IMPLEMENTATION OF APPLICATION LEARNING ASSESSMENT EMERGENCY MODE WITHOUT SIGNAL AND SERVER IN ENGLISH ASSESSMENT AT SMK GONDANG

Hildan Hidayatullah, M. Fajru Sidqi
Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pekalongan
Email: Hildanhidayatullah06@gmail.com

Abstract

The development of the times is the main factor during the Covid-19 pandemic, encouraging SMK Gondang to develop an assessment application without using signals and servers which are named the emergency mode learning assessment application without signals and servers or offline mode assessment applications. In particular, this article tries to explain how to implement and feature components in offline mode assessment applications to support the process of English language assessment activities at SMK Gondang. The method used in this study is a qualitative descriptive method with a case study approach, with data collection carried out through observation, interviews and documentation in the application of offline mode assessment applications in English assessment. The results of the study show the process of applying the offline mode learning assessment application by generating the results of questions made by each subject teacher and then distributed to students, the answer text file is sent to the teacher or the exam committee via the CBT whatsapp group and then the answer text file is imported into the learning assessment application. offline mode to generate student scores, while the feature is in the form of students being able to access questions on the web without using a signal, the test results are only in the form without having to be printed and the process of assessing the results of the student answer text files can be imported into the application without being scanned. At least some conclusions can be drawn from this research, namely: during the covid-19 pandemic, this assessment application that does not use quotas and servers is very helpful for schools, especially SMK Gondang in carrying out school exam assessment activities without incurring excessive costs. Researchers hope that these findings provide some useful information for schools that have difficulty implementing school exams during the COVID-19 pandemic, especially English language assessment.

Keywords: Assessment application, English assessment, emergency mode assessment application features.

Abstrak

Perkembangan zaman menjadi faktor utama didalam masa pandemi covid-19 mendorong SMK Gondang untuk mengembangkan aplikasi penilaian tanpa menggunakan sinyal dan server yang diberi nama aplikasi penilaian belajar mode darurat tanpa sinyal dan server atau aplikasi penilaian mode offline. Secara khusus artikel ini mencoba menjelaskan cara penerapan dan fitur komponen pada aplikasi penilaian mode offline untuk mendukung proses kegiatan penilaian bahasa inggris di SMK Gondang. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dengan pendekatan studi kasus, dengan pemgumpulan datanya dilakukan melalui observasi, wanwancara dan dokumentasi dalam penerapan aplikasi penilaian mode offline di penilaian bahasa inggris. Hasil dari penelitian menunjukan proses penerapan aplikasi penilaian belajar mode offline dengan cara hasil soal yang dibuat setiap guru mata pelajaran digenerate lalu dibagikan ke siswa, file teks jawaban dikirim ke guru atau panitia ujian melalui grup whatsapp CBT lalu file teks jawaban tersebut diimpor ke aplikasi penilaian belajar mode offline untuk menghasilkan nilai siswa, Sedangkan fiturnya berupa siswa bisa mengakses soal di web tanpa menggunakan sinyal, hasil ujian hanya berupa tanpa harus dicetak dan proses penilaian hasil file teks jawaban siswa tinggal di impor ke aplikasi tanpa di scan. Setidaknya dapat ditarik beberapa kesimpulan dari penelitian ini, yaitu: dimasa pandemi covid-19 ini aplikasi penilaian yang tidak menggunakan kouta dan server ini sangat membantu sekolah khususnya SMK Gondang dalam melaksanakan kegiatan penilaian ujian sekolah tanpa mengeluarkan biaya yang berlebihan. Peneliti berharap temuan ini memberikan beberapa informasi yang berguna bagi sekolah yang kesulitan dalam pelaksanaan ujian sekolah dimasa pandemi covid-19 khususnya penilaian bahasa inggris.

Kata Kunci : Aplikasi penilaian, penilaian bahasa inggris, fitur aplikasi penilaian mode darurat

INTRODUCTION

Learning applications are media that can be used to convey material content involving mobile devices such as mobile phones, laptops, and computer. Hujair (2013: 4) learning media is an educational tool or tool that can be used as an intermediary in the learning process to enhance effectiveness and efficiency in achieving teaching goals. The function of learning media according to Sanjaya (2017: 73-77) can be explained that, learning media as a teacher's tool, in conveying material. Learning media used by teachers in learning activities can motivate students because of the meaningfulness of media content

that can convey material in an interesting and conveyed manner. Submission of material using learning media can unite the understanding of the same information.

Media for learning and assessment activities are also widely used by schools to support the process of these activities, for example learning media in the form of google classroom, edmodo and google form. According to Sani (2016:15) Assessment is a systematic and systematic effort carried out through the collection of valid and reliable data or information, and then the data or information is processed as an effort to make considerations for policy making in an education program. According to Kunandar (2014: 70), the objectives of assessing student learning outcomes are (1) tracking student progress, (2) checking the achievement of student competencies, (3) detecting competencies that have not yet been assessed. mastered by students, and (4) become feedback for improvement for students.

In the COVID-19 pandemic conditions, learning assessments also use other applications or media so that the learning assessment process continues, at SMK Gondang to support the learning assessment process, especially the English language assessment, SMK Gondang developed a learning assessment application called the emergency mode learning assessment application without a signals. and servers. This application was developed by a SMK Gondang teacher, Maman Sulaeman from the field of computer and network technology, the beginning of this application was inspired by the idea starting from the TCExam application which can generate questions in PDF form that are printed on paper, then participants work on assessments such as a paper-based National Examination. on LJK. The Answer Sheet is scanned and imported into the system to get the score for each participant.

From there, Maman Sulaeman Sulaeman thought it would be interesting and easier if the questions could be generated in the form of files only and students directly worked on the questions on the application via smartphones, so that the Emergency Mode Learning Assessment Application was formed "without signal, without server". With this, it saves more paper, and there is no need to scan the answer sheet because students can directly work on the questions on the application and send answers to the committee or teacher in file form. In this study, researchers are interested in conducting research on the application of assessment in emergency mode learning assessment applications without signals and signals at SMK Gondang. In this study, the researcher wanted to know the work program and features of the emergency mode learning assessment application without qsignals and signals.

RESEARCH METHOD

The researcher uses a case study approach. The qualitative method was chosen because this study aims to provide an overview of the application of offline mode learning assessment in learning English at SMK Gondang. According to Sukmadinata (2017: 72) Descriptive research is a form of research that aims to describe existing phenomena, both natural phenomena and artificial phenomena which can include activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another. This research was conducted at SMK Gondang during the research period from January to June, the subject of this study was Maman Sulaeman as the first person to come up with the idea of making an offline learning mode application. The data used are primary data and secondary data, according to Sugiyono (2018: 456) Primary data is a data source that directly provides data for data collectors. While according to Sugiyono (2016: 225) secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents such as examples of syllabus, lesson plans, and textbooks. The data analysis process is divided into three main stages following the qualitative analysis framework developed by Miles, Huberman and

Saldana (2014: 31-33) Data Condensation or Data Reduction, Data Display Drawing and Verifying Conclusion.

FINDING AND DISCUSSION

1. Finding

Data collection in this study used the methods of observation, interviews and documentation. Observations in this study include the process of implementing offline mode learning applications at SMK Gondang, for interviews using the in-depth interview method to be able to dig deeper into the offline mode learning assessment application and for documentation data using data and information in the form of books, archives, documents, figures. written and pictures in the form of reports and information that can support research. descriptive data from observation data, interviews and documentation as follows:

a. Result of Observation

Observation activities were carried out at SMK Gondang, this observation activity observed the process of applying offline mode learning assessment applications to English language assessment including preparation for school exams, school exam implementation processes and the process of collecting exam results using the offline mode learning assessment application.

Table 1. 1 Result of Observation

NO.	Observed Aspects	Descripstion
1.	Observing the preparation for the execution of school exams at SMK Gondang.	Preparation for the exam is the exam committee collects the question file, then the questions are generated in an offline mode learning assessment application, the exam committee prepares a computer for backup if students' cellphones have problems while working on exam questions.
2.	Observing the process of execution the exam using the school emergency mode learning assessment application at SMK Gondang.	Questions are distributed to the CBT whatsapp group for students to access the web without using a quota, at SMK Gondang each accessing exam questions using exam tokens. Questions in the form of audio and images in the application system are still clearly visible, so students are not confused when working on exam questions.
3.	Observing the process of collecting test results and student scores from the emergency mode learning assessment application at SMK Gondang.	The test results in the form of an answer text file or question answer text are sent to the committee in the CBT whatsapp group then the test results are imported or generated to generate student scores and recap the attendance list and work on student questions.

b. Result of Interview

The resource person in this study was Maman Sulaeman, a teacher at SMK Gondang in the field of computers and networks, he was the first to make an emergency mode learning assessment application and the interview process was carried out at SMK Gondang. The results of the interview regarding the use of the emergency mode learning assessment application are as follows:

Table 1. 2 Result of Interview

NO.	Questions	Answer
1.	What is the background in making system offline learning assessment applications?	Starting from the TCExam application where the exam questions are printed, working on a computer answer sheet (LJK) and the assessment results are scanned. It's quite complicated, especially since it's still in a COVID-19 condition, so I developed an application that does not print the questions, works on the questions and applies them directly to the assessment by generating test results in the form of an answer text file. This application also does not use adequate signals and signals, this application is called an emergency mode learning assessment application without sigals and signals.
2.	What types of questions can be generated by the offline system learning assessment application?	The types of exam questions that can be generated in the offline system assessment application can be in the form of Microsoft Word, Microsoft Excel and PDF files. This application brings up exam questions in the form of text, images, audio and video. The results of the questions that are generated are distributed to the CBT whatsapp group for each class.
3.	How the emergency mode learning assessment application program works in the student learning assessment process	The work program process from the emergency mode learning assessment application without signals and the server from the application generates questions, then the questions are distributed to students via the CBT whatsapp group then students enter the code token in the application to be able to access the questions, the application raises questions in the form of audio and images. The application provides a doubt button for students to use if when working on a question they have doubts in answering it, students can also return to the previous question to check the answer. For audio questions, students just press the play button on the question, then the audio will be heard. This application also gives processing time and students who open the web other than exam questions, students cannot access the exam questions. Students who have finished working on the questions, students can download the answer text file or copy the answer text at the bottom of the last question. The test results are imported or generated in the application to display test scores and recap the attendance list of students taking school exams.
4.	What are the features or components contained in the offline system learning assessment application that make it	Questions that can be accessed on the web, work on questions without using quotas and signals, the answer text file will be stored in the student's download folder, there is an application time for working on exam questions, the application has a doubt button feature if students have doubts when answering questions and the

		easy for students to access it?	application provides a question feature audio and pictures so that students are comfortable in working on exam questions.
5.		What are the obstacles in implementing the offline learning system in the school learning assessemnt process?	The obstacle in implementing the learning assessment application is the lack of computers used to coordinate this application, for application security when students work is not optimal. The last obstacle is that students sometimes don't send test results in the form of an answer text file, if the download folder doesn't have an answer text file, students will take a follow-up exam.
6.		What about the offline learning assessment application's security, such as preventing cheating on exam questions?	The emergency mode learning assessment application is equipped with a security system when the application is used. Security is in the form of giving tokens to each subject being tested to be able to access exam questions, each subject being tested has a processing time limit, and if students open pages other than exam questions, they cannot access the exam questions. When students open web pages other than exam questions, the exam questions website cannot be accessed again.
7.		When compared to other CBT apps, what are the advantages of offline system assessment?	This application does not require a server or laptop, exam questions can be accessed without using quotas and signals. Making questions and assessing exam results is done offline, questions can be easily accessed on students' cellphones on Google Chrome or the like and the assessment only imports or generates test results into the learning assessment application.
8.		What are your expectations regarding this offline mode learning assessment application for the future?	The hope is that there will be assistance from the government for and support this application of learning emergency mode without quotas and signals. For schools that are still having difficulties in carrying out school exams during the COVID-19 pandemic, they can use the application on Maman Sulaeman's Facebook.

c. Result of Documentation

The results of the documentation in the application of the emergency mode learning assessment application to the English language assessment at SMK Gondang, what is meant by documentation is data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. The results of the data are in the form of lesson plans (RPP), test question data and summary data of English test results with the following explanations:

1) Lesson Plan (RPP) and Exam Question Data

At SMK Gondang it does not require teachers to make lesson plans the same, but requires teachers to develop their creativity in making lesson plans themselves. From learning objectives for students, learning methods in delivering material, learning media used and tasks in developing student talents. With this, teachers are more motivated in teaching, more skilled in the use of learning media and students' interest in learning will increase because the methods in learning are not monotonous.

For the exam questions themselves, SMK Gondang only requires teachers to make questions in the form of Microsoft Word, Microsoft Excel and PDF files. These questions can be in the form of picture questions, text questions and audio questions which will later be generated into the emergency mode learning assessment application to produce an exam question that can be accessed by students

without using servers and signals. This greatly facilitates teachers and schools in carrying out school exams, does not provide answer worksheets (LKJ) and does not provide school wifi to access school exam questions.

2). English test summary data from the emergency mode learning assessment app

Table 1. 3 Summary of Test Results

#	waktu mulai	waktu	test	user - nama belakang, nama	poin	benar	salah	tdk jwb	tdk tampil	tdk rating
1	2022-05-28 10:20:03	00:06:00	UH - ASJ - Database Semester Genap	20.4623 - , QOBILA NUR SEKHA	**100.000 (100%)**	2(100%)0	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	2022-05-28 10:18:45	00:05:17	UH - ASJ - Database Semester Genap	20.4637 - , YUSUF APRILIYANTO	**100.000 (100%)**	2(100%)0	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3	2022-05-28 10:19:39	00:07:41	UH - ASJ - Database Semester Genap	20.4628 - , SITI IMROATUL KARIMAH	**100.000 (100%)**	2(100%)0	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4	2022-03-13 07:58:05	00:10:01	UH - ASJ - Database Semester Genap	20.4630 - , SYAHARA FITRI AMALIA	**95.000 (95%)**	1(95%)9	1 (5%)	0 (0%)	0 (0%)	0 (0%)
5	2022-03-13 07:50:45	00:07:12	UH - ASJ - Database Semester Genap	20.4615 - , MUCHAMAD AGUNG ALFAN DIANTO	**92.778 (93%)**	1(95%)9	1 (5%)	0 (0%)	0 (0%)	0 (0%)
6	2022-03-12 10:08:12	00:03:14	UH - ASJ - Database Semester Genap	20.4610 - , MELAWATI	**90.000 (90%)**	1(90%)8	2 (10%)	0 (0%)	0 (0%)	0 (0%)
7	2022-03-12 09:32:10	00:36:01	UH - ASJ - Database Semester Genap	20.4622 - , NUR UMAYA	**90.000 (90%)**	1(90%)8	2 (10%)	0 (0%)	0 (0%)	0 (0%)
8	2022-03-12 09:32:17	00:32:36	UH - ASJ - Database Semester Genap	20.4613 - , MITA TRI MULYANI	**90.000 (90%)**	1(90%)8	2 (10%)	0 (0%)	0 (0%)	0 (0%)
9	2022-03-12 09:32:22	00:38:45	UH - ASJ - Database Semester Genap	20.4616 - , MUTIMATUL MAULIDAH	**88.333 (88%)**	1(90%)8	2 (10%)	0 (0%)	0 (0%)	0 (0%)
10	2022-03-12 09:32:22	00:26:18	UH - ASJ - Database Semester Genap	20.4632 - , TRI PUTRI FEBI ANTIKA	**88.333 (88%)**	1(90%)8	2 (10%)	0 (0%)	0 (0%)	0 (0%)
BERHASIL: 10 (100%)										

Based on table 1.3, The SMK Gondang examination committee that has received student test results in the form of answer texts or question answer text files is generated in the emergency mode learning assessment application, the application will later correct student exam results. The emergency mode learning assessment application not only corrects test results but also provides student descriptions in answering exam questions and the application also recaps the attendance list of students who take part in the implementation of school exams. The results of the attendance list and test results will be given to the respective subject teachers. The test result description data generated from the emergency mode learning assessment application, explains student activities in working on questions. The application explains each question number explaining what it is about, how much time students take to work on exam questions one by one, and describes the answers to questions that are done by students.

2. Discussion

From the results of the data in this study, the application of emergency mode learning assessment without quotas and signals is a superior application, especially in SMK Gondang. An application that is very easy to use in school exam assessment activities, from making exam questions in offline mode learning assessment applications by generating Microsoft Word, Microsoft Excel and PDF question files. The results of the questions that are generated are in the form of links that are shared with students via CBT whatsapp groups, students can access questions on the web without using adequate quotas and signals. Many features and components in this offline mode learning assessment application start from application security when students work on questions, the application provides a password or token feature when students access exam questions and when students open other than the web exam questions students cannot access them again.

The application features on the exam questions in the form of applications can produce questions in the form of images, the results of the images on the questions applied are still clearly visible. This

application can also generate questions in the form of audio, students only need to press the play button on the exam questions and then the audio questions will be heard. The aplication of this learning assessment application can be carried out on each student's cellphone and provides a computer to back up the cellphones of students who have problems accessing questions. The application is not only for the process of exam activities but can correct test results by way of student exam results in the form of an answer text file or question answer text imported or generated in the application, then the application will generate a table or school exam summary data. With so easy to use this application is very suitable for the conditions of the COVID-19 pandemic without spending excessive costs.

CONCLUSION

In the conditions of the Covid-19 pandemic, there are still many schools implementing online learning and assessment activities, but there are also those implementing online and offline learning and assessment activities. In this case, many schools use learning and assessment applications to support the process of learning and assessment activities. SMK Gondang is one of the schools that implement online and offline learning activities, to support these activities SMK Gondang uses learning media through Whatsapp Groups and Google Classroom while for the assessment process it uses an emergency mode learning assessment application without servers and signals developed by SMK Gondang itself.

Learning assessment applications that do not use servers and signals will greatly assist schools and students in carrying out the learning assessment activity process, from the features and components of this emergency mode learning assessment application, it makes it easier for teachers and students to carry out school exams. Starting from the test questions, you just have to generate them in the application. The results of the questions are accessed via Google Chrome without using a signal, and the assessment of student test results is directly from the application that generates the student answer text file. The SMK Gondang examination committee only needs to submit the results of the student grade files and attendance lists resulting from this emergency mode learning assessment application to be recapitulated, the emergency mode learning assessment application that is easy to use and does not incur excessive costs when holding school exams.

SUGGESTION

Although this study was conducted with a small number of participants in a short period of time, these findings provide some useful information that can be used by schools and teachers in conducting learning assessment activities, especially in English language assessment. Based on this research, there are some suggestions in implementing this emergency mode learning assessment application without quotas and signals. First, maximum preparation in the implementation of school exams by using this application, so that no students are confused in accessing exam questions. For further researchers, in this study, the implementation of learning can be followed up to produce better research. Research that further enhances creative and innovative ideas in using and developing student learning and learning media. Researchers understand and learn about a technology or media that supports the learning process and student assessment, and researchers motivate themselves in the process of learning activities and student assessments to be even better.

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