

# Perceptions of Using Online Evaluation Systems in Schools and Universities: A Case Study of Indonesian Educators <sup>†</sup>

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**Abstract:** We examined Indonesian educators' perceptions of online reviews. We conducted a case study on the implementation of online learning during the COVID-19 pandemic. Seven teachers and five university lecturers in Indonesia participated in this study. Eleven participants completed an online survey, and a descriptive qualitative analysis was conducted. Most Indonesian educators claimed online assessments were flexible, time-saving, and cost-effective. However, they thought that online assessments were not effective in improving learners' motivation. Indonesian educators need to carefully design tasks, activities, and testing standards for online exams and utilize online assessments effectively. Therefore, online assessments must be incorporated for educational and learning outcomes to be effective and useful.

**Keywords:** assessment; educators; online; perceptions; university



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## 1. Introduction

The advancement of technology is increasingly visible in education as assessments are significantly influenced by technology. During COVID-19, online assessments were used widely at schools and universities. Online assessments were used in online learning by teachers at schools and lecturers at universities in the Indonesian context. Technology enhancement in learning has refined teaching and learning in schools and universities. One of the changes seen was the application of online assessments, which has more benefits than conventional approaches such as paper examinations. Clements and Cord [1] said, “Assessment is one area in education where technology can be maximally integrated”. Therefore, assessments are considered a vital component in education that promotes learning and measures expected outcomes.

Meanwhile, computers have been used in the Indonesian educational system with instruction. The main purpose of internet technologies is to enable learners to look for more learning resources. Yet, there may be restrictions on how internet technologies can be used for different assessments using learning management systems. Teachers' opinions on its use are conflicting because there is not enough proof to support the systems' capacity to enhance affective and cognitive learning. There is a lack of research on the impact of online exams on students' performance [2]. Moreover, there has not been much research on how learners feel about online tests, even if it allows for more efficient use of them in developing nations [3,4]. It is worth understanding how teachers in schools and lecturers in universities in Indonesia perceive the application of online assessments.

Online learning during COVID-19 enforced the Indonesian government to adopt and incorporate online assessments as the standard practice. Since then, the government

and educational institutions have tried to address the challenges posed by various socio-economic factors and formulate policies for an online educational system. Their purpose was to ensure students from all levels of education have online assessments. To maintain learning continuity in challenging circumstances, teacher expertise, the creation of effective learning environments, and an understanding of students' behavior are mandatory. Thus, we investigated educators' perspectives on online assessments and explored the perceptions of the educators on using online assessments during COVID-19 and the benefits and drawbacks of online assessments.

## 2. Literature Review

### 2.1. Online Assessments

Online assessments encompass a range of activities, including quizzes, tests, assignments, and examinations that are conducted using digital tools and platforms. These activities are conducted on electronic devices such as computers, tablets, and smartphones. Online assessments or e-assessments are the "continuous electronic assessment process where information and communication technology is used for the assessment activity, and the recording of responses" [5]. In other words, it is a procedure that involves ICT to provide assessment activities and record responses. Online assessment platforms include features of automated grading, immediate feedback, and data analysis to enhance the assessment process and facilitate timely intervention. The advantages of e-assessment include instant feedback, objectivity in marking, and a wide array of tasks and activities [6].

### 2.2. Benefits of Online Assessments

Online assessments offer several benefits that contribute to their growing popularity in educational institutions. Online assessments promote technology in higher education for authentic, accessible, secure, efficient, and effective assessments. It alters traditional assessment methods involving multiple-choice or true-false types of questions testing the acquisition of basic information in a course through online discussions, assignments, projects, presentations, and journals [7]. Secondly, an online assessment assists students with immediate feedback using learning management systems (LMSs) such as Blackboard, Moodle, and Canvas. LMSs automatically provide immediate feedback for students with little cost and effort and enhanced reliability, evidencing its practical efficiency [8]. Finally, online assessments facilitate data analysis and reporting. Digital platforms generate reports on individual and group performance, allowing educators to identify trends, patterns, and areas in need of improvement. This data-driven approach enables educators to make informed decisions regarding instructional strategies, curriculum development, and student support. The online assessment also allows for the storage of data at any time anywhere, allowing educators to monitor students' work and performance over time [9].

Moreover, the flexibility in time and space also allows for assessments to be conducted conveniently for educators and students. The online assessments allow for adjustable testing [10] with efficiency and suitability for personalized learning.

### 2.3. Drawbacks of Online Assessment

While online assessments offer many benefits, there are also drawbacks.

There are technology issues related to internet connectivity. In smaller cities and towns, there are still problems in maintaining consistent connection and speed. Without a steady internet connection, continuous online testing is not available for students. If the internet connection is not stable, it is difficult to conduct tests. This affects students' test performance [11]. Second, online assessment does not allow physical or personal interaction. As a result, it is difficult for educators to provide targeted feedback. This agrees with Ref. [12] in which online assessment was found to cause a sense of isolation for students because of the minimal communication between students and teachers and between students and their peers.

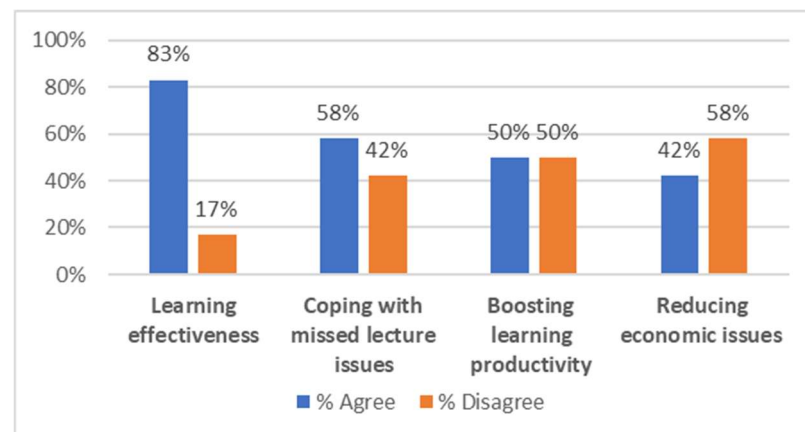
### 3. Methodology

We employed a mixed method. The mixed method is useful for analyzing two different data types (i.e., quantitative and qualitative). Quantitative data included deliberate learners' perceptions, and quantified data included scores from the questionnaire survey. There were 12 participants in this study. Five of them were teachers, and seven were university lecturers. They were randomly selected. To gather data, an online survey was performed in a Google Form using a questionnaire. The questionnaire consisted of open-ended and close-ended questions. To analyze the data, a descriptive analysis was conducted on the benefits and drawbacks of online assessments.

### 4. Result

#### 4.1. Opinions of Educators

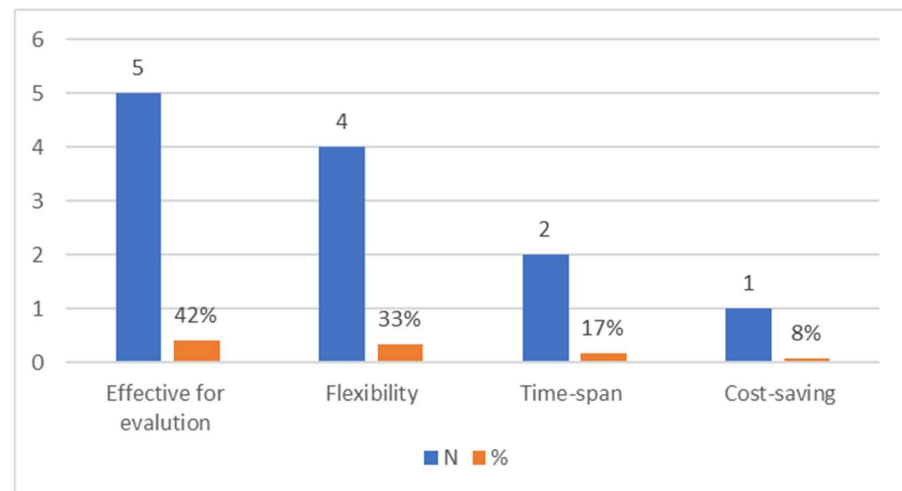
Figure 1 describes the perceptions of Indonesian educators toward the utilization of online assessments. There were four opinions for online assessments including learning effectiveness, coping with missed lecture issues, boosting learning productivity, and reducing economic issues. Learning effectiveness was agreed with by 83% of the educators. Coping with missed lectures was agreed with by 58%. Boosting learning productivity was agreed with by 50%, and reducing economic issues was agreed with by 42%. Few participants disagreed with each aspect. Online assessments significantly increase the efficiency of physical and online teaching with effectiveness in assessing, solving teaching problems, improving learning productivity, and decreasing economic concerns in learning such as fees for accessing physical resources such as textbooks and paper, as well as affordable and flexible courses that can be finished according to one's personal schedule. Due to the flexibility provided by e-learning, each individual can take part in the educational process with a computer and an internet connection [9,12]. In other words, the entire process of learning can be performed easily anywhere.



**Figure 1.** Indonesian educators' perceptions toward the utilization of online assessments.

#### 4.2. Benefits and Drawbacks of Online Assessments

Figure 2 depicts the perceptions of educators on the benefits of online assessments. The majority (42%) claimed that online assessment was significantly effective for evaluation during COVID-19. The second benefit was the flexibility with which online assessment could be performed at any time from any place. This benefit was chosen by 33% of the educators. The third benefit was the time span, chosen by 17%. The fourth benefit was cost-saving, preferred by only one educator. The educators thought that online assessments offer unparalleled opportunity for students who are underprivileged and creates a new paradigm for dynamic and high-quality courses. This coincided with Ref. [13] in that online learning flourished in universities during a long recession. In other words, online assessment was implemented for survival.

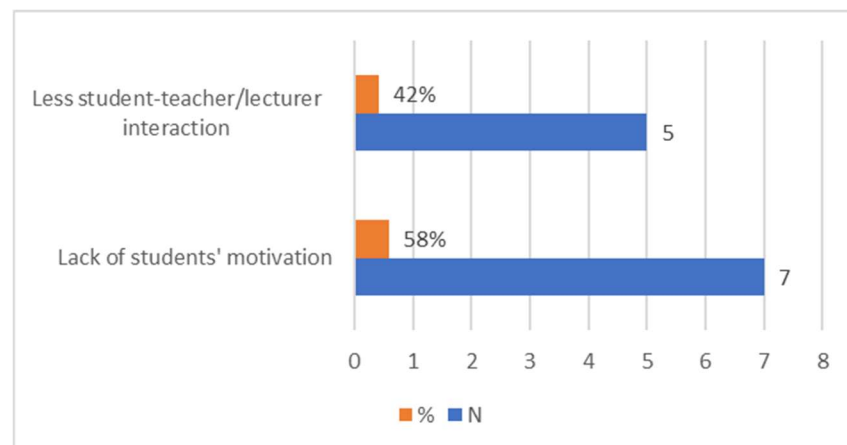


**Figure 2.** Perceptions on the benefits of online assessments.

#### 4.3. Drawbacks of Online Assessments

In addition to the benefits of online assessments, they also have some drawbacks as shown in the following chart.

Figure 3 indicates the drawbacks of online assessments. There were two drawbacks found: a lack of students' motivation and less interaction between educators and students. Of the educators, 58% considered a lack of student motivation as a drawback of online assessment during COVID-19, and 42% considered less interaction as a drawback. Online assessment may cause social problems for students such as social isolation due to a lack of communication with peers or educators. These drawbacks coincided with the results of Refs. [11,14] which stated that online assessments enabled students to engage in solitary contemplation without interaction. By spending time on online assessments, students may experience "social isolation" [15].



**Figure 3.** Drawbacks of online assessments.

## 5. Conclusions

Indonesian educators favored online assessments due to their convenience, flexibility, and improved feedback. Most educators endorsed the efficiency and active learning potential, while students appreciated the flexibility to complete tests at their own pace and receive rapid feedback. However, technology access and online assessment platform reliability must be secured. By understanding educators' perceptions of the usage of online assessment, schools and universities can develop and enhance online assessment methods to improve student learning achievements.

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