How elementary school teachers assess students' psychomotor during distance learning?

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Abstract: Assessment of student learning is still carried out even at distance learning. This study aims to describe how elementary school teachers assess students' psychomotor during distance learning. This research is a qualitative research with the type of phenomenology. The subjects of this study were elementary school teachers, principals, parents, and students. The research data were collected using interview techniques and document studies. The data analysis technique used is interactive analysis through data collection, data condensation, data verification and drawing conclusions. The teacher begins the skills assessment by planning in advance. Planning begins with determining the competencies to be addressed, but the condition of the student's situation while at home is also a consideration for teachers in designing skills assessments. The implementation of the skills assessment is carried out through various platforms such as WhatsApp, Zoom, and Google Classroom. Teachers assess students' skills through photos and videos that students send on online platforms.
Keywords: distance learning, elementary school, psychomotor assessment

Introduction

The Covid-19 pandemic has had an impact on the world, including in the field of education (Edgar & Elias, 2020; Cahapay, 2020; Al-Okaily et al., 2020; Herwin et al., 2020; Herwin et al., 2021; Saptono et al., 2021; Pratiwi; et al., 2021). However, this does not necessarily stop learning, learning is still carried out even with an asynchronous learning system (Li et al., 2021; Daniel, 2020). The existence of the Covid-19 pandemic poses a challenge to continue to provide freedom of learning for students. Changes in the learning system have an impact on changes in the curriculum used (Gul & Khilji, 2021; Putri et al., 2020; Kochis & Goessling, 2021). The applicable curriculum is integrated with existing technological advances (Aydin, 2021; Bello-Bravo et al., 2021) because students must get used to technology in the learning process (Tham et al., 2021), and pay attention to student development during distance learning. away (Goodson & Schostak, 2021). This will certainly provide a different experience, both for teachers, parents, and students (Besser et al., 2020; Christakis et al., 2020).

The pandemic has had a tremendous impact on the field of education, and it has affected all students in the world (Song et al., 2020). Learning is done online or remotely. This has an impact on all aspects of education, one of which is assessment. The learning process carried out during the pandemic is a challenge for schools to consider the assessment procedures carried out. The assessment procedure cannot be simply set, it is necessary to consider the psychological development of students (Stifel et al., 2020) because the pandemic has an impact on the mental health of many people including students in the world (Camacho-Zuñiga et al., 2021; Do et al., 2021). The assessment procedure must also pay attention to the learning system carried out. This online learning is learning that will be sustainable in the future so how the procedures made can accommodate the development of the next education system. This all depends on the implementation of policy makers and education implementers how to continue to explore and turn existing conditions into opportunities (Adedoyin & Soykan, 2020).

Distance learning that was carried out during the Covid-19 pandemic seemed very simple, but the implementation of distance learning contained very complex aspects, including the assessment aspect.

Assessment relates to the measurement of students' abilities by observing symbols or numbers. With distance learning began to develop technology-based assessment. However, with the remote assessment, it is difficult to know the process that students carry out in completing the tasks given by the teacher, so there are doubts in conducting the assessment (Yoruk, 2021). The implementation of the process for students does not have direct control from the teacher, especially in the assessment process related to skills (Gitomer et al., 2021). This requires collaboration with parents to make transparency on student assignments given to teachers so that teachers can also make good assessments.

Based on the results of interviews with several teachers in elementary schools regarding assessment, teachers continue to carry out the assessment process during distance learning. The teacher's assessment includes cognitive, affective, and psychomotor aspects. The problem that exists is how do teachers conduct assessments during distance learning? Because each assessment has its own way of getting grades from students. Cognitive aspects can be done through giving questions with the help of google form media, quizizz, or directly questions given by the teacher in the WhatsApp group or google classroom. Assessment on affective aspects related to student discipline in collecting assignments and how teachers communicate with parents related to student behavior while at home. The psychomotor aspect has several opinions from teachers, 3 out of 6 teachers stated that psychomotor assessment could be done by collecting videos, photos, or audio according to the task at hand. Meanwhile, the other 3 teachers stated that psychomotor assessment was difficult to do during distance learning. From the results of interviews with the 6 elementary school teachers, all stated that psychomotor assessment was difficult to determine whether students really did the assignments independently or there was interference from parents. Therefore, sometimes there are also teachers who ask students to show their skills directly during virtual meetings.

Psychomotor assessment is limited to the teacher's involvement in seeing the students doing the work directly. If at school, teachers can make direct observations on student performance, it is different from distance learning which can only be monitored by teachers through photos or videos. Photos or videos can be sent directly personally to the teacher via WhatsApp or through the space that the teacher has provided in the google classroom. Psychomotor assessment also experienced difficulties in the collection process. Not all parents can cooperate with teachers, so sometimes there are parents who do not collect photos or videos for student psychomotor assessment. Therefore, based on this problem, the aim of this study is to find out how elementary school teachers assess students' skills during distance learning.

Method

This study uses a qualitative approach. This research, there are three sub-themes discussed, namely: psychomotor assessment planning by teachers, implementation of psychomotor assessments, and feedback given by teachers to students on psychomotor results. The type of research used is a phenomenological study. This research was conducted in Bantul Regency, Sleman Regency, and Yogyakarta City.

The subjects of this study were elementary school teachers who were selected purposively based on the research theme being studied. Informants in this study were principals, students, and parents to support the data and information analyzed in this study. The research data were collected using interview techniques and document studies. Instrument validation is done by the lecturer The data analysis technique used is interactive analysis through data collection, data condensation, data collection and drawing conclusions. Triangulation is carried out to obtain data on the validity of any information obtained from informants.

Results and Discussion

The results of this study are described based on the focus of research, namely, planning psychomotor assessments carried out by teachers, implementing psychomotor assessments carried out by teachers during distance learning. In addition, the techniques used by the teacher in providing feedback on the psychomotor results of their students were also analyzed. In the following, the results of research related to these components are presented.

Psychomotor assessment planning during distance learning

Planning in learning is an important thing for teachers to do. Planning in learning becomes a reference for teachers in carrying out learning to students. Without planning, the learning process that will be carried out will also not be optimal and do not have definite goals to be achieved, especially now the learning process is carried out remotely so that teachers cannot monitor students directly. Teachers need good planning for the implementation of a more planned learning. Learning planning is related to the material, implementation, and assessment that will be carried out by the teacher during the learning process in the future.

In this discussion, it is focused on planning the skills assessment carried out by teachers during distance learning. Assessment planning is something that the teacher must prepare before carrying out learning, especially in skills assessment. Based on the results of interviews with teachers related to planning skills assessment, several sub-themes were obtained. The findings of this data are based on the habits that each teacher has which are different from one another. The following is an explanation of the sub-themes found in this study.

Table 1. Psychomotor assessment planning

No	Sub-theme	Correlation between sub-themes
1	The teacher plans a skills assessment by looking at the Basic Competencies (KD) that must be achieved by students	Skill assessment planning is adjusted to the conditions and results of discussions with other teachers but does not come out of the KD to be achieved.
2	The teacher in planning the skills assessment adjusts to the learning material	
3	Teachers in planning skills assessments try to adjust to the conditions of students at home	
4	The teacher discusses with professional friends in planning the skills assessment	

Table 1 shows the findings of research related to planning skills assessment in distance learning. Planning assessment in remote learning is no different from planning for skills assessment in face-to-face learning, namely the teacher refers to the Basic Competencies (KD) that must be achieved by students. If the KD to be achieved is clear, then the teacher will then design a skills assessment according to the learning material. In distance learning, skills assessment planning must also pay attention to the conditions and situations of students at home, because the learning process is carried out at their respective homes. To facilitate the planning of skills assessment in distance learning, the teacher also conducts discussions with other teachers to ask for considerations regarding the planning of the skills assessment that will be carried out. Based on these findings, it can be concluded that in planning for skills assessment in distance learning, the teacher must adjust to the student's condition and discuss with other teachers and not leave the KD that must be achieved by students.

Learning planning is important for the implementation of the learning to be carried out (Iqbal et al., 2021), as well as assessment planning because assessment is part of learning. Planning is the fuel that will make learning run well. Planning skills assessment carried out by teachers can make learning more effective because there are ways to achieve the goals to be achieved (Bdair, 2021). Skills assessment planning is useful for determining skills assessments that are appropriate for students' conditions at home because a study stated that students undergoing distance learning were less motivated than during face-to-face learning (Lorenza & Carter, 2021). This is supported by a statement (Lemay et al., 2021) which states that distance learning must pay attention to the burden given by students because it can cause boredom in learning. Based on this, the planning of the skills assessment must be carried out by the teacher properly and consider the situation of the student's condition and the suggestions of other teachers, but still in accordance with the KD to be achieved.

Implementation of psychomotor assessment during distance learning

The implementation of skills assessment in distance learning is different from face-to-face learning. If face-to-face the teacher can conduct a skills assessment right away in the classroom. For distance skills assessment, the teacher must adapt to the implementation of learning. Based on the results of interviews with teachers related to the implementation of skills assessment in distance learning, it will be presented in the table below.

Table 2. Implementation of psychomotor assessment

No	Sub-theme	Correlation between sub-themes
1	The teacher sees the results of video or image assignments sent to WhatsApp by students	The implementation of skills assessment is carried out through online media.
2	The teacher listens to the results of the assignment through voice notes sent to WhatsApp by students	
3	The teacher sees the results of student assignments in Google Classroom	
4	The teacher makes an assessment through video calls or virtual meetings to see live the student's skill abilities	

The implementation of skills assessment is adjusted to the implementation of distance learning through online media. The teacher provides instructions that are sent through the learning platform used such as WhatsApp. Learning using technology can already be followed by students, especially through the WhatsApp application (Mulyono et al., 2021). Learning with WhatsApp can support the implementation of online learning. Through WhatsApp, teachers can communicate with students and their guardians so that they can convey learning and assessments that will be carried out such as skills assessments. WhatsApp users allow students to get information related to learning and other information submitted by the teacher. The implementation of skills assessment is related to the instructions that the teacher gives to students, a study states that giving assignment instructions must be clear so that students can catch the intent of the task given by the teacher because it is related to students' memory capacity (Kok et al., 2021).

The provision of skill assignments must be adjusted to the level of student knowledge so that in its implementation students can digest assignments well (Bissaco et al., 2020), especially the implementation of learning is carried out using online-based technology. Teachers can use multimedia to improve students' abilities (Primamukti & Farozin, 2018). Although skills learning and assessment are carried out online, if students have the confidence and skills to carry out skill assignments, this will increase students' skill abilities (Washmuth et al., 2020). The implementation of the skills assessment must consider the flexibility of students in carrying it out, such as the media used by the teacher. This is so that students can adjust to the learning process that is currently carried out remotely (Müller & Mildenberger, 2021). The implementation of skills assessment carried out during online media-based distance learning has a positive impact on students because they are trained to improve problem solving, make decisions, and manage time to complete assignments related to skills (Selvaraj et al., 2021). Thus, it can be concluded that the implementation of skills assessment in distance learning is carried out through existing online media such as zoom, WhatsApp, and google classroom.

Giving feedback from teachers to student skills

The assessment carried out by the teacher is related to providing feedback that the teacher will give to students. Giving feedback is an important thing that must be accepted by students to find out the suitability of the tasks that have been collected by students with the instructions and direction of assignments from the teacher. The feedback given by the teacher takes various forms, as will be presented in the table below.

Table 3. Feedback from teachers to student skills

No	Subtheme	Correlation between subthemes
1	The teacher submits the final report on the skills assessment through the learning outcomes report	Teachers submit skills assessment reports to schools and parents
2	The teacher submits a monthly skills assessment report to the school	
3	The teacher submits a skill assessment report via personal chat with parents	

Reporting on the skills assessment is generally done at the end of the semester in the form of a report card. However, it is possible that reporting is carried out periodically. Reports that are carried out regularly are addressed to the parents of students or the school. Reporting to parents is a means for teachers to communicate student progress during learning. Then related to reporting to the school, it can

be an evaluation if it turns out that the results of the implementation of skills assessment in distance learning still have significant obstacles.

The assessment carried out by the teacher is adjusted to the learning design carried out at the beginning of the learning process. This is in line with the statement that the teacher's assessment is adjusted to the assessment format that has been designed so that the teacher's assessment is structured (Machts et al., 2020). That way, the teacher in conducting the assessment becomes more focused and in accordance with what is the goal of doing learning. Reports by teachers have an impact on schools, students, and parents. This is related to the teacher's ability to manage learning (Masithoh, 2018; Septiana, 2018). Reports provided by teachers are useful for improving what has been done during learning (Bardach et al., 2021). With an increase in learning, it will also have a good impact on improving the quality of education. What is still lacking and needs to be improved can be used as an evaluation and improvement.

Reporting to parents is expected to be able to establish communication between teachers and parents regarding the development of students following the learning process. Moreover, currently learning is carried out remotely where students do more learning activities at home with their parents. So, it is better to involve parents in reporting the assessment. The purpose of involving parents in the learning process is to improve the quality of learning (Hossain, 2021). Then good cooperation is established between teachers and parents in improving the quality of student learning even though the implementation of learning is carried out remotely. Communication between teachers and parents is also related to teacher competence (De Coninck et al., 2020), so that the reporting of skills assessments carried out by teachers is reported to parents so that parents know the child's development and communication is established between teachers and parents. From the discussion above, it can be concluded that reporting by teachers to schools and parents can have a good impact on the quality of learning. Therefore, it is expected for all teachers to provide assessment reports, especially skills assessments to the school and parents.

Conclusion

Assessment is something that must be done in the learning process, even though learning is carried out remotely due to the Covid-19 pandemic. In conducting the assessment there are several aspects that are of concern in this study, namely related to planning, implementation, providing feedback, and reporting. Everything that is done in the assessment during remote learning is different from the assessment during face-to-face learning. Especially in terms of skills assessment, where usually teachers can conduct skills assessments directly to students. However, with social restrictions, distance learning is carried out as well as skills assessments are still being carried out.

The implementation of the assessment carried out by the teacher begins with planning the assessment. Planning begins by looking at the basic competencies that will be handled, but the condition of the student's situation while at home is also a consideration for teachers in designing skills assessments. Teachers carry out skills assessments through various existing platforms such as WhatsApp, Zoom, and Google Classroom. Teachers can assess students' skills through photos or videos that students post on online platforms. The teacher provides feedback to students and reports the assessment through a report card. Reports are carried out periodically or at the end of the semester through student report cards.

Based on these findings, recommendations for schools are to support teachers to continue to carry out learning well, including conducting skill assessments. Schools can provide training and facilities for teachers to improve teachers' skills in managing assessment in the distance learning period. Suggestions for parents to be more communicative with teachers in monitoring students following the distance learning process so that the implementation of distance learning during the pandemic can run well.

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