



ONLINE-BASED EVALUATION MODEL ON TEACHER STUDENTS: A CASE STUDY IN THE TIME COVID-19 PANDEMIC

MODEL EVALUASI BERBASIS DARING PADA PERKULIAHAN MAHASISWA KEGURUAN: STUDI KASUS DI MASA PANDEMI COVID-19

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Abstract

The implementation of distance education during the Covid-19 pandemic caused various problems, especially in relation to the evaluation process (assessment) in teacher student lectures. Therefore, it is necessary to have an alternative evaluation model that supports a good and effective distance lecture process, both for lecturers and students. This paper provides an overview of an evaluation model that can be used as a reference for lecturers in evaluating student learning outcomes remotely during the Covid-19 pandemic that is hitting Indonesia. This research method is qualitative based on descriptive study, including the type of qualitative research. Researchers obtained data from interviews and documents from literature studies from various literatures, books, journals, scientific works, and also other documents related to evaluation of distance lectures. The results of this study found several things, namely: (1) Difficulty in determining the assessment in lectures. (2) Difficulty in determining assessment indicators, (3) difficulty in applying honesty values. So to overcome these difficulties, lecturers innovate by designing and implementing alternative learning evaluation models in the midst of the Covid-19 pandemic, the alternative models are as follows: (1) online-based assessment tests, (2) self-assessment, (3) portfolio-based learning evaluations, (4) oral-based evaluation, (5) practice-based evaluation. However, it is undeniable that in implementing the alternative evaluation model there are several obstacles faced, namely: (1) lack of cooperation between lecturers and parents, (2) lack of understanding of students in the application of evaluation models, (3) lack of student enthusiasm in conducting lectures.

Keywords: evaluation model, student teacher training, online, pandemic

Abstrak

Pelaksanaan pendidikan jarak jauh pada masa pandemi Covid-19 menimbulkan berbagai persoalan, terutama dalam kaitannya dengan proses evaluasi (penilaian) pada perkuliahan mahasiswa keguruan. Oleh karena itu perlu adanya alternatif model evaluasi yang mendukung proses perkuliahan jarak jauh yang baik dan efektif, baik itu untuk dosen maupun mahasiswa. Tulisan ini memberikan gambaran model evaluasi yang dapat dijadikan rujukan untuk para dosen dalam melakukan evaluasi hasil belajar mahasiswa jarak jauh di masa pandemi Covid-19 yang sedang melanda Indonesia. Metode penelitian ini adalah kualitatif berbasis studi deskriptif termasuk jenis penelitian kualitatif. Peneliti memperoleh data dari wawancara dan dokumen hasil studi kepustakaan dari berbagai literatur buku, jurnal, karya ilmiah, dan juga dokumen-dokumen lain yang mengkaji terkait evaluasi



perkuliahan jarak jauh. Hasil penelitian ini menemukan beberapa hal yaitu: (1) Kesulitan dalam menentukan bentuk evaluasi perkuliahan. (2) Sulit menentukan indikator prestasi perkuliahan, (3) sulit menerapkan nilai-nilai kejujuran. Maka untuk mengatasi kesulitan tersebut dosen berinovasi dengan merancang dan mengimplementasikan model evaluasi pembelajaran alternatif di tengah pandemi Covid-19, alternatif modelnya adalah sebagai berikut: (1) tes berbasis online, (2) self assessment, (3) evaluasi pembelajaran berbasis portofolio, (4) evaluasi berbasis lisan, (5) evaluasi berbasis praktik. Namun tidak dapat dipungkiri bahwa dalam mengimplementasikan model evaluasi alternatif terdapat beberapa kendala yang dihadapi, yaitu: (1) kurangnya kerjasama antara dosen dan orang tua, (2) kurangnya pemahaman mahasiswa dalam penerapan model evaluasi, (3) kurangnya semangat mahasiswa dalam pelaksanaan perkuliahan.

Kata Kunci: model evaluasi, mahasiswa keguruan, daring, pandemi

1. INTRODUCTION

The spread of the Corona Virus (Covid-19) has almost occurred in all countries, including Indonesia. The World Health Organization has even made the spread of this virus a world pandemic because of its fast and massive reach. The COVID-19 pandemic has an impact on all sectors of life, including health, economy, tourism, and education (Sintema, 2020). As a result, all human activities are needed from home to break the chain of spreading the Corona virus so that it does not spread. The city of Padang, as the center of the largest spread of the Corona virus in West Sumatra, has implemented Work From Home (WFH) since mid-March 2020 (West Sumatra Governor's Circular 2020), including lecture activities. The circular issued by the Ministry of Education and Culture as already mentioned, contains provisions regarding the implementation of education in an emergency period, several points of these provisions are; first, the cancellation of the 2020 National Examination. Second, the implementation of the learning process carried out at home. Third, the provisions of the School Examination for graduation. Fourth, the provisions for grade promotion. Fifth, the provisions for the implementation of new student admissions. Sixth, regarding the use of School Operational Assistance Funds or Education Operational Assistance. The policy for the learning process at home, as quoted from tirta.id, according to the Secretary General of the Federation of Indonesian Teachers' Unions (FSGI) (Ahmad, 2020). The implementation of the curriculum is very influential on the success of the teaching and learning process. The better the learning process, the better the quality and quality of education in a school (Dewita & Aziz, 2021).

As a result of the above conditions, lectures only take place according to the capacity and ability of the lecturer. This will certainly have an impact on the quality of understanding obtained by students, the lectures carried out require intensive interaction between lecturers and students. One of the results of research that has been carried out shows that the COVID-19 pandemic has symptoms that have an impact on the quality of education in Zambia because the lack of communication between students and educators is not facilitated by e-learning (Sintema, 2020). Especially for lecture evaluation (assessment) is a difficulty for almost all lecturers. The main difficulty lies in the difficulty of providing supervision during the evaluation or assessment (because at the time the evaluation takes place the lecturer is not near the students), the difficulty in applying the principle of objectivity (because the tests are carried out in each student's environment). It is difficult to apply the value of honesty (because the test is carried out with the help of parents or guardians in their respective homes). Finally, this condition affects the quality of the learning evaluation itself.



Online-based learning in other terms is also called online-based learning. This learning is called online, because learning is not done face-to-face but is done virtually. Before the arrival of the Covid-19 pandemic, online learning was commonly used, it's just that when the Covid-19 pandemic emerged this learning became a mandatory choice for institutions that carried out the educational process. Some of the advantages of conducting online lectures include: (1) flexibility, students have the opportunity to choose a time and place that suits them; (2) can increase knowledge because of the ease of accessing large amounts of information; (3) provide greater opportunities for students in online discussion forums because they can remove barriers such as fear of speaking; (4) online is considered cost-effective because you don't have to spend money to travel; (5) can help offset the shortage of academic staff, including instructors or instructors and facilitators of lab technicians, and so on; (6) online use allows students to learn at their own pace, for example in an asynchronous way (Arkorful & Abaidoo, 2015).

Several publications related to this research focus more on other aspects, such as the implementation of Information Technology (IT)-based lectures which are the backbone of the implementation of lectures at universities during the Covid-19 pandemic (Mailizar et al., 2020). Without IT, it is impossible for lectures to be carried out because lecturers and students are in different places. Lecturers are at home while students are at home. Without IT, it is impossible for lecturers to give exams and assess student learning outcomes (Elfizar, 2020). The CIPP evaluation model can be used as the basis for four types of decisions: (1) planning (influencing the selection of activity objectives); (2) structuring (determination of optimal strategy and program design and improvement of existing programs); (3) implementation (providing tools for program implementation and program improvement); and (4) recycling (whether an activity needs to be continued, changed, or discontinued (Darma, 2019). Evaluation has a different meaning from assessment, measurement and testing (Hallinger et al., 2014, Ilani et. al, 2001) argues that evaluation is a process of describing, obtain, and provide script information and judgments about the object's value and purpose, design, implementation, and impact to guide development advertising decisions, serving accountability needs, and understanding the phenomena involved.

Evaluation is the process of providing information that can be used as consideration for determining price and service (the worth and merit) achieved objectives, design, implementation, and impact to help make decisions, assist accountability and improve understanding of phenomena (Amrein-Beardsley et al., 2016; Briggs & Dadey, 2017). According to this formula, the essence of evaluation is the provision of information that can be used as consideration in making decisions. In line with the opinion above, argues that the essence of evaluation is the provision of information that can be used as consideration in decision making (Lubis et al., 2019). In addition, the use of modern active learning methods by distance learning students can be efficient provided that there are dedicated electronic learning platforms, and new training programs. At the same time, this research shows that this platform is being developed by the Russian Federation and is actively used by the largest federal universities (Borisova et al., 2006). Review of the implementation of online learning by teachers (Wahyono et al., 2020), COVID-19 literacy in students (Fauzi et al., 2020), junior high school mathematics teachers' views regarding online learning (Mailizar, Almanthari, Maulina, & Bruce, 2020), learning online mathematics education (Mulenga & Marbán, 2020), and grade 12 student performance (Sintema, 2020). In addition, government assistance is urgently needed to provide facilities that support the implementation of distance learning.



That way, the implementation of distance learning can run smoothly and effectively (Sari et al., 2020). Thus, this research and publication is very important or relevant to do, because there has been no previous research that has focused on “Online-Based Student Evaluation Models (Case Studies during the Covid-19 Pandemic).

Based on the background and related studies above, it is necessary to make efforts or appropriate solutions to solve problems related to the appropriate evaluation model for distance lectures during the Covid-19 demonstrators (Basilaia & Kavadze, 2020). Especially for evaluation in lectures (research focus), this is a difficulty for almost all lecturers. Difficulties The main thing lies in the difficulty of providing supervision during the evaluation (because during the evaluation the lecturer is not close to the students), the difficulty of applying the principle of objectivity (because the test is carried out at each student's home), the difficulty of applying the values of honesty (because the test is carried out with the help of someone else). parents or guardians of someone in their respective homes). Finally, this condition affects the quality of the learning evaluation itself. In this position, lecturers and parents actually feel powerless to overcome them, because due to conditions and situations that are not possible, other than that online learning facilities or facilities sometimes cause interference.

It is difficult to evaluate lectures during the Covid-19 pandemic, but in a lecture it is unavoidable that activities carry out evaluations. Evaluation must still exist in lecture activities, function as a measure and assess the success of the lecture process, as well as measure the extent to which student competence is achieved against the objectives of the lecture. So that the evaluation can be used as consideration for making improvements and improving the quality of lectures. The problems faced in terms of evaluating lectures certainly force lecturers to rack their brains to find solutions to the problems of evaluating lectures. Of course, in this case what the lecturer did was design an alternative lecture evaluation model in the midst of the Covid-19 pandemic.

The opinions of experts about the learning model are as follows: a) According to Agus Suprijono, the learning model is a pattern that is used as a guide in planning classroom learning and tutorials. b) According to Trianto, the learning model is a plan or pattern that can be used to design patterns. 3) Another opinion from Dewey in Joyce defines a learning model as a plan or pattern that can be used to design face-to-face classes, or additional learning outside the classroom and to sharpen subject matter. From some of the explanations above, it can be concluded that the model referred to in this case is a pattern, or various designs related to learning evaluation. In this sense a model can be a new design that did not exist before, and it can also be a new model that already exists. This means that if it is associated with evaluation, the evaluation model can be a new evaluation pattern that has never been applied before, and it can also be an evaluation model that has been updated or modified from the existing model.

Assessment or evaluation is a process and learning outcome which is divided into four types, namely formative assessment, summative assessment, diagnostic assessment, and placement assessment. Judging from its function, there are several types of assessment, namely: Formative Assessment, Summative Assessment, Diagnostic Assessment, Selective Assessment, Placement Assessment (Putro, 2000). Evaluation can be interpreted as two things, namely measurement and assessment (Junanto, 2019). If the data is mostly in the form of numbers, it is usually called a measurement, and if it is related to the interpretation of the numerical data itself, it is called an assessment. In learning, there are both measurements and



assessments, it's just that the position is not always the same (Majid, 2013). Learning evaluation serves two things, namely assessing the achievement of the program and learning objectives, and measuring student achievement competencies. With teacher evaluation, it will be easier to improve or improve the quality of learning that has been implemented. Even a teacher who always evaluates learning can be said to be a teacher who has a target for student achievement.

In this study, the focus of evaluation is more on measuring student learning outcomes (Atwi: 2008). Evaluation of teaching is available at all levels of education, including students in higher education. At this level, there are several things that will be the attention of the evaluation, in addition to student achievement, at this level the evaluation is also directed to find out how far the success of the lecture program that has been carried out by the lecturer. In addition to the Covid-19 situation, evaluations are always carried out as well as possible (Elizabet: 1978). For students, the measurement of student learning success is done to measure their competence. The competencies in question are cognitive competence, social competence, emotional competence, interpersonal competence, intrapersonal competence, spiritual competence, artistic competence, and speaking skill competence. All competencies in lectures carried out by students must be measured for their achievement. Measurements can be made in the form of tests and non-tests.

A lecturer has no other choice but to look for alternative lecture evaluations, because the evaluation form so far is not in accordance with the existing conditions. So the various alternatives designed by the lecturer must be in accordance with the existing conditions. Various alternatives that exist must be able to accommodate the needs and conditions of students, so that after all the conditions can still be measured according to predetermined indicators. Facing such conditions, of course, every university or institution has its own tips in managing its lectures, including managing the lecture evaluation model. What kind of tips can then be shared with other parties as comparison material, so that the measurement and assessment of learning outcomes in the midst of Covid-19 can run optimally. Based on this, this study seeks to analyze the "Online-Based Lecture Evaluation Model for Teacher Students." This study will focus on analyzing the difficulties in evaluating during lectures during the Covid-19 period, alternative lecture evaluation models during the Covid-19 pandemic, and the obstacles faced in implementing various alternative lecture evaluations.

This study aims to analyze: (1) the types of evaluation difficulties during Covid-19 lectures, (2) alternative lecture evaluation models during learning during the Covid-19 pandemic, and (3) various obstacles faced in the implementation of lectures conducted by lecturers.

2. METHOD

The method used in this research is a qualitative research method based on a descriptive study. This research is a type of case study research. The goal is to obtain a complete and in-depth description of an entity. Case studies generate data for further analysis. As with the procedure for obtaining qualitative research data, case study data were obtained from interviews and observations. This method is used to describe phenomena or facts in the field according to what they are, in the sense that online-based evaluation models are given to teaching students. This method is only limited to a description, in terms of the analysis the researcher only provides an interpretation of the facts or data found. This type of descriptive study research is indeed very appropriate to use if the purpose of the research is only to



describe real findings in the field, not to test and so on. The sources of data in this study are primary and secondary data. Data sources are divided into two, namely primary data and secondary data. Primary data is data obtained by researchers directly (interviews), while secondary data is data obtained by researchers from existing sources (documents, articles, archives). The data collection procedure is to perform; 1) interviews, oral narrations conducted to a) lecturers: data obtained by lecturers is in the form of information about the forms of difficulties faced by teachers in evaluating learning and the results of achieving lecture goals. college student. In addition, the lecturers also obtained information about the learning evaluation model applied during the Covid-19 pandemic, as an alternative in terms of assessing and measuring the achievement of learning objectives; b) parents: the data obtained from parents is information about the obstacles faced during the study period in the midst of the Covid-19 pandemic. This data source will be the initial basis for the emergence of models or alternative learning evaluations; c) students: data obtained from students in the form of information related to their interests and motivations in participating in online-based learning are recorded or recorded, then recorded in a transcript. 2) Documents, conducting literature studies from various literature books, journals, scientific works, and also other documents related to evaluation of distance lectures.

3. RESULTS AND DISCUSSION

The discussion of this research will adjust to the research focus as stated above as follows.

Difficulties Encountered in Evaluating Student Achievement

As stated in the introduction, basically changing the lecture system from face-to-face to online provides many difficulties for lecturers, parents and students themselves. However, in the sub-chapter of the results of this study, these difficulties will be focused on evaluating student achievement only, namely as follows.

Difficulty in Determining the Form of Lecture Evaluation

When the Covid-19 virus has not spread, the evaluation of lectures given to teacher students is carried out in various forms, such as tests, portfolios, oral exams and assignments. However, during the Covid19 pandemic, not all forms of evaluation can be used. This is because it is difficult to apply to students, because the student's condition does not allow him to meet or face to face with the lecturer. This difficulty eventually changed the evaluation system. The selection of the evaluation form basically considers several things such as aspects of competence, type of material, and student consistency. Of course in this case the selection is more dominant because of the student's condition. But of course these various forms of evaluation have advantages and disadvantages.

Mapping the Difficulty of Learning Achievement Indicators

One of the functions of lecturing evaluation is to find out the extent to which lectures have been achieved. So to find out these achievements, indicators of course achievement are prepared. Technically and procedurally, the preparation of achievement indicators is carried out when planning or designing lectures. But in practice, this doesn't happen very often. Often lecturers compile indicators of lecture achievement based on what students have learned, not based on the purpose of the lecture.



Therefore, starting from the Covid-19 condition, both lecturers and students understand that many lectures are not running optimally. Included in the achievement of lecture goals, because with limited time and access to lectures, not all the objectives stated in the curriculum can be implemented properly, so with this condition the lecturer readjusts the lecture indicators available in the lecture RPS. Actually, this adjustment is to make it easier for lecturers and students to achieve lecture indicators. As is known, lectures conducted at home are not only intended for learning, but also to maintain children's immune conditions, so that they remain stable and avoid viruses.

Difficulty Applying the Values of Honesty

When lectures are conducted remotely, or in other words not face to face in class, it is very possible for students to cheat. Of course, in this case, it will be detrimental for the lecturers and especially for the students themselves. In terms of administering exams or evaluations, of course, the application of honesty values is the main principle that must be applied by lecturers and students. Because without it, the evaluation of learning will run in vain because it cannot measure the achievement of learning objectives. The application of the value of honesty is easy to do face-to-face, because in terms of evaluating students, of course, students get direct supervision by the lecturer, but during lectures at home, in this case accompanied by parents, sometimes they escape the view and supervision. parents so that it is natural for dishonesty or cheating to occur. Thus, applying the values of honesty in the implementation of online evaluations cannot be carried out accurately and objectively.

The forms of dishonesty are as the results of interviews conducted with lecturers, namely as follows: 1) the test is carried out by students by looking at books or internet networks, while in this case the nature of the exam is closed, meaning that it is not allowed to see learning resources. There are still students who look at books and internet networks to answer questions on the exam; 2) tests conducted by students with the help of parents, in this case the parents provide teaching or answers to questions given to their children. Meanwhile, according to the agreement, parents only function to accompany their children; 3) The collection of assignments is not done on time, this is due to network disturbances, data packages run out and no money is needed to buy data packages. These disturbances make evaluation activities not carried out in an orderly and disciplined manner.

Online-Based Student Lecture Evaluation Model

The model that will be presented below is a modified model of the existing model. Some of the models referred to as research findings are as follows.

Online Based Test

An online test is a test that is carried out by utilizing internet network information technology, where the test can be carried out anywhere as long as you have internet network access. Basically, the principle of online tests is the same as conventional tests in general, the only difference is the media used. A test is a tool or procedure used to find out or measure something by using a method or method that has been previously determined by the rules (Arikunto, 2009). A test is a series of questions that must be answered, responded to, or a task that must be carried out by test takers. The test is used to measure the extent to which students have mastered the lessons from the learning process that has been passed which includes aspects of knowledge and skills (Asep: 2012).



The form of the test can be divided into two, namely the first, the subjective test. The test is generally in the form of an essay (description). The essay test is one type of learning progress test that requires answers in the form of discussions or descriptions of words. The characteristics of the question are preceded by words such as: describe, explain, why, how, compare, conclude, and so on. Second, Objective Test. Tests in which the examination can be carried out objectively. This is indeed intended to overcome the weaknesses of the essay form test (Arikunto, 2009). There are four types of objective tests, namely: (a) True-false form of test. The form of the true-false test has questions in the form of statements. The statement can be arranged in such a way, some are right and some are wrong; (b) Form multiple choice test. Multiple choice test is a test that uses incomplete understanding/statements and to complete it we have to choose one of several possible correct answers provided; (c) Matching. Matchmaking consists of one side of the question and one side of the answer, each question has an answer on the other side. Students are assigned to pair or match so that each question has a correct answer; and (d) Content Test. The fill-in test consists of omitted (dotted) sentences. The omitted part that is filled in by the test takers is the understanding needed so that the statements made are true statements.

Self-Assessment

Self-assessment or self-assessment is an assessment method that provides opportunities for students to take responsibility for their own learning. Therefore, lecturers can start the self-assessment process by providing opportunities for students to validate their own thinking. Self-assessment is an assessment technique where students are asked to assess themselves in relation to the status, process and level of achievement of the competencies they have learned in certain courses based on criteria or references that have been prepared (Wahyuningsih et al., 2016). With self-assessment students will be trained to monitor and evaluate their own thoughts and actions and identify their own weaknesses and strengths to achieve the desired learning outcomes. The main purpose of self-assessment is to support or improve learning processes and outcomes, so this assessment serves as an assessment that supports assessments that are commonly used.

Self-assessment also functions as a technique for assessing student attitude competence, as described in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Education Assessor Standards. Self-assessment is one of the assessment techniques that can play a role in shaping students' character (Reni et al., 2013). Meanwhile, the benefits of self-assessment are; first, self-assessment provides reinforcement for the progress of the student learning process. Second, self-assessment can foster self-confidence and responsibility in students. Third, self-assessment can explore spiritual values, morals, attitudes and even motor and cognitive aspects of students. Fourth, self-assessment builds honest character in students.

Portfolio-Based Lecture Evaluation

The use of evaluation with a portfolio model is one alternative in the distance learning process. Etymologically, the definition of portfolio comes from two words, namely port which stands for report which means report and folio which means full or complete. Portfolio assessment is an ongoing assessment based on a collection of information that shows the development of students' abilities over a certain period. In this case, portfolio assessment basically assesses students' individual work at one time for a subject (Nuraeni, 2019).



Portfolios can be real products produced by students, such as articles, journals, or reflective notes that represent what students have done in a subject.

This evaluation model before the arrival of the Covid-19 pandemic had been used, only when the Covid-19 pandemic emerged it was used more often. This evaluation model is in the form of collecting student homework assignments which are then collected into one portfolio. The selection of this evaluation model is adjusted to the lecture strategy applied by the lecturer. Because the lecture strategy is assignment-based, the right evaluation model to be applied in this case is a portfolio. Once a week the lecturer asks students to document all the assignments they have done, then send it via e-learning or Whatshaap Group, so this is what the lecturer considers like a portfolio. Each student is required to submit their portfolio in accordance with a predetermined time limit in the future.

This evaluation model is indeed quite effective in overcoming difficulties in determining the form of lecture evaluation. If the exam is conducted in a test, it is not impossible for students to cheat. However, in the case of a portfolio, students can ask their parents for help to help in the process of working on existing assignments. In this case, in addition to measuring students' cognitive aspects, portfolio evaluation activities also function to measure psychomotor aspects, even assessing affective aspects, such as discipline in doing assignments, neatness of portfolio documentation and so on.

Oral Based Evaluation

Oral-based evaluation was very rarely used before the Covid-19 pandemic came because this evaluation model presented difficulties for students in its implementation. Because it takes a long time for students to appear with a large number of students. The oral lecture evaluation model certainly requires students to verbally state the answers requested by the lecturer. These answers, of course, are usually done in writing by students, but due to the teacher's difficulty in controlling dishonesty, the evaluation model was modified to an oral-based evaluation model.

Lecturers give assignments to students and want students to submit them in oral form. As the author observed several tasks related to this evaluation, such as the task of reporting reading materials related to the material every week, students reported verbally and mentioned the names of references they read with online lecture applications using zoom meeting. Technically, there is nothing difficult in applying this learning evaluation model. Lecturers give assignments through e-learning and WhatsApp, then ask students to work on them for some time, then ask them to re-upload the results of their assignments and send them back to the lecturers, in this case it cannot be denied that there are still students who don't want to look for assignments on their own. imitate the task that has been made by his friend, then change it slightly from having that friend.

Practice-Based Evaluation

This evaluation model requires students to directly practice what the lecturer gives to students. Because this type of evaluation is practical, of course, lectures are also based on direct practice which is also known as training. This practice-based lecture is indeed a must for students, considering that lecture competencies require psychomotor aspects. It is known that in lectures there are several aspects that are taught to students, especially for students there are intelligence, namely cognitive intelligence, social intelligence, emotional intelligence, gross motor intelligence, fine motor intelligence, spiritual intelligence, artistic



intelligence, interpersonal intelligence, intra-personal intelligence. Intelligence for this practice-based evaluation model is more on gross and fine motor skills. However, during this pandemic, this evaluation model was also modified for social, emotional, and cognitive intelligence-based skills. As the researchers observed, there were several types of tasks given, such as making videos, playing dramas, reading poetry, and doing practice questions and so on. This task takes quite a long time and for students because they have to do exercises before taking grades.

Obstacles Encountered in Implementing the Evaluation Model

In the application of lecture evaluation, it is undeniable that there are several problems that will arise. This problem is not experienced by all students but some students. Some of these problems are as follows.

Lack of Collaboration between Lecturers and Parents

Good and bad cooperation between parents and lecturers is the key to the success of the online learning evaluation system. Because basically learning is done at home and accompanied by parents. Without good cooperation, of course, it will not be able to produce objective assessments and measurements. As the author observes, teacher students, not all parents are willing and willing to cooperate in evaluating the results of their children's lectures. Parents assume that their children are independent and can do their homework without their parents' help. So with the lack of cooperation, the alternative evaluation model that was applied during this pandemic was not carried out properly by some parents. Finally, it ends with the difficulty of mapping the achievement of student competencies.

The minimal form of this collaboration as the author's interview results in this case includes: 1) the lack of assistance provided by parents to their children's learning; 2) Parents in this case do not help in active evaluation, but only provide attention and warning; 3) parents are just indifferent to follow directions. Based on the results of interviews with several parents of students, it can be concluded that there are several reasons that make parents less cooperative with lecturers. Namely: 1) The factor of busy working parents so that they do not have time, or little time to accompany their children; 2) The inability of parents to use the lecture application. This often occurs when lecturers use other applications or several in one lecture; 3) Parents' misperception factor. Many parents, even today, still have the perception that the online lecture model cannot be fully called learning.

Lack of student understanding in the application of the evaluation model

Lecturers realize that the applied model takes time to be able to provide students with an understanding of the mechanism and application of alternative evaluation models that were applied during the Covid-19 pandemic. For example, the application of the evaluation model makes the task of finding news and making videos, making drama performances that are carried out in their respective homes and making videos, teaching performances and so on. Not all students are able to understand it quickly, there are some students who need an intense understanding of this. Therefore, not all of them can follow this evaluation model in a timely and appropriate manner. There are some students who do not even understand at all for some time with this assessment model.



Lack of enthusiasm from students in the implementation of lectures

There are also some students who are not enthusiastic about the change in the learning evaluation model. Because what has been done by many lecturers must now be changed. They are less enthusiastic about implementing this model in lectures, because according to some students it makes it difficult for them, so far they can do activities together with their friends, with this pandemic they feel what they are doing is uncertain. and clear. . With this evaluation model, students feel at a loss both scientifically and materially, they complain that there is no dispensation for paying tuition fees. And paid in full like normal conditions before Covid-19 occurred.

4. CONCLUSION

The conclusions from the results of this study indicate that the online-based evaluation model for the teacher students are: (1) online-based tests, (2) self-assessment, (3) portfolio-based learning evaluation, (4) oral-based evaluation, (5) evaluation-based practice. However, it is undeniable that in implementing the alternative evaluation model there are several obstacles faced, namely: (1) lack of cooperation between lecturers and parents, (2) lack of student understanding in the application of evaluation models, (3) lack of student enthusiasm in conducting lectures. This will provide a comprehensive understanding to rethink the success of lectures in improving student learning outcomes during the online Covid-19 pandemic.

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