ASSESSMENT OF BETAWI DANCE PRACTICE LEARNING E-ASSESSMENT BASED

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ABSTRACT

"Merdeka Belajar Kampus Merdeka" (MBKM) is a policy that prepares students ready for use in various joints of life, thus demanding the competence of students and educators in using and utilizing technology in learning. One of MBKM's policies is a student exchange that is converted to 20 credits. Students are given the authority to take courses at various colleges relevant to the field of science and graduate access. Under this policy, a number of courses that have been converted to the MBKM requirement are of concern, especially in the process of learning and assessment. E-assessment used in assessing the learning process of dance practice courses can be a solution, so that students are monitored and evaluated in their learning progress. E-assessment is applied in Betawi dance courses taught at UNJ and UPI Bandung. Research methods use R&D at the system development stage to obtain input so that the evaluation system on e-assessment can be used easily and measurably. The use of e-assessment is expected to make it easier for lecturers to monitor learning outcomes and convert the values acquired by students.

Keywords: *"Merdeka Belajar Kampus Merdeka (MBKM)"*, E-Assessment, Betawi Dance, Practical Learning.

INTRODUCTION

Education in the 21st century has different characteristics, where the rapidly evolving digital revolution not only affects the joints of social life, but also influences the change of civilization, culture, including education. The development of information and technology is inevitable, thus becoming part of education and learning. Learning innovation by exploiting the full potential, requiring educators to master technology and its application in learning (Siregar et al., 2020). This prompted the government to take a role in educational reform, thus creating the concept of "Merdeka Belajar Kampus Merdeka", one of which is to give students the right to study freely outside of the curriculum.

"Merdeka Belajar Kampus Merdeka" policy has driven the learning process in colleges that are becoming more autonomous and flexible. Thus will encourage the creation of an innovative, non-restrictive, and tailored learning culture in accordance with the needs of each university (Tohir, 2020). There are eight independent learning activities, one of which is student exchange, namely, taking classes or semesters at foreign or domestic colleges, based on agreed cooperation agreements, with a record of values and semester credit system (SKS) taken at external colleges will be assessed by the respective colleges. The problem that often occurs in this case is, the conversion of values as a result of the final evaluation of students for recognition in their native college, specifically on practical learning.

To prepare for the application of "Merdeka Belajar", especially on practical learning in student exchange classes, it is necessary to make an IT-based assessment, which shifts the implementation of assessments traditionally. This, so that the faculty in each of the programs

can monitor the student's learning progress. Thus the conversion of values as the final result can be recognized according to learning access.

Learning practices that are difficult to measure and implement in the application of student exchange one of them is the mathematical practice of dance. Students study the dance repertoire in other colleges with the on-line system, then the evaluation of the demonstration of work as the result of learning should already use the online-based evaluation system anyway. For that in the dance practice learning class provided e-assessment as a solution in evaluating the learning process and results that can be monitored by the lecturers of each college. The same is true of Betawi dance, where the dance is a local wisdom in the UNJ dance education study program.

METHOD

Research methodology uses research and development that starts with 1) needs analysis, 2) making e-assessment designs, 3) instrument development, 4) instrument input processes into e-Assessment applications, and 5) evaluation. To determine the accuracy of the instrument, 7 experts are used through discussion and filling in the gform given to the expert. The results of the expert are then analyzed using qualitative studies and literature to find out the usefulness of instruments in e-assessment applications.

RESULTS AND DISCUSSION

"Merdeka Belajar" is an educational concept introduced in Indonesia as an attempt to give freedom to learners in determining the course of the learning process. It is suggested that if a student is discharged swimming in the open sea, then it is best that the student can swim in various styles, so that he can save himself. Students must be able to survive and have responsibility towards themselves, in solving problems according to their abilities, talents, interests, and desires through the concept of "Merdeka Belajar". In some Colleges of Arts and Non-Arts in the Dance Arts curriculum, practical courses become the main thing to learn with attention to the local load of the local district. There is a "Merdeka Belajar", giving students the opportunity to take dance practice courses outside of their native colleges. The mismatch on the evaluation of "Merdeka Belajar" with a student exchange program, one of which can be overcome with e-assessment.

E-assessment as a partner for e-learning (MacKenzie, 2003) offers alignment of teaching and assessment methods (Ashton & Thomas, 2006);(Gipps, 2005)). E-Assessment provides various improvements in task design through e-portfolio, simulation and interactive games, as well as skills assessment that is not easy to evaluate with conventional (S. Davies, 2010). E-assessment allows students to understand their weaknesses (Miller et al., 2008) and feedback that is considered to be personal and non-judgmental (Beevers et al., 2010). Thus, digital use can open a 'window' of the student's mind that provides information, both for the student and educator.

Based on this thought, there is a need for an evaluation implementation system with the help of e-assessment. This assessment is used in the form of a work demonstration test, as a diagnosis of the mastery of the dance skills that have been learned. This assessment is done to evaluate or measure competence based on material and indicators to be achieved, competence in the form of dance skills, then well documented, to provide ease in making assessments (Triana & Juniasih, 2019).

E-assessment can document accurately, quickly, and securely as well as provide ease in making assessments. Besides, e-Assessment provides ease and solution in making evaluations on the implementation of independent learning, especially learning dance practice, if students take dance practice courses at other Colleges. Teachers at native colleges can monitor and evaluate

students' learning progress, even participate in collaborative evaluations, so that the value of learning results is transparent and objective.

In dance learning there are two things that can be learned, theory and practice. The two complement each other, only the percentages are different. If in theory more study of science, whereas in practice more to the skill in applying the science. In order to measure a person's dancing skills, a different indicator is required than a knowledge indicator, because the learning emphasizes more on dance movement skills.

Indicators for the evaluation of dance practice generally include vocals, vocals and vocals. Within the sphere there is space, time, and energy. Space is necessary for man to move his body, so that all the movements of man are formed as a result of the movement of the body or members of the human body from one space to another (Slater, 1993). In addition to space, it takes energy to produce movement. Movement in dance will see its intensity and aesthetic qualities when the energy is emitted according to the way the energy itself is channelled to produce motion. Through these energies, then the movement expressed has dynamics, so that the movement will have content or soul. Energy will be associated with expression, because energy as one of the elements of movement, is the driving force within the dancer and plays a role in the quality of expression that produces a vitality or "greget" of a dance.

In the context of Free Learning, judgment also undergoes changes in accordance with the new paradigm that places students as the main subject in the learning process. Authentic assessment: an authentic assessment focused on measuring students' abilities and competences thoroughly and in accordance with real-world situations. This assessment involves real-life tasks and projects that reflect real life contexts. Students can collect and store their best works in the form of documents, projects, or personal records. These portfolios reflect the progress and achievements of students all the time and provide a comprehensive overview of their abilities, 3) Formative and Sumative Assessments: Formative assessments, carried out continuously throughout the learning process to provide continuous feedback to students, while Sumative Appraisals, aims to know their final learning outcomes, 4) Peer Assessment: Disengagement Learning also encourages peer assessment, where students provide feedback and assessment of their classmates' work or learning accomplishments. Peer assessments can enhance students' involvement in learning process and help them develop their self-assessment skills, 5) Working Appraisal which emphasizes the measurement of students' abilities in mastering skills and knowledge specifications, 6) Evaluation: Self-evaluation is one of the important aspects of learning. E-assessment is an electronic assessment, where all assessment procedures from beginning to end, must be done electronically.

E- Assessment has advantages over traditional paper-based assessments, such as: 1) flexibility, where e-assembly allows when and wherever assessments are carried out, learners can access assessments remotely, eliminating the need for physical presence in a particular location, 2) direct feedback: e-Assessment can provide direct feedback about the performance of learners, and allows them to know their strengths and weaknesses quickly, this quick feedback can facilitate learning and increase the availability of skills quickly. From the security side, the e-assessment platform can provide a strong security measure to ensure the integrity and confidentiality of the assessment process. Features such as time limits, random questions, and anti-fraud mechanisms help keep judgment easy.

Data analysis on e-assessment can produce detailed analytics and data reports that enable educators and institutions to obtain information about student performance, identify trends, and make decisions based on informed strategies and instructional interventions (Warburton & Conole, 2005).

E-assessment in learning offers different forms such as, automated administrative procedures, digitization of paper-based systems and online testing that includes assessment of

problem-solving skills (Ridgway et al., 2009). Most of the research results agree that testing implementation, recording responses, and giving feedback are all done using technology.

The existence of e-assessment is one of the solutions that can be used to overcome the constraints of the 5.0 era, thus transforming the thinking of the forms of assessment that are usually performed conventionally, now implemented with technology. It trains learners and teachers in the use of technology whose nature tests skill abilities.

The assessment given is not just on the use of the electronics, but on the technical operational in making the assessment section for each material, and making the grading for each indicator of achievement. It is well known that the headings are very useful in giving a suspension, especially to assess a person's skills or performance. The headings are structured to support learning and learners' progress (Goodrich Andrade, 2000).The headings include criteria that support learning, and should be written in an easy-to-understand language, clearly defined, referring to quality work in concrete form, so that learners can identify their weaknesses and they can correct their vulnerabilities to reflect and improve themselves (Andrade & Boulay, 2003).

With the entry in the e-assessment, it is expected to help students to reflect on their learning outcomes, in addition to being able to document or videotape the dance they have been taught and upload it through e-Assessment. As for teachers, they can conduct their evaluations online, so that learning and evaluation can be continued and smooth.

E-assessment supports high-level thinking skills such as criticizing, reflecting on cognitive processes and facilitating group work projects (Ridgway et al., 2009). Besides, E-Assessment has the ability to sort out questions that cannot be made using paper tests, such as simulations, helping to represent information in a simple and fast way (Ridgway et al., 2009). Furthermore, it provides more accurate results than paper testing, with adaptive testing, which changes the difficulty of testing depending on user responses. E-assessment on dance practice learning outcomes has been developed through research carried out since 2018, both through studies, discussions, and technical upgrades related to expression, as well as the use of IT (Crews & Curtis, 2011); (Denise, 2014); (Osuji, 2012); (Ridgway et al., 2009); (Triana, 2020).

The shortcomings and advantages of e-assessment, formed the basis for the further development of the assessment system, taking into account some of the basic considerations that are consistent with Whitelock dkk's opinion. (Perrotta & Whitelock, 2017) explains how e- Assessment can work by providing process cycles. This cycle of processes allows educators to overcome barriers and cultural debates surrounding electronic assessment strategies. The process cycle begins with: 1) motivating or encouraging the application of assessments, 2) explaining the design of the assessments used, 3) starting the test and after the results are delivered, the data is processed and returned, Next, 4) carrying out the evaluation of the results of the feedback survey, 5) cycle back to the design and manufacture steps. Thus, testing, data retrieval or evaluation results, depending on the outcome and feedback to improve and fulfil the goal of the desired outcome (Denise, 2014); (Nguyen et al., 2017);(Whitelock, 2009). Based on the cycle of the steps, then developed e-assessment that can be used in performing the evaluation of demonstration work dance practice. In learning dance practice, most consist of practice tasks (portfolios) that need to be assessed. The obvious thing to do, is to evaluate it automatically using a computer and an interpreter, or a special framework for static and/or dynamic testing. The common advantages of the automated evaluation tool e-assessment are the speed, availability, consistency, and objectivity of the evaluation. Nevertheless, automated tools emphasize the need for careful pedagogical design of the setting of tasks and evaluations.

The first step in evaluating dance practices using e-assessment is 1) the students create video that is ready to be uploaded into the system, 2) the teacher creates a course to upload

the video, as well as the evaluation section that has been prepared in the system. Here are the instruments provided on the e-assessment:
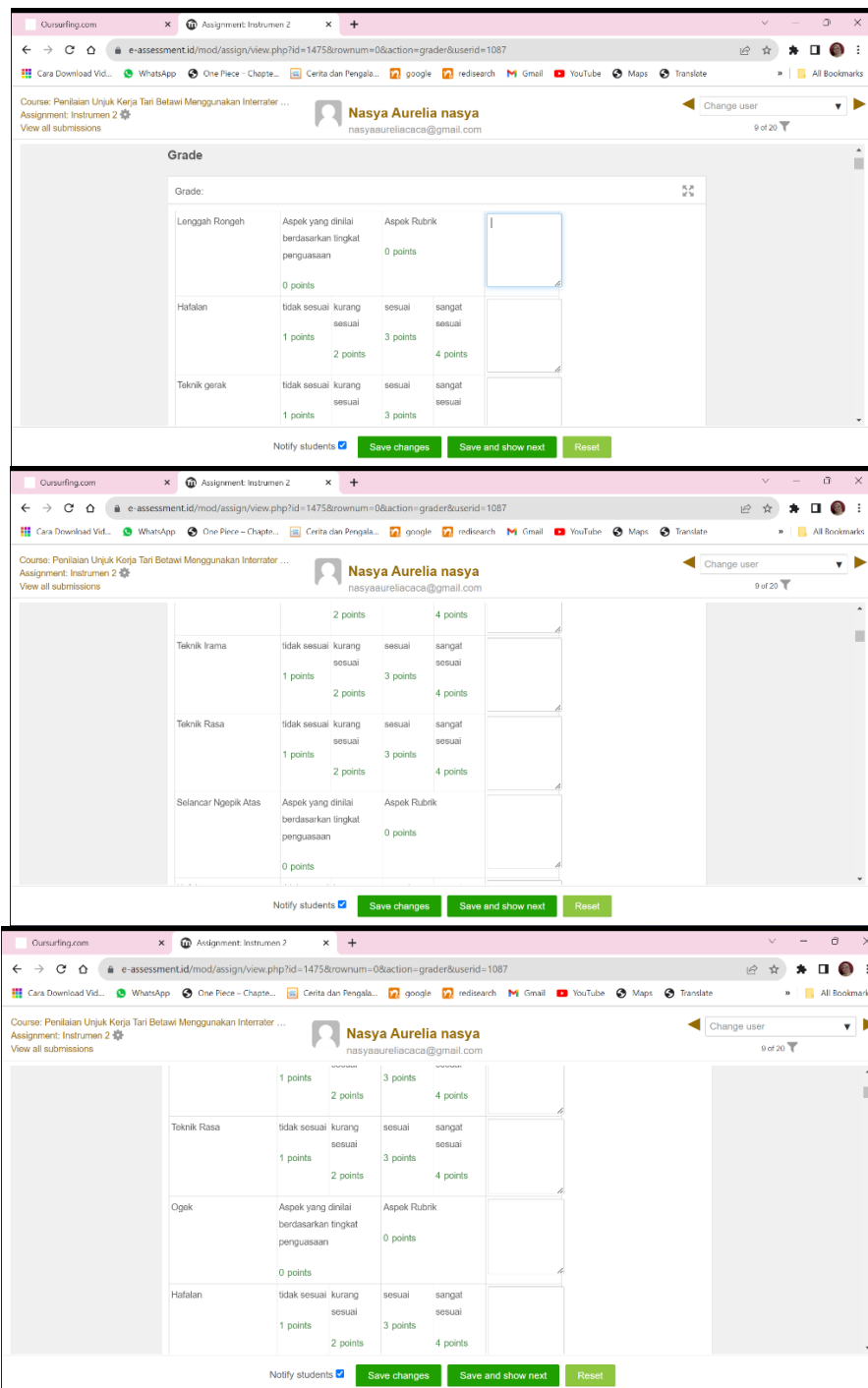

Figure 1. E-assessment

The main advantages of using E-assessment on learning dance practice Betawi can provide direct feedback, improve the performance of learners and teachers, reduce time and effort, reduce costs for institutions, encourage high-level thinking, which is one of the educational goals, and the objectivity of judgment that can be safeguarded by using more than one judge, in this case a lecturer in their respective colleges. However, e-assessment faces some challenges such as insufficient technical infrastructure, as well as unusual use of computer devices that require surfing capabilities on e-assessment platforms.

CONCLUSION

The work demonstration evaluation system, in this case the evaluation of dance practice, online still has a weakness, that is, can not see the expression fully when the student dances. It's very different when pulled in a slope. However, in the 5.0 era, assessment with the help of technology in the application of "Merdeka Belajar", as an important student exchange program is carried out, so that assessment processes and results can be monitored jointly. It will boost the quality of learning and judgment staying awake. Even if not face-to-face, dance teachers can diagnose the progress of their pupils continuously, and can be evaluated by other teaching teams.

Implications of assessment using e-assessment can motivate students to learn independently, according to ability and will, as well as the time they have. The transparency of the system of evaluation of dance practice by involving two or more lecturers, in performing the assessment of dance practices is very supportive in the application of independent learning.

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