Online Evaluation System in the Pandemic Disruption in Madrasah: Opportunities and Challenges Based on Qualitative Report

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ABSTRACT

Since the COVID-19 pandemic hit the world, academic institutions have quickly turned all educational activities into an internet-assisted online system. This study aimed to gain experience in teaching and learning practices, especially online assessment systems in madrasah schools; opportunities and challenges. In his presentation, we looked at the impact of internet-based evaluation on student and teacher productivity as well as problems that arise when online learning was applied. To get the data, the researcher prioritized secondary data from the experience of implementing education in madrasas, including Islamic universities, then studied secondary data published in international journals. The data were collected electronically, then it was analysed, and reported. The researcher followed the system, coding, evaluating, and drawing conclusions until we found findings that contained the principles of validity and reliability. As a result, among others, online assessment in madrasas can be described as a system for evaluating student skills, Islamic behaviour, and student attitudes in thinking based on Islamic values. This assessment was carried out through the help of digital application connections by utilizing a perfunctory website which was currently still serious in various contexts and applications throughout the Islamic education environment. Thus, these findings was useful for activists of the inter-madrasah learning evaluation system and other Islamic educational institutions.

Keywords: *Evaluation Online Learning, Online Learning, Evaluation Learning of Pandemic*

INTRODUCTION

The overall disruption of schools and madrasas caused by the COVID-19 pandemic requires alternative learning, namely the distance method or online learning system (Agarwal & Kaushik, 2020). Although understanding and disseminating information in the school community are not carried out to Islamic school teachers, online training is a quick response to the current situation. However, as a response to the pandemic and public concern about the dangers of the spread of the coronavirus, distance learning has not been delayed in the slightest (Bahasoan et al., 2020; Aslan, 2019). Correspondingly, the adequacy of advanced e-learning innovation forever and

continuous expert improvement has been established by many studies and scientific meetings discussing problems and solutions. Due to the lack of information about the system and the lack of learning during the pandemic, it is not only felt by teachers in Madrasahs. However, it has become a global problem, even in schools in developed countries and schools in big cities worldwide. E-Learning has surged around the world because online learning offers various advantages, given that it empowers students to be more independent and keep up with the latest developments despite the many challenges (Mukhtar et al., 2020).

Learning strategies in the internet network are carried out as an intuitive instruction method by the government simultaneously from public schools to religious schools and all other public education implemented since the pandemic hit business activities, including education (Silalahi and Hutauruk, 2020). Madrasas use preloaded digital learning materials as less than good preparation for undeniably online teaching meetings. E-learning is expected to be a solution to continue learning activities while students are laid off for almost two years now. Because this is an innovative solution that is believed to help students, the progress of instruction will continue to be updated with all lesson content (Yulia, 2020; Manullang et al., 2021). Several studies, particularly the PBL framework, have seen the positive side of progress in the teaching of Islamic religious schools.

Although previously at the school and madrasah level they were not familiar with the online system, the government was desperate to use the official online platform to direct instructive meetings such as teaching, instructional exercises, learning meetings, class introductions, and open conversation meetings, to evaluate the success of online learning implementation. Development evaluation is also carried out on the internet using online data. This assessment reflects the idea of web-based learning and evaluation and engages students to take responsibility for their school (Giatman et al., 2020). The shift from ordinary education to e-learning is believed to have brought many problems, especially the readiness of skills using technology applications to the problem of readiness of technological devices following learning objectives where teachers are mostly facilitators (Jauhariyah et al., 2021), empowering students to demonstrate basic reasoning in general lessons and the Islamic religion. and their critical thinking skills through online assessments.

During the COVID-19 pandemic, strategies used to assist rapid changes to e-learning and online evaluation were laid out, such as benefits and expected impacts on student and teacher happiness and performance (Suwarno et al., 2021). In addition, it is hoped to analyze the exhibitions of male and female students in both close and personal and online learning meetings and examine the everyday challenges of this engagement with the demand to ensure its sustainable management after the COVID-19 pandemic. Due to the COVID-19 outbreak, several schools and organizations had to close. Various institutions, colleges, and universities have stopped providing face-to-face counselling. Since social distancing is so great now, this will negatively impact instructional practice and evaluation of learning outcomes (Suliani et al., 2021). The instructive foundation is developing innovative ways to deal with this challenging situation.

This online learning policy supports the development of online educational activities and evaluations, ensuring that student education will not be disrupted. Many teachers and researchers have discussed the most effective ways to provide online course and evaluation resources, engage students, and lead online learning outcomes assessments. This state of emergency will force associations that are already hesitant to

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change to accept innovations. The instructive area creates some intense memories of managing the current state; Proficiency training, especially in madrasah schools, is very troublesome and challenging with technical and principal issues of learning methods that are considered new for schools or madrasas, which are undoubtedly different from the college-level learning approach (Rizaldi et al., 2021; Aslan, 2018; Putra et al., 2020).

Learning encounters using typical electronic gadgets such as PCs, laptops, mobile phones, and others with web access under coordinated or discontinuous ecological conditions are called online learning (Singh et al., 2021). Online instruction, including evaluation, can make the learning cycle more focused, creative, and flexible. While providing educational plans to students in rural and remote areas, the circulation of online evaluations is practical and profitable. The United Nations and the World Health Organization see online e-learning as a valuable instrument to meet instructive needs, especially in vulnerable countries (Tangcharoensathien et al., 2020). Schools and madrasas have used a range of imaginative strategies to pinpoint problems, considering taking web classes using Google Classroom, Zoom, and Microsoft Teams. This e-learning and assessment virtual class were initiated to build students' trust and confidence in their workforce during the COVID-19 pandemic, not only to complete courses but also to keep in constant touch with students so that completion of learning can be followed up with a typical evaluation session despite the many problems and resource challenges (Mukhtar et al., 2020).

With the introduction of e-learning, it is fully expected that the learning conditions disrupted by COVID-19 can be resolved. However, due to something new and sudden, it is believed that there will be several obstacles and opportunities (García Vazquez et al., 2020). For that, we want to understand what goes on as we move from conventional educators to online learning students and evaluations driven by the state of pandemic disruption. Although many studies say what will help our schools today are new instructive arrangements. Accordingly, this study aims to listen to what school staff has to say and solutions to how challenging the virtual learning and evaluation conditions are. Understanding them will make it easier for us to analyze their experiences, understand their barriers, and assess their re-evaluation difficulties during the COVID-19 pandemic (Alqahtani and Rajkhan, 2020).

Similarly, this assessment will look at the variables that affect the collection of e-assessments as a performance instrument in school and madrasa level training, which can help future endeavors using online evaluation during the pandemic and in conditions in the future new era around the world. So, on that basis, we run this study. Hopefully, it will follow the expectations of education and teaching decision-making and curriculum designers (Hidayati and Saputra, 2020).

METHOD

Academic institutions quickly turned all educational activities into internet-assisted online systems after the COVID-19 epidemic hit the world. This study aims to gain expertise in teaching and learning methods, especially in the online evaluation system of madrasah schools; possibilities, and difficulties (Gandasari and Dwidienawati, 2020). We look at the effect of internet-based assessment on student and instructor productivity and issues that arise when online learning is used in his lectures. We emphasize secondary data from the experience of implementing education in madrasas, especially Islamic institutions, to help us obtain the data we need. Then we looked at secondary data from foreign journals. We followed

procedures from data collection through analysis to report writing, coding, assessment, and concluding until we found results that met the validity and reliability criteria. As a result, online madrasah assessment can be characterized as a method for assessing student abilities, Islamic behavior, and student attitudes in thinking based on Islamic principles. We designed this study under a qualitative approach by following the model of qualitative data study of education and evaluation during the pandemic (García-Alberti et al., 2021).

RESULT AND DISCUSSION
Challenge in online evaluation
　　Field checks on the online assessment system during the pandemic by the district educational leaders in Indonesia as an example, considering that the learning system is in a precarious state due to the pandemic is not okay. As a result, the task of the teacher is getting heavier and burdensome. During the pandemic, teachers must be agile and have high enthusiasm for fostering learning techniques to teach students how materials in educational programs can be passed on. Of course, what is generally expected is that all students can understand the material obtained. Online teaching followed by evaluation is a mental improvement (Aslan et al., 2020). Therefore, instructors must be consistently enthusiastic and have high commitment and unyielding dedication. This is in line with the religious message that as a madrasa teacher, it is appropriate to instil sincere and pure intentions in the heart that helping students take online exams is to satisfy the love of Allah SWT and love the prophet Muhammad's way of teaching the ummah (Schimmel, 2014).

　　The results of field observations and the experience of the guardians of students that the virtual evaluation system proves how many teachers are not ready for online evaluation. So, the author came to the desire to encourage teachers to continue school or practice again (Adnan and Anwar, 2020). They are looking for more exciting information because later it will make it easier for teachers. An advanced society is, through teaching it is a nation's asset. Understand the passion of students so that love develops among teachers and children. Give the kids a cool greeting. Contact gently and consistently gives an appreciation for the child's achievements. Enter the children's spirit and follow them consistently; teachers should know and want to do it in online learning. Manage children's basic skills in technology. Focus on their inclinations and abilities, not on the sincerity of the teacher. Channel them to the right things as indicated by their area of interest. Later, they will try to fulfill their daily needs (Moawad, 2020).

　　Therefore, cultivate the soul to work. Undoubtedly, during the pandemic, the goal of teaching work is indeed challenging to achieve ideally. So, they need a serious and authentic assessment. Young children are approached to gather tangible evidence of their practice and abilities outside of the classroom. The same thing was also done by Jailani et al., (2021) who said that the degree of achievement outside the classroom should be an online assessment in madrasas. So, educators are pioneers of control and motivators for students in madrasas who are full of religious spirit and local values.

　　Likewise, Rahmadani, (2021) confession that madrasas said that the findings and evaluations that had been made during the pandemic on the web or online recently by subject educators needed to receive input with assessment techniques so that later they could be further improved. Opportunity to find out every weakness and benefit of web-based learning that has been done for students. Likewise (Dewi and Laelasari, 2020) believe that with this assessment, later learning can be completed as successfully

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and productively as possible so that learning at home can be carried out entirely without obstacles and obstacles. In addition, he added that the web-based learning framework that madrasah madrasas have run could run as expected and effectively without obstacles; it needs to be thought about because all students in the year-end class must have the option to get results that are following students' abilities that are satisfactory to home study exercises. For helpless students who do not have Android phones and areas far from the internet, it is necessary to think of solutions to participate in learning (Damanik et al., 2020).

Sofanudin, (2020) believes in the strategy of realizing madrasa teachers become more innovative in the pandemic era, and students can rise when they are established in online learning technology. In other words, teachers must have the opportunity to introduce creativity and fun, looking for ways to achieve achievement and not be too burdensome for students in schools the size of internet learning. Meanwhile, Mokodompit, (2020) in a home visit study as a reflection of the Covid-19 emergency curriculum where he said that the readiness of teachers, student responses on material and learning outcomes in madrasas were an indication that homeroom teachers and student guardians needed cooperation and can express what students are facing, such as abandoned students who do not have Android phones so they cannot participate in web-based learning. With the guidance and direction of the entire teacher committee, all problems and obstacles encountered can be resolved, even if it is for a while, and students can take online exercises and do not miss out. Ideally, they tend to be better later. The same information was also obtained from Kahfi, (2020) whose challenges and expectations of distance learning face difficulties where there are still many students who cannot access the internet with various obstacles.

Traditional versus online evaluation

Concerning the in-person direct assessment system, there are several critical differences between online and face-to-face assessments. Many decision tests, valid judgments, and other traditional assessment strategies were the most frequently used in the pre-pandemic era (Kille et al., 2015). But since the online assessment with short answers on various imperfections. Online evaluation makes it difficult to assess a student's exact abilities, regardless of whether the student speculates or uses his abilities in a non-transparent manner. Perhaps students using portfolios, non-independent efforts, and diaries/logical distributions are respected as more authentic evaluation methods (Gruson et al., 2019).

In contrast to the live examination system, students can then understand the subject in an exciting and highly transparent way. In other words, online assessment methods make the time-consuming process of manually collecting, editing, and distributing answer sheets much more accessible. It lowers the expenses of producing and delivering question-and-answer papers to students and examiners (De Myttenaere et al., 2014).

Still with regards to the credibility of the issue among on the web and manual tests, Salman et al., (2021) straightforwardly checked the model and assessed the utilization of learning innovation in the new normal period somewhere far off assessment framework in madrasas. They discovered numerous educators staggering and compelled to utilize different online distance learning devices, going from Google classes, Webinars by means of Zoom, Google class, Hang Out, Microsoft Teams, and WebEx. This test utilizes an abstract illuminating strategy comprising of learning documentation, discernments, and outer and inward meetings utilizing ICT in

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Madrasahs. The fundamental issue is that framework organization is at times testing to acquire, and numerous understudies are more capable at utilizing on the web applications than the actual teachers. While the investigation of Hendri et al., (2020) guarantees how to do true appraisals in history learning at the State Madrasah Aliyah Pekanbaru City, they additionally tracked down that the inspiration driving this test was to conclude how to carry out real evaluation in history learning in Madrasahs.

The obstacle experienced by history educators is the majority of students with various foundations and characters. The components that assist instructors are quality students, accessibility of office and learning assets, and an effective value preparation program.

Online Assessment in pandemics

Assessment can be done in various internet learning strategies, such as making conversation sheets on the web. Students can use informal discussions to send messages and interact via the web (Rahim, 2020). As with online conversational discussions, educators, again, must be organized to promote collaboration. Fundamental data traded. Relationships with peers must be appropriately regulated to get ideal results. Enhance the nature of learning and strengthen relationships between students. Performing assignments, again, can be completed online. Shared drives may be helpful. This is very likely to be inconvenient but can also be made as a component of learning outcomes assessment—collaboration in the study room. Businesses can take advantage of online advancements at various stages. In principle, internet education and evaluation should not be provided concurrently with learning (Kaup et al., 2020).

Analysis strategies for online evaluation

Zlatović et al., (2015) utilizing on the web evaluations to appraise learning results and techniques for accomplishing their learning objectives through a study of understudies from advanced education foundations were tried and studied for this examination. The discoveries show that publicizing various types of online tests might influence understudies' learning techniques in a compact measure of time. Moving to more positive profound learning strategies works on both formal and saw levels of achievement in accomplishing learning goals. These outcomes might be used to foster another versatile online evaluation framework that incorporates flexibility into a few tests. While Mahmood, (2021) said that in the COVID19 pestilence, informative techniques for online schooling had been created, a large number of understudies from advanced education establishments were tried and studied for this examination. The discoveries show that publicizing various types of online tests might influence understudies' learning techniques in a succinct measure of time. Moving to more positive profound learning strategies works on both formal and saw levels of accomplishment in achieving learning targets. These outcomes might be used to foster another versatile online appraisal framework that coordinates flexibility into a few tests. Legitimate evaluation strategies

This essay examines the evolution of crisis narratives and legitimacy conflicts in Sweden during the early stages of the COVID-19 epidemic that examine editorials and opinion pieces in Dagens Nyheter, Sweden's most widely distributed morning newspaper, for critical discourse analysis. According to the results, three crisis narratives dominated discussions: health, economics, and democracy. Several opposing viewpoints or inconsistencies within and between these narratives (Giritli Nygren and Olofsson, 2021) saw how Swedish exceptionalism, herd immunity, and the

welfare state has a media study of debates in Sweden about the COVID-19 pandemic strategy's nature and legality.

Working the evaluation application

The Greek expression Karalis, (2020) gets ready for and evaluates instructive interruption: The Covid-19 pandemic shows us a great deal regarding how to handle instructive issues. The motivation behind this article is to furnish techniques for managing instructive emergencies at the public or provincial (large scale) level and the single hierarchical level. The effect of the COVID-19 pandemic on instruction frameworks and schooling/preparing associations all throughout the planet motivated this thought, which brought about the disturbance of the working of training. This procedure doesn't address instruction related emergencies; all things being equal, it tends to a circumstance where a critical emergency at one more degree of government makes an optional emergency in training, a situation wherein schooling can't satisfy its capacity.

This investigation means to decide and assess the achievement pace of distance learning at Madrasah Aliyah in the Malang region. A sum of ten people were tried, including educators and school overseers from three Aliyah madrasas in the Malang locale. The discoveries of this examination are summed up in four central issues, the first is that not everything establishments can complete the distance learning measure adequately. (Kadir and Umiarso, 2021). In the Madrasah Aliyah Malang Regency, an assessment of the utilization of distance learning programs was led.

Fostering the material for evaluation

This research aims to find out how students at MAN 1 Medan and MAL UINSU Medan City describe higher-order thinking abilities in the subject of motion systems. The research also looked at the motion system's learning process during the COVID 19 epidemic. According to the findings, students' high-order thinking abilities on motion system content in class XI MAN1 Medan obtained an average score of 84.83 in the excellent category (Siahaan et al., 2021). Students' High-Level Thinking Ability on Motion Systems Material on Covid Pandemic 19 at Madrasah Aliyah Medan City. Fostering is one way for pesantren to optimize all work programs and activities. Especially online learning, difficulties appear in providing lecture materials considering that many do not understand technology and applications. This study looks at the guardianship system for Madrasah Ibtidaiyah children under 11 who attend Islamic boarding schools and study online. Foster parents have a variety of responsibilities that contribute to the success of online learning. It is hoped that this will assist in the streamlining and maximization of online learning to meet educational goals. For this reason, Bali and Holilah, (2021) contribute to the efforts of caregivers to the effectiveness of online learning in Islamic boarding schools with an emphasis on the creation of learning materials, including the preparation of exam materials so that students do not get confused.

Motivating the students and parents

Supriyadi et al., (2021) said that during the Covid-19 pandemic, the effect of parental help and learning inspiration on learning accomplishment in Islamic strict training was additionally shaken by the Corona Virus, otherwise called COVID-19, which turned into a worldwide issue. This investigation intended to decide the impact of parental help and learning inspiration on learning achievement in Islamic strict

schooling through distance learning. It turns out the impact of the inspiration of the guardians of understudies and teachers. The populace in this examination were all understudies of MTCN 7 East Jakarta and was led utilizing an overview strategy. Without the job of guardians, there is no assurance that understudy learning will occur.

In showing the online study hall, the educator should ensure that the entirety of the understudies is prepared for joining the class or not yet. Prior to beginning the online homeroom, the educator ought to give more occasions to direct their understudies to join the class through the application. a decent web association and information telephone additionally affect the learning system. It can turn into a major issue for the instructors while having a terrible association or out of information telephone during the class is running on. The accomplishment of the internet learning measure relies upon the educators, and how the instructors can adjust to the circumstance of the actual class and control their understudies in the learning system. In an internet showing homeroom, the instructors actually have the difficulties to foster the material for the educating, appraisal, and assessment of the class. The greater part of the instructors say that they ought to plan more opportunity to foster the material that they will educate to the understudies.

At ease talking in online classes than in face-to-face discussions. Most students said that online examinations are more flexible and do not need them to be carefully monitored by instructors. Due to difficulties encountered throughout the learning process, some students choose traditional learning over online learning. It is being adopted to use online learning. The teacher council or evaluators are anticipated to convey innovative the time-consuming process of compiling, correcting, and sending answer sheets is made simpler using the online scoring system. This helps students and examiners save money by reducing printing and distributing question and answer papers. Furthermore, current national policy for healthcare programs mandates that the learning process and examinations be conducted remotely. The following features set online assessment apart from traditional face-to-face methods:

More synthesis questions require students to do more specialized work instead of easy-to-Google memory questions, which are often utilized in best practice online examinations. Many schools in affluent nations have aggressively implemented online exams that do not decrease the overall percentage of final marks. When questioned about the benefits of online learning, they said that it was more structured than face-to-face learning and that they felt safer taking part in online discussions (Beel et al., 2013).

Students feel more teaching and learning methods and tactics. In the event of a pandemic, online education may assist boost student motivation and performance (Basilaia and Kvavadze, 2020). Learning through the application of technology is very interesting, but sometimes it makes the class not run well, and educators admit it (Chakraborty et al., 2021). When giving evaluation assignments after class, educators must ensure that the evaluation tasks must be carried out by students or not. Educators cannot direct their students directly, so they must contact the student's guardian to continue to control their children in learning and completing work. Assessment of the learning system also determines the class runs successfully or not. The instructor plays a vital role in the classroom. Instructors need to be more inventive in developing their performing techniques in their online homeroom (Bozkurt et al., 2020). As we may be aware, a regular homeroom is entirely different from an online study room.

Instructors during evaluation exams cannot see their students and control them directly. For this reason, teachers must provide other techniques that can enforce their

education in study rooms and online tests. When students start to get tired during class, it is difficult for the instructor to control them well. Fourth, the consolidation of materials and applications. It is pretty tricky for teachers when they combine the material with the application; they must know whether the application can enforce their education, regardless of whether the application can help students quickly with the material or not, and if the student can have a new one—information (Zhang et al., 2020). According to Ezra et al., (2021) teachers have different methodologies for each subject in presenting the technical aspects of tuning in, speaking, perusing, and composing. Rahim, (2020) said that most educators understand that evaluating through the application sometimes causes them to feel very tired and exhausted. Preparing various tools for taking, finding performance techniques, creating materials, grading, and grading, sometimes stressing instructors occasionally challenges and strategies for using applications in online teaching and evaluation during the pandemic (Ritonga et al., 2021). Educators say they are having trouble persuading themselves to teach in online learning spaces and pushing themselves to adapt to current circumstances. On the other hand, teachers must consistently control their students' learning system during online homeroom teacher.

This is very difficult for the instructors because they have to screen their students consistently. Every student has alternative inspiration in learning the material. In this way, instructors must keep students inspired in learning. The student's guardian also plays a vital role during learning from home; the instructor must also have a good relationship with the student's guardian. Sometimes guardians of students can understand the current situation and can handle their children in learning, but some of the others are difficult. Educators must wake up the guardians to consistently direct their children in learning (Sihombing and Fatra, 2021). Although demonstrating the use of applications for internet learning is ideal for today's circumstances, educators must revise the schedule and new learning techniques to show their students in online study spaces. Not all instructors can cover the difficulties of teaching and evaluating their online way.

When parties want scientific input about the advantages and disadvantages of an online evaluation system, the findings of this study are an example of best practice because sometimes the parties do not understand what the emphasis is with many concerns that challenge them in the field (Garca-Pealvo et al., 2020). This discovery may help the online test system generate more distinctive assignments and less complicated questions for instructors and students. Many experts additionally reduce online scoring bets to account for a lesser portion of the total value. The ease of online learning is its primary benefit. Because you do not have to travel to meet up, online learning allows for more realistic interactions between instructors and students.

Furthermore, there is no organized learning setting, such as a classroom (Zhang et al., 2020). Anywhere that is comfortable and conducive to attention may be used for teaching and learning. It is also flexible since there are no restrictions for frills like "dress up well" or "look formal." Teachers' markers and whiteboards have been replaced by online learning resources in the classroom, while online learning materials have replaced students' notes and pens. Using various media types in the courses, such as pictures, video, or audio, may help make them more attractive. For the instructor, all of this will make learning more pleasant. To break the transmission chain, we have limited social interaction, including the teaching and learning process in the classroom, due to the COVID-19 epidemic (Suci et al., 2020). On the other hand, education must continue, and one method to do so is via the usage of online learning platforms. This

method is not required of students or instructors, and the teaching and learning process may continue.

CONCLUSION

The researchers believe that the purpose of this study has been achieved where the series of data that we have presented shows that it is clear that evaluation as part of learning during the pandemic is very challenging, even though the technology is said to be very easy exciting. It is proven that this assumption is refuted through the data from the dozens of topics we have studied. We can summarize our findings, among others, that online evaluation requires a lot of teacher skills and readiness for learning resources. Considering that this outbreak was unplanned, the response model of each madrasa was different from one another. The point is teaching and evaluation exams during the pandemic; there are many questions left for schools, government teachers, especially students and guardians. We hope this finding is helpful for the contribution of helping future educators.

AUTHOR CONTRIBUTION STATEMENT

This project is a shared authorship method. All co-authors did a well planed and distributed role, hence there is no conflicted in conducting and reporting the project.

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