Evaluation of Learning Assessment Activities using Digital Communication during COVID-19

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ABSTRACT
To prevent the Covid-19 pandemic, the government issued a policy for schools to apply lessons from home. Starting March 16, 2020, schools in Indonesia are implementing online learning methods. This study aimed to evaluate the online summative assessment activities during pandemic in a vocational school in Indonesia. This research used a quantitative descriptive approach. One hundred forty-two students from one faculty were taken as respondents using the convenience sampling method. The results showed 66.0% of students used a mobile modem (limited) for internet connection. According to some students, the internet connectivity was moderate. Meanwhile, 48.8% of students used cell phones as a medium for communication. In the faculty, 49.6% of assessment used google form as a platform. 69.9% of students felt using the digital platform was useful enough for review. 65.3% of students encountered no obstacles in using the digital platform. According to some students, the time for collecting assessment was not enough. 72.9% of students felt the test was quite difficult even though 61.8% thought it was following the material being taught. Most of the students (72.9%) thought it was quite adequate to follow the online assessment. However, 65.3% of respondents still preferred offline than online assessment.

Keywords: assessment platform; internet connection; media communication; online learning

INTRODUCTION
Nine months of the pandemic, Indonesia is now the country with the fourth most cases of Covid-19 in Asia. For nine months of the Covid-19 pandemic in Indonesia, there are no signs that the transmission can be controlled. The trend is still increasing (Rizal, 2020).
COVID affects all sectors, including the education sector. In response to the outbreak, restrictions were held for travel restrictions, trade restrictions especially imports and the closure of public places, offices and schools were implemented. All schools including the university canceled classes and were unable to implement the traditional didactic curriculum (Gandasari, Dwidienawati, & Faisal, 2020).

The COVID-19 pandemic has had profound impacts on education globally. For almost all students stopped learning in classrooms and continue their studies remotely using ICT (Gandasari, Dwidienawati, & Faisal, 2020; Mishra et al., 2020). Students should use ICT for remote conferencing by making use of web-based resources, and other innovative tools (Beer et al., 2020) in internet for learning or online technology-mediated learning.

The internet's transformative potential for learning is still limited. The teaching and learning perspectives of theory and practice is mostly in the early stages of development, so they are not well understood by educators and researchers. The field lacks a theoretical learning framework to guide educational design, pedagogy, and the use of online technologies. There are few theory-based or research-based guidelines to assist educators to develop more effective pedagogies for online learning environments (Harasim, 2012).

Learning using digital technology is a new resource. These new resources are still developing and teachers are in the position of learners as they explore effective ways of using them (Littlejohn et al., 2008). Therefore educators (teachers and students) have adopted new technologies (learning or online technologies) mostly through trial and error especially during the COVID-19 pandemic when distance learning using the internet which had to be implemented.

Some research on online learning during COVID-19 pandemic has been carried out by Gandasari, Dwidienawati, & Faisal (2020), Gandasari & Dwidienawati (2020), Yang et al. (2020), Dwidienawati et al. (2020) concerning the evaluation of learner behavior in online learning; Mishra et al. (2020), Mukhtar et al. (2020), and Dwidienawati, Abdinagoro, et al. (2020) about the perspective of the learner and lecturer in e-learning implementation; Magsamen-Conrad & Dillon (2020), Király et al. (2020), Arora & Srinivasan (2020), Malhotra et al. (2020) the adoption of information and communication technology (ICT); Bahasoan et al. (2020) about online learning media; Dwidienawati, Abdinagoro, Tjahjana, Gandasari, et al., (2020) about e-learning satisfaction, and Dong et al. (2020) concerning the parents' beliefs and attitudes about online learning. However, researchers are not aware of studies that have investigated summative online assessment evaluations during the 2020 COVID-19 pandemic. Therefore, researchers are interested in conducting this research.

The Lockdown program limits face-to-face meetings and increases use of the home learning model (Gandasari, Dwidienawati, & Faisal, 2020) included in the assessment activities. Related to this, learning evaluation also plays a role in integrating the assessment process using information and communication technology (Ramadhani et al., 2020).

The rapid development of ICT has pushed the assessment process to no longer be carried out directly. Moreover, since the implementation of online learning as a result of COVID-19, which requires the implementation of learning to be transformed into online
learning using technology assistance (Simarmata, 2006), and the internet has indeed become an important part of the teaching and learning process (Prabowo et al., 2019). According to Attwell (2007) ICT refers to two technological tools. The first is the internet connectivity such as wireless and GSM networks. The second is devices such as cell phone, PC, and Laptop.

COVID-19 demands most individuals to adopt information and communication technology (ICT) to participate in education (Magsamen-Conrad & Dillon, 2020) and creating a new kind of life online (Newitz, 2020). The importance of ICT is even higher right now than usual (Király et al., 2020) more complex which require many resources ranging from human to technical (Putri & Syarifuddin, 2019) with the distractions and obstacles that go with it (Yang et al., 2020), so that evaluation responses from students during assessment activities are considered important to find out the phenomena of the learning assessment from home using communication digital.

Assessment that plays an important role in measuring the quality of learning that has been carried out by teachers and to see if there are scientific benefits obtained by students. This assessment process is important for further evaluation not only in learning process in class but evaluating of learning curriculum improvement (Ramadhani et al., 2020).

The rapid development of ICT has pushed the assessment process to no longer be carried out directly. Especially since it was implemented online learning as a result of the pandemic COVID-19 which requires the implementation of learning is transformed into online using the help of Technology, which is now known with the term online learning. In response to this, the teachers increase knowledge, understanding up to skills in conducting online-based assessments (Ramadhani et al., 2020).

Currently, there are many online-based assessment platforms that can be used by teachers in conducting learning assessments while online learning is implemented. Some of the platforms that can be used are Microsoft Teams, Google Form, and Moodle.

The learning component consists of several items, including curriculum, lecturer, learner, learning methods, learning materials, learning tools (media) and learning evaluation. The learning process begins with the development of a curriculum that becomes a benchmark or guide in carrying out more complex learning procedures. Furthermore, the learning process will end in the last component, namely the evaluation of learning. It is in this component that the ultimate goal of the learning process, namely learning outcomes will be evaluated whether it is in accordance with the competencies expected by the curriculum or not (Ramadhani, 2020).

Learning evaluation is an important component in a learning process. Evaluation becomes a benchmark for whether the learning process can be continued at a higher stage or be corrected (remedial). If it is necessary to make improvements, the learning process will go through a review and analysis phase, which parts need improvement and improvement, and which parts need to be improved. it is in accordance with the competencies expected by the curriculum (Ramadhani, 2020).

Learning evaluation itself is part of an assessment process. During the learning process, the lecturer will try to achieve the learning objectives that have been prepared. The
lecturers will strive so that learners can achieve optimal learning outcomes during the learning process carried out. However, the competence of teachers not only provides optimal teaching so that the results obtained are maximum, but also should have the competence to conduct an assessment of the learning process itself. For that too, learning assessment is needed in every learning process (Ramadhani, 2020).

Learning evaluation is an important component in a learning process. Learning evaluation is part of an assessment process. The application of learning assessment needs to pay attention to several aspects including the condition of students’ abilities, the depth of learning materials and tools or media used in helping lecturers to evaluate learning performance (Ramadhani, 2020).

Caroline Gipps (1994) in Ramadhani (2020) introducing two types of assessment in education, namely summative assessment and formative assessment. Summative assessment is used to measure what students have learned at the end of the learning material with the aim of ensuring that students have meet the minimum completeness standards required to enter the next level of learning in accordance with the applicable education curriculum policy (OECD, 2008 in Ramadhani, 2020). Summative assessment is also known as "learning assessment". Simple summative assessment used to determine pass or fail decisions (Khan & Jawaid, 2020). Until now, summative assessment is still used as a method of assessment and evaluation by the Ministry and the Ministry of Education in many countries, including international organizations engaged in educational assessment, such as the OECD's Program for International Students Assessment (PISA) and Trends International Mathematics and Science Study (TIMSS) (Ramadhani, 2020).

Meanwhile, formative assessment is a process used by teachers and students during learning activities by providing feedback to improve the achievement of learning outcomes desired by students. Formative assessment is also called the term "assessment for learning". Formative assessment can also be interpreted as a planned and continuous assessment process and is used by all students and teachers during the learning process to obtain maximum student learning outcomes. Some forms of formative assessment in education are Educational Testing Service (ETS), Graduate Record Examinations (GRE), Law School Admission Test (LSAT), and Graduate Management Admission Test (GMAT) (Ramadhani, 2020).

The development of learning assessment also touches the realm of technology. Nowadays, learning assessment is no longer done manually by teachers. Technology ultimately plays a role on all fronts learning process, one of which is the learning assessment process. The use of technology in the learning assessment process is not only carried out on the formative assessment type only, but also applied in summative assessment (Ramadhani, 2020). There are various other types of platforms for learning assessment that can be developed according to the needs of teachers, including Google Classroom, Quizizz, Kahoot, Microsoft Teams, Moodle, Schoology, and Google Form. These platforms can be used for both of assessments.
The use of technology in the learning assessment process was also applied in summative assessment during the COVID-19 era. The integration of technology in learning, one of which is the learning assessment, is expected to make it easier for teachers to carry out continuous assessments and also help institutions, schools and ministries involved in describing how good is the quality of the learning that has been implemented (Ramadhani, 2020). So, the evaluation process is needed in order to get input from users, namely students about the assessment process if there are any obstacles during the assessment. Input from students is needed in order to improve the design and quality of learning. This study aimed to evaluate the online summative assessment activities during pandemic in a vocational school in Indonesia.

METHOD
This is a quantitative research study and aims to determine the ability of students to carry out summative assessment from home using digital communication media. The survey method conducted from 6-10 December 2020 on 142 students in vocational school was used to carry out this research. The research using the convenience sampling method. A descriptive statistical analysis was used with Microsoft Excel 2010 for data analysis. There were a total of 39 questions with 30 based on connections, devices, time, platform and the online assessment process which consists of closed and open questions.

RESULT AND DISCUSSION
The respondents were vocational school students from grades 1, 2, and 3. There were 142 students was participated in this research. There were as much as 32.6% (47) students from level 1, 30.6% (44) students from level 2 and 36.8% (53) students from level 3.

Infrastructure needed in assessment by online is internet connections. Figure 1 shows the various types of internet connections used to summative assessment. Based on the type of internet connection, 66.0% (95) students use a limited mobile modem, 21.5% (31) use access point wifi, and 12.5% (18) unlimited mobile modem. According to students the internet connectivity was moderate (66.0%), easy (21.55%) and hard (12.5%) to access. Some problems faced in terms of internet connectivity are: no internet connection due to location, poor connection quality, limited quota, and cost-expensive quota fees.

Figure 1. Types of Internet Connection Used

| Internet Connection         | Percentage |
|----------------------------|------------|
| Access Point Wifi          | 66.0%      |
| Mobile Modem (Limited)     | 21.50%     |
| Mobile Modem ( Unlimited)  | 12.50%     |
According to the research results, it can be stated that most students used limited mobile modems. Based on the open questions, several responses were obtained as follows:

**Why are you using this connection? (What are the advantages, disadvantages or obstacles?)**
- Because it’s easier, you don’t need to register on the card application.
- I am using this connection due to financial problems. The obstacle is that if there is a network outage, it is quite difficult for me and makes me panic because I worry about not being able to submit my assignments on time.
- Sometimes I use a data package but the network in my area is not good even sometimes the network is lost and sometimes I have to leave the house to get a signal, so I use Wifi but my problem is using Wifi sometimes in my area experience a power cut so I have to use the data package again.
- Because it is quite cheap, the signal is clear enough.
- Because I didn’t install Wifi at home and it wasn’t possible to use an unlimited data plan.
- Affordable price but less stable network.

Media needed in online learning is computer devices. Computer devices can be personal computers, laptops, iPad, tablet or smartphones, as shown in Figure 2. Based on communication media, 47.9% (105) of the students used cell phones, 42.9% (94) laptops, 7.3% (16) PCs and 1.8% (4) iPad/Tablets. According to some students, they used cell phone because it was easy to use, simple, easy to carry, effective and complete application. Davis, Bagozzi, and Warsaw (1989) in Popovici & Mironov (2015) stated the two main factors of technology acceptance are perceived usefulness and perceived ease of use.

**Figure 2. Communication Media Used**

Some of the students have laptops and cell phones. So that sometimes they use one of these devices. One of the respondents said that “laptop is used to type answers using word document, while cell phone is used only to download questions and send them to the Google Classroom, or work on questions using Google Form platform”. According to Petter & McLean (2009) one of the qualities of a system is the extent to which users of the system think that certain systems are comfortable to use and connect.

Popovici & Mironov (2015) stated that studies in the UK, the US, and Australia, in general, confirm that the vast majority of the students have ready access to web-enabled computers and web features and own personal digital devices such as mobile phones. They also use a wide range of digital features and web features in their everyday lives, for communication, or for forming social networks.
Popovici & Mironov (2015) found out in their research that, almost all students (98.11%) consider that they have medium and advanced expertise in using a computer or laptop. In fact, in absolutely all categories of hard components (Smartphones) over 50% of students declared medium or advanced level of competences.

Figures 3 and 4, shows the effectiveness and difficulty associated with the used of the assessment platform. The results showed that 69.6% (103), 15.5% (23), and 12.2% (18) of the students considered the used of the platform, quite effective, ineffective, and effective, respectively. According to 65.3% (94) of the students, the used of assessment platform was not difficult, while 34.7% (50) stated that it was difficult.

Figure 3. The Assessment Platform Used

![Pie chart showing the effectiveness of the assessment platform.]

Figure 4. The Difficulty Level of Using The Platform

![Pie chart showing the difficulty level of using the platform.]

According to the research results it can be stated that most students felt not difficult to use the platform. Based on the open questions, several responses were obtained as follows.

**What were the difficulties for you?**
- No problem.
- Sometimes digital media can experience glitches or errors and it’s quite difficult for me.
- I faced difficulties with the network. I had to repeat open the application because of the network.
- Not difficult. I’m just stuck with networks and material that I don’t understand.
- I think there is no difficulty because if we follow each step it will be easier.
- So far, I haven’t had any difficulties.
- No problem, only network constraints and quotas.
- I cannot stare at the screen for long because the eyes like to sting.
- The process is not difficult, it’s just that when the lights go out or suddenly the network error, I can’t continue filling in the questions or sending the test results.
- Assessment processing using digital media is quite easy, only the signal is an obstacle to sending answers. So, I feel less optimal in filling out the answers.
- Only when the network is lost, I had a hard time when there were a lot of questions given but the time given was limited so I couldn’t answer all of them.
- Not at all trouble. There is a problem when the signal crashes during online learning.
- The platform is not difficult to operate. But It’s not optimal for me, because I used a cellphone. Maybe it would be better using laptop, but I don’t have one.

The study show that students feel competent in using the assessment platform, with the majority stating that the platform was easy to use. This in line with Dwidienawati & Gandasari (2018), Gandasari, Dwidienawati, Suwardi, et al. (2020), Koulopoulos & Keldsen (2014), and Berkup (2014) statements that Students as a learner and young generation has ICT ability, adaptive, and active to use digital communication. They are well equipped in using technology in formal environments and are already using these technologies to support their learning process (Popovici & Mironov, 2015). They were friendly skilled in using online educational platforms (Mishra et al., 2020). Popovici & Mironov (2015) found out on their research that, 96.52% of the students declared that they have a medium and advanced level of expertise for internet usage (search engines, e-mail) and 60% of students had a medium and advanced for application usage.

Communication media needed in learning assessment is a platform. Assessment Platform can be Google Form, Google Classroom, Email, e-learning, as shown in Figure 5. Based on platform 58.6% of the assessment used Google Form, 25.0% Google Classroom, 14.1% e-mail, 2.3% Moodle, and 9.0% others. According to some students, it is better to use Google form and Google Classroom because it is easier to access and the time has been set and it is easy to collect answers. As long as the network is stable and the quota is available.

Figure 5. The Platform for Assessment
Figure 6 shows the adequacy associated with collection time. According to 67.4% (97) of the students, the assessment time was sufficient, while 32.6% (47) stated that it was insufficient.

**Figure 6. Timing of Assessment Collection**

According to the research results, it can be stated that some students felt not enough to submit the assessment. Based on the open questions, several responses were obtained as follows.

- **Is there enough time to do the assessment?**
  - Because the time given is only 1 hour, it is not enough for me, so in the last question I did not answer perfectly because there was not enough time.
  - It is not enough. Sometimes the questions given are many and the answers are too long.
  - I need more time, because sometimes with a bad internet connection, collection becomes more difficult and takes time.
  - Due to network constraints, the answer collection time would be late.
  - Because sometimes I face difficulties in networking.
  - It is not enough time. Because there are many questions but little time to do it.

Some students felt that it was not enough time. Most of the students suggested that the assessment time be added or adjusted to the questions given. From the open questions, the problems faced by students, other than sufficient time, were when the network was unstable. When the network is unstable, they have to repeat the answers from the beginning, so sometimes the time runs out. Other problems faced are power outages and limited internet quota.

This is in line with Bahasoan’s and Mishra’s finding. According to Bahasoan et al. (2020) the obstacles during online education is networks and quota. Mishra et al. (2020) stated that the main challenge when online education is an unstable network connection. In addition, it is considered that some students do not have enough essential resources to join online. Most of the challenges related to students and their responses to online learning needs, which include uninterruptible power lines, intermittent signal problems and quota.
Some of the social dimensions of eLearning innovation and diffusion are needs, technology interests, and sources of support (Singh & Hardaker, 2014).

According to Yang et al. (2020), Gandasari & Dwidyenawati (2020), Gandasari, Dwidyenawati, & Faisal (2020) deficient hardware or software infrastructure, inadequate technological abilities, and a complex learning environment are also difficulties that students may face in distance education. These difficulties are related with the novel perspectives of online education and their technological complexities (Mishra et al., 2020).

Nonetheless, to increase the effectiveness of assessment online process and completion rates need first to be increased. Therefore, the design of the assessment questions needs to be made in a simple form, not too long surfing in cyberspace, using the platform (only during download and upload) so that students can collect it on time and effectively. Trotter (2006) argues that the assessment should be efficient. It is important to ensure that tasks set can be achieved in the time available and that assessment workloads are realistic.

Figure 7, shows the result associated with the opportunity to submit assessment if the allotted time runs out. The results showed that 72.4% (92) of the students get the opportunity to resubmit, 2.4% (3) not get the opportunity to resubmit, and 23.4% (29) on time.

**Figure 7. The Opportunity to Resubmit**

| Have you been given the opportunity to resubmit the assessment if you were late?          |
|-----------------------------------------------------------------------------------------|
| ![Pie chart showing percentages](chart.png)                                              |
| 72.4% (92)                                                                              |
| 23.4%                                                                                  |
| 2.4%                                                                                   |
| Not Late                                                                                |

According to the research results it can be stated that most of students have been given the opportunity to resubmit the assessment. Based on the open questions, several responses were obtained as follows.

**Are you given the opportunity to collect answers if you are late?**

- Yes, I was given the opportunity to send answers to the lecturer via What’s App.
- Due to network constraints and time running out, I was given the opportunity to recollect.
- Yes, because of the constraints experienced in an unstable network and power outages.
- Yes, the lecturer gave me the opportunity to repeat filling in the answers and send them back.
- Yes, because of network constraints.
- Yes, because the lecturers are very tolerant of students who experience network constraints.

10
- Yes, because of network constraints, and the lecturers also understand the obstacles faced by students

Figure 8. shows the result associated with the platform they used to resubmit. The results showed that 72.4% (92) of the students used What’s application, 7.5% Google Classroom, and 2.8% e-mail. The easiest and the fastest application to use to send resubmit is what’s application. This in line with Petter & McLean (2009) that users will use the system that are comfortable to use and connect.

![Figure 8. The Media Used for Resubmit the Assessment](image)

Figures 9 and 10 show the results of the two-way communication carried out between administration officer and students, and between lecturer and student for assessment. The results showed that 60.4% (568) of the students felt that there is two-way communication between administration officer and students, while 39.6% felt no communication between them. According to 74.3% of the students there are two-way communication between lecturer and students, while 25.7% felt there are no communication between them.

![Figure 9. Two-Way Communication](image)
Figure 10. Application Used in Two-Way Communication

| Is there any communication between Lecturer and Student? |
|--------------------------------------------------------|
| Yes 25.7%                                              |
| No 74.3%                                                |

Figure 11 shows the results of the quality of material test. Approximately 52.8% (76) of the students stated the quality of material test was good, while 44.4% (64), 1.4% (2), and 1.4% (2) stated that it was very good, bad, and very bad, respectively.

Figure 11. Quality of Material Test

| Material Test Quality |
|-----------------------|
| Very Good 52.8%       |
| Good 44.4%            |
| Bad 1.2%              |
| Verry Bad 1.2%        |

The difficulty level of the questions can be seen in Figure 12. The results showed that the 79.3% (107), 14.1% (19), and 6.7% (9) of the students stated quite difficult, not difficult and difficult. Even though most of the students felt it was quite difficult, most of them stated that the material that came out in the assessment according to what is taught.

Biggs (1998) suggests that educators must synthesize summative assessment to produce positive effects. This creates a situation where summative assessments support strong improvements to learning. Biggs (1998) argues that it is inevitable that students will focus their effort on summative assessment and it can become positive if we align the assessment to what students should be learning. According to Lau (2016), summative
assessments need to be carefully designed. A Good summative assessment design will have a positive impact on student learning, and the summative assessment is closely related to the future of students (Biggs, 1998).

Figure 12. The Questions Level

The Difficulty Level of The Questions

- 6.70% Difficult
- 14.10% Quite Difficult
- 79.30% Difficult

Approximately 72.9% (105) of the students stated the process of giving assessment by online method was quite effective, while 16.7% (24), and 10.4% (15), stated that it was effective, and not effective. According to the majority of students (65.3%) they still prefer offline assessment than online assessment (34.7%), because it was more easier, simpler, less varied methods, and direct communication. This is in line with Yang et al (2020) and Dwidienawati et al. (2020), offline assessment is significantly more conducive to learner and lecturer interactions. According to Popovici & Mironov (2015), students have good intentions towards the use of technology in education, but we cannot assume that students will welcome more unilaterally the use of technology for learning.

There are still many obstacles in conducting summative assessment. The development of online learning assessment requires effort from both lecturers and learners. From some of the findings above, it is hoped that these can be used as consideration for lecturers and educational institutions to improve and prepare the assessment better than before. When developing online lectures and online assessment, attention should be paid to teaching and evaluation methods and lecturer abilities, experience, and presentation skills (Yang et al. 2020). The test content must contain effective visual elements, as well as easy to understand. To achieve this goal, it is necessary to provide systematic training for lecturers.

Students' completion rates are also related to time management, test readiness and their competence in using ICT. Students' readiness in the e learning process is not only for a period of mobility restriction but also in facing the industrial era 4.0. Finally, there is an urgent need bridge the gap between the rich and the poor, remote rural and affluent urban areas as students come from different socioeconomic backgrounds and take the same pedagogical approach (Mishra et al., 2020). Do not understand students' individual differences can lead to biased conclusions.
Education institutions are being forced to develop innovative strategies to continue educational task (Yang et al., 2020). They need to understand organizational and technical changes for the provision of high-quality learning models (Bojovic, Vujosevic and Bojovic, 2020), the need for a systematic, well organized approach to learning (Popovici & Mironov, 2015) and efforts to create varied learning media which aims to improve students learning outcomes (Khomarudin & Efriyanti, 2018). System administrator and Information & Communication Technology (ICT) experts provided necessary assistance to stakeholders (learner and lecturer) and managing the change process (Mishra et al., 2020).

CONCLUSION

Due to the rapid spread of the covid-19, students and educators are encouraged to be active in the use of online-based information media to carry out learning activities at home. More complex problems were encountered in the implementation of summative assessment than in the online learning process. The results showed 66.0% of students used a limited mobile modem for internet connection. According to some students, the internet connectivity was moderate. Meanwhile, 48.8% of students used cell phones as a medium for communication. In the faculty, 49.6% of assessment used google form as a platform. 69.9% of students felt using the digital platform was useful enough for review. 65.3% of students encountered no obstacles in using the digital platform. According to some students, the time for collecting summative assessment was not enough. 72.9% of students felt the test was quite difficult even though 61.8% thought it was following the material being taught. Most of the students (72.9%) thought it was quite adequate to follow the online assessment. However, 65.3% of respondents still preferred offline than online assessment.

The contribution of this research to communication science is the study of digital communication that is useful in describing phenomena that occurred in using online media during the Covid-19 pandemic; in education issues, this research found that there are still many obstacles in conducting online learning. The development of online learning requires effort from learners, lecturers, and educational institutions to improve and prepare online learning better than before. This research found can be used as information for practitioners and/or developers to help plan e-learning practice or evaluate strategies for e-learning development. Limitations of this study included that the online education institutions and assessment evaluated were limited in scope. There may be differences between institutions and their assessment methods. Participation and completion rates only reflect the act of viewing proses assessment online. In addition, the data were derived during a unique historical period; thus, the results cannot be generalized excessively. Additional studies about the evaluation of online assessment in some universities in Indonesia, are necessary.

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