Students' Perception of the Assessment Transparency Based Google Sheet

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Article Info	Abstract
	The study aims to know the students' perceptions of their Google sheet transparency assessment. The subject study was 45 students of the class 4A semester four elementary school teacher education course at the University Muhammadiyah Magelang. This research is a descriptive qualitative study, with data collection techniques is questionnaires and interviews. The Analysis techniques using Miles and Huberman's models. The results showed that students and lecture agreed on the transparency assessment of the based google sheet by complying with the nine principles of assessment: valid, objective, fair, integrated, open, comprehensive and continuous, systematic, based on criteria, and accountable. It has an impact on improving student learning outcomes. The implication of this research is to develop assessment transparency for all lecturers at University Muhammadiyah Magelang.
	Abstrak
	Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap transparansi penilaian berbasis *google sheet*. Subjek penelitian adalah 45 mahasiswa kelas 4A semester 4 prodi Pendidikan Guru Sekolah Dasar di Universitas Muhammadiyah Magelang. Penelitian ini adalah penelitian kualitatif deskriptif, dengan teknik pengumpulan data angket dan wawancara. Teknik analisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa mahasiswa dan dosen pamong setuju akan transparansi penilaian berbasis *google sheet* dengan mematuhi prinsip 9 penilaian yaitu sahih, objektif, adil, terpadu, terbuka, menyeluruh dan berkesinambungan, sistematis, beracuan kriteria dan akuntabel. Hal ini dilakukan untuk memberikan dampak pada peningkatan hasil belajar mahasiswa. Implikasi dari penelitian ini adalah untuk mengembangkan transparansi penilaian bagi seluruh dosen di Universitas Muhammadiyah Magelang.

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INTRODUCTION

Assessment will always be integrated into the learning process so that the process cannot be separated from one another. Assessment is an integral part of learning and teaching to obtain information about the extent to which educational goals have been achieved. (Olakanmi, 2016). Assessment is all activities carried out by educators and students to obtain information used to change teaching and learning (Amua-Sekyi, 2016). Assessment is the process of gathering information to measure the achievement of learning outcomes (Kippers et al., 2018). Learning assessment is the collection of evidence regarding the learning outcomes of each student from time to time until the end of the lesson (Badia & Chumpitaz-Campos, 2018). In higher education, assessment is an activity carried out by lecturers to obtain information to measure students who have absorbed lecture material.

Assessment is one of the essential aspects of the educational process (Setiadi, 2016). Assessment is needed to improve the quality of learning and teaching (Richmond et al., 2019). In the assessment process, the feedback considered necessary for learning in higher education can increase student motivation and involvement in lectures (Badia & Chumpitaz-Campos, 2018). Assessment is critical in the teaching and learning process carried out by lecturers and students as well as teachers and students. Students can take advantage of this feedback in increasing learning motivation so that learning outcomes will be maximized. Feedback is not only done by students but also lecturers. Assessment can also be a reflective material for lecturers at universities to improve the quality of teaching during lectures (Badia & Chumpitaz-Campos, 2018). The assessment's importance will provide an overview of student abilities so that if students still do not master the lecture material, the lecturer can provide treatment to students. This description illustrates that the assessment will have an impact on the quality of education in Indonesia.

Although the assessment is considered necessary, it is not like the existing theory in the assessment process. Learning assessments conducted in primary, secondary, and higher education have different criteria. Assessment in primary and secondary education institutions will measure according to the ability of students. Meanwhile, the assessment in higher education institutions measures according to the achievement of student abilities listed in the semester learning plan (RPS). Students will know in advance the learning plan before the start of the lecture. Assessment by lecturers is carried out during the lecture process until the lecture ends. Students become the center of assessment during learning (Lee et al., 2019).

Assessment will have a positive impact on students if the assessment is carried out transparently. Transparency is revealing the actual information that is trusted by humans (Mayernik, 2017). Transparency of assessment is essential to meet course achievements based on students' abilities, which will provide an overview of the progress of their learning outcomes (Cassidy et al., 2020). With the transparency of the assessment, students will know the assessment results and how much in the material can be absorbed. It makes students more motivated to improve learning outcomes.

Based on the standard principles of the Ministry of Education and Culture Regulation No. 66 of 2013, the assessment must be valid, objective, fair, integrated, open, comprehensive, systematic, based on criteria, and accountable. When reflecting on the principles of these assessment standards, the principle of transparency of assessments carried out in higher education, primarily the UNIMMA campus, has not been appropriately implemented. Not all lecturers provide an overview of the assessment results every day. Lecturers only provide grades during lectures at the end of the semester. An overview of the assessment should be given to students as a student evaluation material in absorbing lectures to improve their quality immediately.

Transparency of assessment is essential in higher education. Therefore, based on the observations, at the University of Muhammadiyah Magelang, a transparency assessment has begun. However, only one lecturer has implemented the transparency of the assessment. Transparency of

assessment is carried out in elementary Indonesian language education courses in grade 4A semester 4. Transparency of assessment is also made easier by utilizing technological advances, namely by using google sheets. Google spreadsheet is an online spreadsheet application that allows individuals to create a spreadsheet format and share it with others, but in the conversion according to the permission of the person who made it (Wiemken et al., 2018). Then according to (Handayani et al., 2017) argues that google spreadsheet or Rinfo Spreadsheet is one of the tools that Google has provided for free, can be accessed anywhere and anytime, via cellphone, tablet, or computer even when there is no internet connection. Elementary Indonesian language education lecturers make it easy for students to view assessments through the application.

Research conducted by Ismet (2020) related to the transparency of the assessment by the method authentic assessment through WhatsApp is one of the innovations in education, especially in elementary schools. It is motivated by the low response given by parents to the information conveyed through the group WhatsApp (WA) class and the high desire of parents to know the scores obtained by children in each test (Ismet, 2020). Method use authentic assessment is new to the transparency assessment process, so that it becomes one of the innovations in improving the quality of education. Then, the importance of assessment transparency in improving the quality of education, so that assessment transparency is carried out in Indonesia and several other countries also have the same focus. Research conducted by (Cassidy et al., 2020) discusses the transparency of assessing nursing and midwifery students who do not meet the required level of proficiency in clinical practice. Therefore, with the transparency of the assessment, it is hoped that it can improve student proficiency.

Research by Jönsson & Prins (2019h discusses the transparency of assessment on the effect of explicit criteria. Criteria are used to communicate expectations to students. Research conducted by (Jönsson & Prins, 2019) in schools and higher education institutions shows that explicit criteria can positively influence performance, reduce anxiety, and support the use of independent learning strategies for students and students. So important is the transparency of the assessment of the effect of the criteria explicitly that positively impacts student and student learning outcomes.

Then other research was carried out by (Heinrich et al., 2019) related to the transparency of assessing the quality of research data using an interactive online platform. This research was conducted because of problems with research data, including intentional falsification of data, unintentional errors, and incomplete data sets to excessive or incorrect interpretations of correct (and complete) data sets (Heinrich et al., 2019). Therefore, the innovation is in the form of using an online platform to overcome this problem.

Transparency of assessment is not only carried out in the world of education but also in the world of health, which is related to the urgency of the current Covid-19 situation. The transparency of the assessment was carried out by (Jalali et al., 2020). The transparency he carried out was related to the urgency of the COVID-19 assessment transparency model. This study aims to determine the variants of the Covid-19 model that are increasingly disturbing and create a crisis in society. So that researchers and the health department are appropriate in dealing with the variants of the COVID-19 model.

The transparency of the assessment in this study aims to increase students' learning motivation to affect student learning outcomes. Transparency of google sheet-based assessment is one of the innovations developed at UNIMMA. So the authors think that it is essential to research student responses related to google sheet-based assessments applied at PGSD, Universitas Muhammadiyah Magelang.

METHODS

This research is qualitative research with a descriptive method. The purpose of this study is to explain and summarize students' perceptions of the transparency of -based assessments google sheets in Indonesian elementary school education courses. The sample in this study was 4th semester students of class 4A of the Elementary School Teacher Education Study Program with 45

students. The sampling technique was carried out using purposive sampling. These considerations are based on informants providing information about this research.

The instrument used is in the form of a survey of student opinions using google forms. Previously, each of these questions had been validated by the civil servant teacher, Mr. AWP. The opinion questionnaire contains questions about the transparency of .-based assessments google sheets, each question using the Likert scale, namely Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). Data collection tools in the form of observation, interviews, and documentation. The data analysis technique in this study using data analysis by Miles and Huberman (Sugiyono, 2020) consists of data collection, data reduction, data presentation, and concluding. The analysis technique refers to data collection, namely observation, interviews, and documentation.

FINDINGS AND DISCUSSION

The questionnaire on student perceptions of the transparency assessment based on google sheets concerning the research instrument grid consist of nine standard assessment principles. The standards are valid, objective, fair, integrated, open, comprehensive and continuous, systematic, based on criteria, and accountable. The following are the results of questionnaires from students and lectures.

Table 1 Conclusions from the analysis of the results of questionnaires and interviews assessment based on google sheet

No	Indicator	Results of analysis of interviews and questionnaires to students and civil servant lecture
1	Assessment is arranged accordingly that goal want to achieve	Students agree that the transparency of the google sheet-based assessment is prepared by following the objectives of elementary Indonesian language education courses.
		Transparency based on Google is arranged by following the learning objectives of Indonesian language education courses, where these activities will measure students' abilities in lectures.
2	The assessment is carried out according to the procedures and criteria for the lecture material.	Students agree with the transparency of based assessment google sheets carried out according to the learning criteria procedure.
		The lecturer agrees that the transparency of the google sheet-based assessment is carried out because the assessment is by following the criteria and procedures for the elementary Indonesian language education lecture material.
3	Assessment is not influenced by anyone	Students agree that the assessment carried out by the lecturer is not influenced by anyone and is carried out fairly according to the ability of the student.
		The assessment must be done fairly, impartially to any student, and the assessment is carried out according to the student's ability in the course.
4	Assessments are done according to the lecture activity	Students agree that the transparency of the google sheet-based assessment is carried out by the activities of elementary Indonesian language education lectures.
		The lecturer agrees with the assessment carried out by the lecture activities. This means that the integrated assessment principle has been carried out properly.
5	Assessment can be seen transparent	students agree that the assessment can be seen transparent. This is to provide an overview to students of the results that have been achieved during the lecture.
		Lecturer very agree if the assessment is carried out openly and transparently. This is to provide an overview to students of the learning outcomes that have been done.
6	Assessment covers all aspects	Students agree that the google sheet-based assessment is carried out by covering all aspects of competence according to the student's ability.

	of competence according to student abilities	The lecturer agrees that the transparency of the google sheet-based assessment by taking into account the principle of a comprehensive and continuous assessment strongly agrees to be carried out, meaning that this principle can cover all aspects of competence according to the students' ability lecture.
7	Assessment according to the lecture plan accompanied by the steps.	Students agree with the google sheet-based assessment by the lecture plan accompanied by the steps in the lecture.
		The lecturer agreed that with the transparency of the google sheet-based assessment carried out systematically, this was by the previous course contract, which was already by the existing RPS.
8	Assessment according to the achievement of each lecture material	Students choose based on the google sheet assessment carried out by the achievements of each lecture material
		The lecturer agrees with the transparency of the google sheet-based assessment based on the achievement criteria for each elementary Indonesian language education course
9	Assessment allows for faster feedback for students, thereby increasing motivation and learning outcomes.	Students agree with a google sheet-based assessment that allows students to get faster feedback, thereby increasing motivation and learning outcomes.
		Lecturers also agree that the transparency of the google sheet-based assessment can provide faster feedback so that students can improve their motivation and learning outcomes.

The transparency of the google sheet-based assessment is by the objectives of elementary Indonesian language education courses. One of the assessment principles listed in the Minister of Education and Culture Regulation Number 66 of 2013 is valid, an assessment based on measured data. The measured data is in the form of a Google-based assessment sheet by the objectives of the course. It is reinforced by the statement (Fitrianti, 2018), assessment is an activity carried out to determine whether or not the learning objectives have been achieved. Then in line with the opinion (Badawi et al., 2015), the assessment's transparency is carried out to measure objectives in certain fields. The questionnaires and interviews also showed that students' perceptions of the transparency of the google sheet-based assessment were in line with the objectives of the Indonesian elementary school education courses. The objectives of the course are clearly stated in the Semester Learning Plan (RPS).

On the principle of objective assessment, in Permendikbud Number 66 of 2013, is objective. It means that the procedures and criteria assess assessing By the opinion (Imania & Bariah, 2019), the purpose of the assessment is to obtain objective and convincing evaluation results with the criteria used from qualitative and quantitative information. Assessment transparency can be adjusted according to predetermined assessment criteria (Field, 2019). It is also by the results of questionnaires and interviews which also show that the transparency of the google sheet-based assessment is by the procedures and criteria, and without looking at the subjectivity of students in these courses. The procedures and criteria have also been listed in the semester learning plan (RPS).

The google sheet-based assessment indicators are not influenced by any party, illustrating that the assessment should be carried out fairly and not influenced by any party. It is in line with the opinion (Setiadi, 2016) that the assessment will run well if carried out fairly. The principle of fairness in Permendikbud Number 66 of 2013. It is further strengthened by the opinion (Imania & Bariah, 2019) that fair means that every student gets equal opportunities in the learning assessment system carried out by lecturers and campuses. Fair does not mean that every student gets the same value. The same but get the value that should be obtained according to the student's learning ability. Assessment must be done relatively. This is because it will give a positive attitude to students. Besides that, students will believe that the lecturer will assess according to their abilities. Lectures will also be more fun for students because the lecturers are fair in giving assessments.

Google sheet-based assessment is carried out according to Indonesian language education lecture activities. It will be more detailed and by the semester learning plan (RPS). This is in line with the principles in Permendikbud Number 66 of 2013, which is integrated here, namely one of the assessment components carried out by lecturers by lecture activities. Then supported by the opinion (Zuhera et al., 2017), the assessment is carried out in a planned manner, integrated with learning activities. The assessment carried out by the lecturer is indeed by the assessment plan in the RPS so that students also know the previous lesson plan.

Assessment on Indonesian language education lecture activities is carried out transparently. This is because students can see firsthand every value obtained in each learning activity. This is in line with Permendikbud No. 66 of 2013, the assessment's principle of openness or transparency. Then it is supported by the opinion (Zuhera et al., 2017) that transparently means that the assessment procedure for the assessment criteria and the basis for decision making can be accessed by all parties. In addition, students benefit from the transparency of the assessment, which is that they can quickly evaluate themselves by knowing the drawbacks in elementary Indonesian language education courses. The principle of transparent assessment is a must for all educators and lecturers. This is because it will provide feedback for students and lecturers. The assessment is carried out transparently and can be seen by all class 4A PGSD, University of Muhammadiyah Magelang. Students can only see the assessment without changing the assessment because the only authorized person is the course lecturer.

The assessment is carried out to measure students' abilities, including affective, cognitive, and psychomotor. Because lecturers judge something based on the abilities of their respective students, students can also see the value they get. So that students can fix which sectors are still lacking. It is reinforced by the opinion (Fitrianti, 2018) that the assessment is carried out thoroughly and continuously to determine the extent of the students' abilities. Google sheet-based assessments positively impact student learning processes, such as student activity in lectures, increased responsibility for assignments, and knowing how much students are capable of during the lecture process.

The google sheet-based assessment is by lecture activities accompanied by steps in elementary Indonesian language education courses because lecturers in every learning activity carry out these activities. This is in line with Bloom's opinion (Imania & Bariah, 2019). Learning is a comprehensive data collection process, where this data will be used to determine the extent of students' ability or level of change. Students use RPS to study before the lecture takes place, so there is preparation for students before the lecture process begins.

Google sheet-based assessment is by the achievements of each elementary Indonesian language education material. This is in line with the National Education Standards Agency (BSNP) opinion that decisions are made based on what students should be able to do after participating in the learning process. It is back with the results of the interview that agree with the assessment based on the criteria for the achievement of elementary Indonesian language education courses. The google sheet-based assessment is indeed by the semester learning plan that the course criteria refer to the achievement of each course material. It will make it easier for students to measure their abilities in each lecture material so that if it has not been achieved, students can develop their students.

Transparency of google sheet-based assessment provides faster feedback to students, thereby increasing motivation and learning outcomes. It is because students can see the value they get to quickly fix unsatisfactory grades, thus forming a positive attitude for students. This is in line with the opinion (Setiadi, 2016) that a positive attitude in students will grow and be easier to motivate if the lecturer has made an assessment. Feedback is not only intended for students, but lecturers also get this feedback, such as statements (Imania & Bariah, 2019), to obtain information about student development and evaluate lecturers in the teaching process.

Even so, some students do not agree with the assessment based on google sheets that are carried out to increase student motivation, and this is because these students are still absorbing lecture material with the current online learning process, thus affecting student learning motivation. This is also by the opinion (Rafique et al., 2021) that online learning has weaknesses, one of which is not active, thus affecting learning outcomes. Online learning does affect students' learning motivation, but after the lecture ends, it makes it easier for students to access learning materials through LMS Mocca UNIMMA. Therefore, most students agree that a google sheet-based assessment is carried out. Furthermore, based on the results of interviews with the civil servant lecturers that there was a decrease in learning motivation. Students were given the convenience of accessing material through LMSD Mocca UNIMMA. From there, students can re-learn the lecture material at that time. It is done if students who experience problems with the network can review the material taught.

Improving learning outcomes and learning motivation is feedback for students, while lecturers get feedback to evaluate teaching methods. Both students and lecturers received positive feedback, so that the transparency of the assessment was essential to improve the quality of education. Overall, the student responses agreed with the google sheet-based assessment conducted by the Indonesian elementary school lecturers.

The following conclusions can be drawn. Students agree if the assessment is carried out in accordance with the objectives of the lecture. Students agree that the google sheet-based assessment is carried out in accordance with the objectives to be achieved. Students agree that the google sheet-based assessment is carried out according to lecture procedures and criteria. Students agree that the google sheet-based assessment is carried out without being influenced by any party. Students agree that the google sheet-based assessment is carried out in accordance with the lecture activities. Students agree that the google sheet-based assessment is carried out transparently. Students agree that the google sheet-based assessment is carried out covering all aspects of student competence. Students agree that the google sheet-based assessment is carried out according to the lecture plan accompanied by the steps. Students agree on the google sheet-based assessment in accordance with the achievements of each lecture material. Students agree that google sheet-based assessments are carried out to get faster feedback for students to increase motivation and learning outcomes.

CONCLUSION

Students gave a positive response to each item in the questionnaire on this study. In addition to the interviews, students gave a positive response, which the civil servant lecturer reinforced. Therefore, the implications of this research on the assessment process carried out by lecturers at the University Muhammadiyah Magelang must be transparent. From the study results, the lecturers have shown that the principle of assessment needs to be applied in the assessment process, which will indeed have an impact on the students and the lecturers themselves. However, this research still has limitations. The limitation of this research is that it can be seen from the current condition of the COVID-19 pandemic, which prevents researchers from reviewing directly face-to-face in learning and the short time in research. Therefore, there is a need for research in the development of a google sheet-based assessment. For researchers who want to research with the same theme, it is necessary to pay attention to the conditions and situations as well as the time of the research. Then other researchers can develop a research focus that can be applied at all levels of education, not only at the university level.

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