the success of a learning program. Therefore, the assessment carried out must measure competence and provide benefits for the learning process. Thus, a successful learning process can be seen from the results of the assessment carried out.

Assessment can be done in various fun ways, as well as the learning process carried out. Besides being fun, the learning and assessment process must also humanize relationships. Humanizing relationships means that teachers as facilitators in learning must adapt learning and assessment to the learning abilities of students. According to Ngalim Purwanto (2003), teachers must be able to understand the difficulties of students in terms of learning and other difficulties outside of learning problems, especially those that can hinder student learning activities. However, there are still many teachers who ignore such a learning process so that it can have a bad impact on students. This can be seen in the common problems that are often faced by students. The results of the teaching carried out by the teacher are not evenly distributed among the students, so that some students can master a lesson and some have not

mastered it. This can also be seen from the very different test scores for some students. This problem is caused by the teaching strategy and the assessment given does not pay attention to the ability of each student, while students are able to accept the concept of learning kinesthetically, auditory or visually.

Therefore, this article will discuss how to apply 5M strategy (humanizing relationships, understanding concepts, choosing challenges, empowering context, and building sustainability) in assessment, the role of assessment in determining learning methods, as well as techniques and instruments that are suitable to be applied in the teaching mentioned above. So in this study the assessment in blended learning will be described.

## **2.0 LITERATURE REVIEW**

### **2.1 Assessment**

Assessment is a process of gathering information carried out to determine student learning outcomes. By conducting assessments, teachers can monitor student learning progress and improve student learning outcomes according to the learning targets that have been set. This is as stated by Koç et al. (2015) that an organized process called assessment uses quantifiable data to record learning and its purpose is to improve all faces of students learning by measuring knowledge, abilities, dispositions, and beliefs that have been acquired through a course of education. .

There are two main types of assessment, namely formative and summative assessment. According to Arikunto (2021), formative assessment comes from the word form intended to find out the extent to which students have been formed after following a particular program, while summative assessment is an assessment carried out after the end of a group or a larger program. Formative assessment aims to collect information regarding the development of student competency mastery at each stage of learning, while summative assessment aims to measure the achievement of student learning outcomes which is used as a decision on student performance.

### **2.2 Blended Learning**

Blended learning is a learning model that combines conventional learning and digital-based learning. According to Hrastinski (2019), blended learning can also be used to represent other combinations, such as mixing various learning styles and technologies, even though this combination does not adhere to the widely accepted definition of blended learning. The application of the blended learning model makes it easier for teachers and students to carry out learning flexibly. This is in line with what Azizan (2010) said that blended learning has positive effects on both teachers and students during teaching and learning activities. These positive effects include: 1) enhancing social interaction, communication, and collaboration; 2) providing flexibility and efficiency; 3) extending reach and mobility; and 4) optimizing development costs and time.

## **3.0 DISCUSSION**

### **3.1 Implementation of 5M Strategy in Assessment**

The assessment carried out must pay attention to the 5M strategy (Humanizing Relationships, Understanding Concepts, Choosing Challenges, Empowering Context, and Building Sustainability). Shihab (2018) formulates 5M strategy in learning which is described



as follows:

- 1) *Memanusiakan Hubungan* (Humanizing Relationships). Humanizing relationships means that the assessment applied must pay attention to the needs and abilities of students. First, the teacher can map the learning styles of the students so that the teacher can find out whether the students are entering the kinesthetic, auditory, or visual way of learning. Teachers can make various types of assessments with the help of interesting media such as Quizziz, Wordwall, Padlet, Mentimeter, or Genially. Teachers can also adjust it to the interests and things that students like.
- 2) *Memahami Konsep* (Understanding the Concept). Understanding the concept means that the assessment applied must be able to facilitate students to have a complete understanding of a concept and have skills. Teachers can conduct assessments that allow students to share their understanding and skills.
- 3) *Memilih Tantangan* (Choosing Challenges). Choosing a challenge means that the assessment applied must be able to provide opportunities for students to choose learning and assessment according to their level so that students can master skills through a tiered process. Teachers can provide media choices, learning methods, and perform tasks for students by paying attention to challenges that are appropriate for their level.
- 4) *Memberdayakan Konteks* (Empowering Context). Empowering context means that the assessment applied must give students the opportunity to take advantage of the community and the surrounding environment as a source of learning and contribute to their learning in it. Teachers can provide assessments by linking events or problems that are happening around students so that students can recognize and empower the community around their environment.
- 5) *Membangun Keberlanjutan* (Building Sustainability). Building sustainability means that the assessment applied must be able to direct students to a directed and sustainable learning experience. Teachers can ask students to reflect and discuss feedback on the learning that has been done.

### **3.2 The Role of Assessment in Determine the Learning Method**

Assessment plays an important role in determining learning methods. By applying the right assessment, the teacher can collect information related to the achievement of students' abilities in learning and the shortcomings of students during learning. The results of concluding the information can be used by the teacher to improve the previous learning methods with better methods. According to McAlpine (2002), the role of assessment in learning and teaching is to provide "communication and feedback" that allows students and teachers to understand "where learners are in their learning, where they need to go, and how best to get there." That way, it can be said that the assessment acts as an information tracker, detecting deficiencies, and improving the use of learning methods.

### **3.3 Suitable Technique and Instrument**

In conducting the assessment, techniques are needed in collecting information related to students. The assessment technique will collect information related to the level of development, strengths, weaknesses, and needs of students for the continuation of their development. Marzano et al. (1993) and Popham (1995) state that good assessment techniques necessitate working on task that are relevant to students' real-life experience. There are various techniques that can be used in the assessment are as follows:

- 1) Observation. Observation assessment techniques can be used to observe carefully and record these observations systematically. Observations were made to measure aspects of the behavior and development of students during learning.
- 2) Performance. The performance appraisal technique is an assessment based on the results of observations of student activities. Assessment is carried out on the performance, behavior, and interaction of students to apply the knowledge that has been obtained by students.
- 3) Written and unwritten assessment. A written assessment consists of an assessment carried out by students by providing answers to questions written questions given by the teacher, while the unwritten assessment is done by collecting information in the form of student work from the learning process that can be used as a portfolio.

In carrying out the assessment tools are also needed. Tools can help teachers in gathering information, namely with an assessment instrument. The assessment instrument is a tool that can assist teachers in assessing students' abilities (Zainal et al., 2018). While the instruments that can be used are as follows:

- 1) Anecdotal notes. Anecdotal notes are used to record all factual and objective events that explain how, when, and where and what students said. This is related to the behavior and growth and development of students.
- 2) Checklist. Checklists are used to assess the social and emotional development of students. The checklist in the assessment is a yes or no statement.
- 3) Rubric. The rubric is used by the teacher to determine the criteria for assessing assignments consistently and objectively. Rubrics can help teachers to save time and receive effective feedback.

#### **4.0 CONCLUSION**

This article concept is intended to identify assessment-related problems faced by teachers and students in blended learning. The findings lead the author to draw conclusions about the teacher's lack of concern for the problems faced by students so that the benchmark for student success is only the number of students' final tests. Through various techniques and instruments, teachers can observe the ability of each student where each student has different abilities in receiving learning. Teachers must pay attention to students' kinesthetic, auditory, and visual abilities. That way, teachers can determine learning methods that suit the needs of each student in accordance with the role of the assessment, namely to meet student development. In addition, a teacher must rely on the 5M strategy (Humanizing Relationships, Understanding Concepts, Choosing Challenges, Empowering Context, and Building Sustainability) in conducting learning and assessment so that the learning carried out can be in favor of students. Teachers must also be able to take advantage of existing technology to make learning and assessment fun because Blended Learning is learning that is integrated with technology.



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