

# Assessment Profile of Some Grade 6 Elementary School Teachers during the Covid 19 Pandemic in Jokarto Village, Tempeh Subdistrict Lumajang Regency

Siti Jannatul Maharani, Chumi Zahroul Fitriyah, Dyah Ayu Puspitaningrum

[Maharani17121998@gmail.com](mailto:Maharani17121998@gmail.com), [chumi.fkip@unej.ac.id](mailto:chumi.fkip@unej.ac.id),

[dyahayu.fkip@unej.ac.id](mailto:dyahayu.fkip@unej.ac.id)

Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Negeri Jember

**Abstract:** *This study aims to determine the level of understanding of elementary school teachers 6 during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency on the assessment, to want to know the implementation of the elementary teacher assessment class 6 during the Covid 19 pandemic in Jokarto Village, Tempeh District, District Lumajang, and also want to know the development of the assessment implementation This was done by a grade 6 elementary school teacher during the Covid 19 pandemic in Jokarto Village Tempeh District, Lumajang Regency. The research method used in this research is (1) Questionnaire/Questionnaire Method; (2) Observation Method; (3) Method Interview; and (4) Documentation method. Based on the results of the research that carried out shows that the understanding of the assessment of Grade 6 elementary school teachers at the time Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency of 62.12%, 36.36% have implemented assessment according to BSNP, and 90.91% respondents has developed an assessment.*

**Keywords:** *assessment*

## INTRODUCTION

The Covid-19 pandemic is a disaster that has a very impact great for people's lives around the world, including in the village of Jokarto Tempeh District, Lumajang Regency. In Jokarto Village, Tempeh District The district is experiencing the impact of the COVID-19 pandemic, namely learning that Initially it was done face-to-face at school, but it was changed to online in their respective homes. Because of this, the teacher has difficulty in the process assessment. Because of this, the government issued a policy for the learning system which was originally implemented at school will be replaced by online learning. System education in Indonesia has also been disrupted. Different from before a the current teacher when delivering a material is no longer directly delivered in front of the students, but done face-to-face using an application that we know today with the *Zoom* application and *Google Meet* . There are many disadvantages to learning online especially for students, namely in the assessment process.

Assessment for schools is considered less important. For a student Assessment is important, the student's family considers that a *assessment* is very important. Because the *t-assessment* is used as a material evaluation by an educator. A good *assessment* system will have an impact on an educator when delivering material in the teaching process. Not only that it also has an impact on students to achieve better learning quality (Mutrofin, 2002:2). The better the quality *assessment* system , the quality of learning is also getting better and better education is also good. That at this moment the greatest difficulty What is experienced by a teacher is getting the results of the assessment from students due to the Covid 19 pandemic which requires all lessons Previously held at school, now they have been moved to their respective homes which can be called the BDR.

So that in this study the title "Primary Teacher Assessment Profile" Class 6 During the Covid 19 Pandemic in Jokarto Village, Tempeh District, Lumajang Regency ". of the title has 3 goals, the first is to knowing the level of understanding of Grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency on the assessment, which Second, I want to know the implementation of the 6th grade elementary school teacher assessment during the pandemic Covid 19 in Jokarto Village, Tempeh District, Luamajang Regency, and others the third also wants to know the development of the implementation of the assessment carried out 6th grade elementary school teacher during the Covid 19 pandemic in Jokarto Village, District Tempeh, Lumajang Regency.

## RESEARCH METHODS

In this research, the type of research used is research descriptive. Descriptive research according to (Sukmadinata, 2007: 54) that research descriptive is a research method that has the aim of describing an existing phenomenon. The phenomenon occurs or takes place in the present or in the past. This study describes what conditions exists without containing any manipulation or alteration of any of the variables free.

The research approach used in this research is the approach survey, as stated by (Sugiyono, 2013:11) that the survey approach is a research that uses a research tool in the form of a questionnaire that aims to as a research tool carried out on large and small populations, but the data studied is data from samples taken from the population, so that it is found the relative incidence,

distribution, and relationships between variables, sociological and psychological. The survey approach has the following objectives: provide a detailed description of the background, characteristics or typical of a general case. This research was carried out in 4 elementary schools which located in the Jokarto area, Tempeh District, Lumajang Regency.

Research subject taken as many as 11 respondents, namely grade 6 elementary school teachers in Jokarto Village Tempeh District, Lumajang Regency. The method used in this research among others: (1) Questionnaire/questionnaire method; (2) Observation Method; (3) Method Interview; and (4) Documentation method. The questionnaire contains a questions about the teacher's level of understanding of the assessment, regarding the implementation and development of teacher implementation of the assessment. The observation used is direct observation, namely the observer directly make observations on the subject under study. Interviews were also conducted carried out directly to the subject under study by doing question and answer. According to (Arikunto, 2006:231), the documentation method is looking for data on things or variables in the form of notes, transcripts, books, newspapers, magazines, etc.

Documentation is also defined as a tool or method that is carried out to find additional data about the subject under study in the form of transcripts etc. From the documentation method carried out, it aims to: looking for data in the form of the names of the teachers to be studied. In this study, the data. The data obtained are data related to the level of understanding of several elementary school teachers Class 6 during the covid 19 pandemic in Jokarto Village on assessment, development of assessments carried out by several Grade 6 elementary school teachers at the time the Covid-19 pandemic in Jokarto Village as well as the implementation of the assessment carried out by several grade 6 elementary school teachers during the covid 19 pandemic in Jokarto Village. In this study, data analysis was carried out using descriptive analysis and survey approach. In this study, the results obtained are in the form of a description of the subject's answers research from the questions asked, namely the level of assessment, development of assessments carried out by several Grade 6 elementary school teachers at the time the covid 19 pandemic in Jokarto Village, as well as the implementation of the assessment carried out by some 6th grade elementary school teachers during the covid pandemic 19 in Jokarto Village.

Before analyzing the data, it was first checked whether the respondents have filled out the questionnaire correctly or not. Then done gradation or coding of answers to questionnaires that have been filled out by respondents. Respondents have the freedom to answer according to their own opinion. Each so that it will cause many variations of answers. Useful coding to simplify respondents' answers so as to make it easier to count how many respondents answered on each question option in the questionnaire. To find out the level of understanding/implementation of the assessment of several teachers Elementary School Class 6 during the Covid 19 pandemic from the results of the analysis of each indicator using the formula:

$$R_p = \frac{\sum P_a}{\sum N_i}$$

information:  $R_p$  = Average Percentage of Understanding/Implementation assessment

$\sum P_a$  = Percentage Number of Understanding/Implementation Indicators

$\sum N_i$  = Number of Indicators

With the following criteria:

Table 3. 3 Criteria for Understanding/Implementing Assessments  
Grade 6 elementary school teacher during the covid 19 pandemic in Jokarto Village

No.	Percentage	criterion
1.	$P_a < 25\%$	Do not understand / Implement not appropriate
2.	$25\% \leq P_a < 50\%$	Lack of understanding / Implementation is not appropriate
3.	$50\% \leq P_a < 75\%$	Understand / Implementation according to
4.	$75\% \leq P_a \leq 100\%$	Very understanding / Implementation is very appropriate

Source: (Riduwan, 2004: 95)

So for the results of the study will contain excerpts obtained based on surveys that have been conducted, including how the level of understanding of some elementary school teachers grade 6 at the time of the covid 19 pandemic in Jokarto Village Tempeh District Luamajang district about assessment, how the development of assessments conducted by some elementary school teachers grade 6 during the pandemic covid 19 in the village of Jokarto District Tempeh Lumajang district and how the implementation of assessments conducted by some teachers sd Grade 6 at the time of the pandemic covid 19 in jokarto village Tempeh District Lumajang Regency.

**RESULTS AND DISCUSSION**

The understanding of grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency, is based on the results of questionnaires/questionnaires that have been distributed. The criteria contained in the understanding of teachers include 6 indicators, namely the understanding of assessment, differences in assessment, evaluation, tests and measurements, components / aspects of assessment, benefits of assessment, objectives of assessment, principles of assessment, consisting of 7 items of questions. Based on the data obtained, the understanding of grade 6 elementary school teachers at the time of the Covid 19 pandemic can be seen in Tabel 4.1 below.

Table 4.1 Understanding of grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency on assessment

No.	Indicators	Problem Items	Frequency (f)			Percentage (%)		
			s	Ts	Ce	s	Ts	Ce
1	Know the understanding of assessment	1	11	0	0	100	0	0
		2	10	1	0	90,91	9,09	0
2	Know the differences in assessment, evaluation, tests	3	10	1	0	90,91	9,09	0
3	Know the components/aspects of the assessment	4	11	0	0	100	0	0
4	Know the benefits of assessment	5	9	2	0	81,82	18,18	0
5	Know the purpose of the assessment	6	11	0	0	100	0	0
6	Know the principles of assessment	7	11	0	0	100	0	0

information:

S = agree TS= disagree TM = do not answer

a. Knowing the understanding of assessment

There are two question items on the indicator knowing the understanding of the assessment. The understanding of the assessment in the first question item is not an actual assessment understanding so the right answer is to disagree while in the second question is really an assessment understanding. Respondents (grade 6 elementary school teachers) are said to know and understand the understanding of the assessment if they answer disapprove of the first question item and answer agree on the second question item. Based on the answers of 11 respondents on the questionnaire / questionnaire that has been disseminated, for the first question all answered agreed or can be said the answers given by respondents are still many incorrect. There is a second question almost all respondents have answered correctly, can be seen the results of the answers 11 respondents namely 10 respondents (90.91%) answered agreed and 1 respondent (9.09%) replied disagree on the understanding of the assessment on the second question item. From the second answer to the question, it can be known that many respondents still do not understand the understanding of the assessment. There is only 1 respondent who already understands the understanding of assessment. This is because 1 grade 6 elementary school teacher is careful in reading the questions given. Figure 4.1 is the percentage of answers to the two question items.

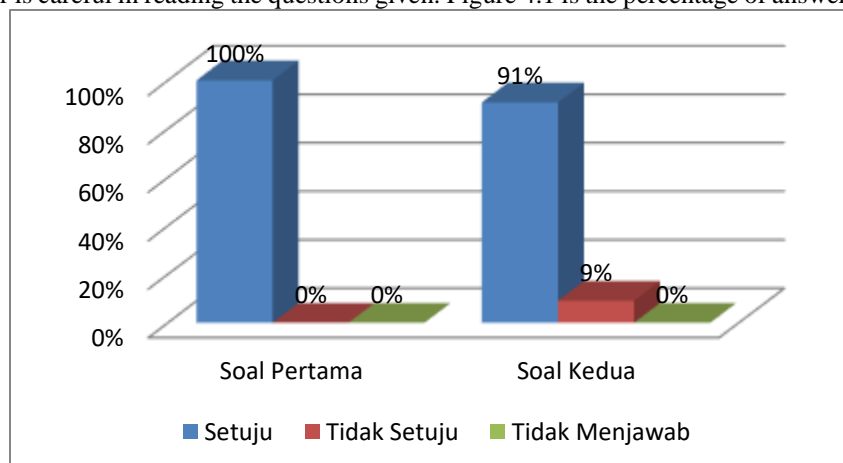


Figure 4.1 Percentage chart of grade 6 elementary school teacher answers on the definition of assessment

## b. Knowing the differences in assessment, evaluation, tests

Assessments, evaluations, tests and measurements have different meanings. Assessment (assessment) is more to the process of gathering information, evaluation emphasizes on the decision making of the assessment that has been done while the test is only a method or method used in the assessment. From the results of respondents' answers on questionnaires / questionnaires, it can be known that there are respondents who answer assessments, evaluations, tests have the same understanding that as many as 10 respondents (90.91%) and 1 respondent (9.09%) answer disagree if assessment, evaluation, tests and measurements have the same understanding.

## c. Know the components/aspects of the assessment

In the assessment there are three aspects measured, namely cognitive, affective and psychomotor. From the results of the respondent's answer in the questionnaire, respondents answered agreed if the assessment consists of 3 components / aspects, namely as much as 11 respondent (100%).

## d. Know the benefits of assessment

Assessment has the benefit of detecting abilities and diagnosing learning difficulties felt by students but assessment also has other benefits. Respondents who agreed that the assessment only had one benefit as many as 9 respondents (81.82%) while respondents who disagreed that the assessment only had one benefit as many as 2 respondents (18.18%). So it can be concluded that there are still some grade 6 elementary school teachers who do not understand the benefits of assessment.

## e. Know the purpose of assessment

All grade 6 elementary school teachers in Jokarto Village, Tempeh District, Lumajang District have known the purpose of the assessment, this can be seen from the percentage of answers that is 11 respondent (100%) agree to the purpose of the assessment

## f. Know the principles of assessment

There are 9 principles of assessment according to BSNP, namely educating, open and transparent, comprehensive, integrated, objective, systematic, sustainable, fair and implementation of assessment using reference criteria. From the results of questionnaires / questionnaires obtained the results of 11 respondent (100%) agree that there are 9 assessment principles according to BSNP.

The teacher's understanding of the assessment includes 6 indicators presented in Figure 4. 2.

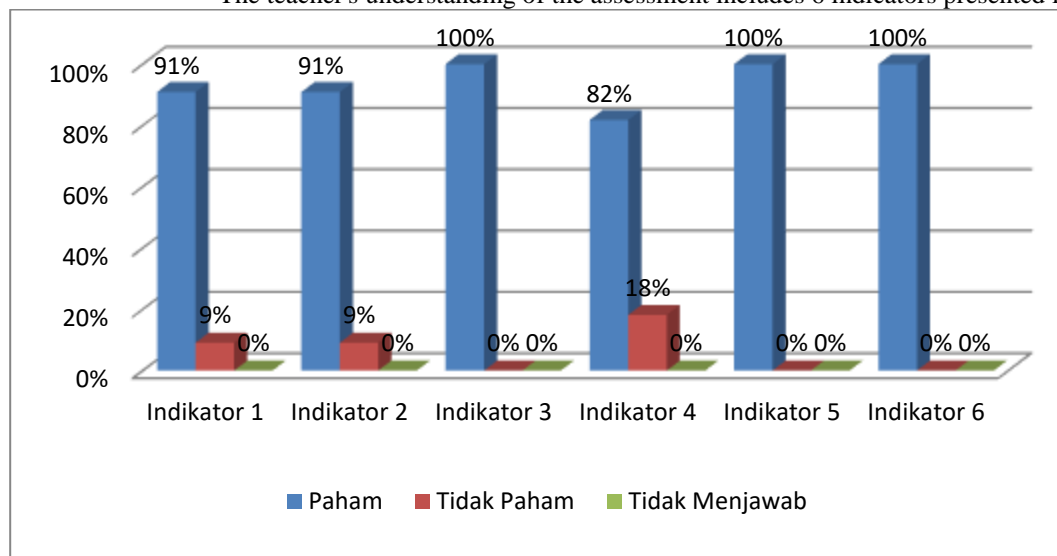


Figure 4.2 Percentage diagram of teacher's understanding of assessment

The assessment development conducted by elementary school teachers in Grade 6 during the Covid 19 pandemic in Jokarto Village, Tempeh Subdistrict, Lumajang District consists of 11 questions including: teachers develop assessments, what is developed, the teacher's source knows the development of a good and correct assessment, how the teacher develops the assessment, how many

times the teacher develops the assessment, what types of bills are developed, instruments that are often developed, assessments developed with the condition of learners, have received input from the supervisor on the development of, examples of inputs or comments from supervisors, carrying out comments / inputs provided by the supervisor for development. The percentage of teacher answers regarding the development of assessments that have been done in detail is presented in Table 4.2 below.

Table 4.2 Percentage of assessment development conducted by grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency on assessment

No.	Questions about development	Question item	Question options	Frequency (f)	percentage (%)
1	Develop assessments	8	Yes	10	90,91
			Not	1	9,09
			Not answering	0	0
2	Teacher resources know the development of assessment	10	School/fellow teacher	7	63,64
			Diknas Lumajang	0	0
			Internet	3	27,27
			No Answer	1	9,09
3	How do teachers develop assessments	11	self-sufficient	4	36,36
			Group	0	0
			Books, internet and other references	4	36,36
			Diknas	2	18,18
			Not answering	1	9,09
4	Each time a teacher develops an assessment	12	One time and reused	3	27,27
			One time and if any changes make again	1	9,09
			Several times, according to the conditions of the school environment	7	63,64
			Not answering	0	0
5	Conformity of assessments developed with the condition and potential of learners	15	According to the condition of the learner	10	90,91
			Not adapted to the condition of the learners	1	9,09
			Not answering	0	0
6	Have received input from the supervisor on the development of assessment	16	Ever	7	63,64
			Sometimes	1	9,09
			Never	3	27,27
			Not answering	0	0
7	Carrying out comments/inputs provided by the supervisor for the development of assessments	18	Ever	8	72,73
			Sometimes	0	0
			Never	3	27,27

a. The activities of grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency in developing assessment

Based on the data collection conducted on 11 respondents (grade 6 elementary school teachers) obtained data in Figure 4. 3.

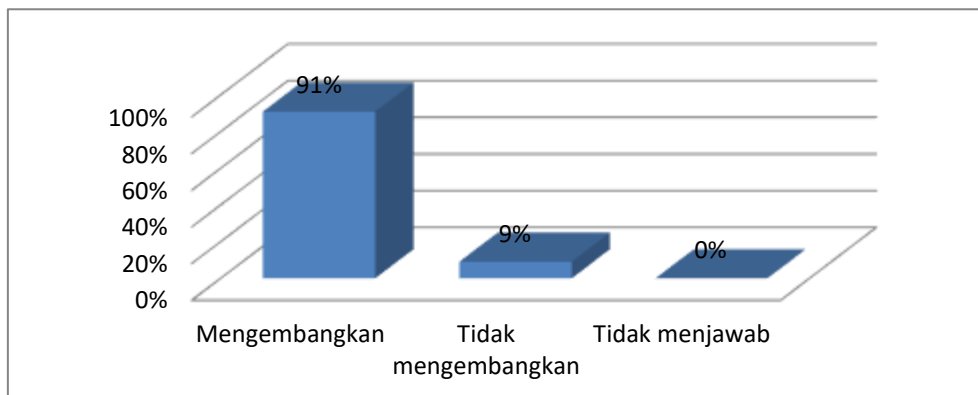


Figure 4.3 Percentage chart of teachers developing assessments

A total of 1 respondent (9.09%) not develop an assessment. But hamper all respondents have developed an assessment that is as much as 10 respondents (90.91%).

In the development of assessment teachers get information about developing a good and correct assessment from several sources as presented in Figure 4. 4.

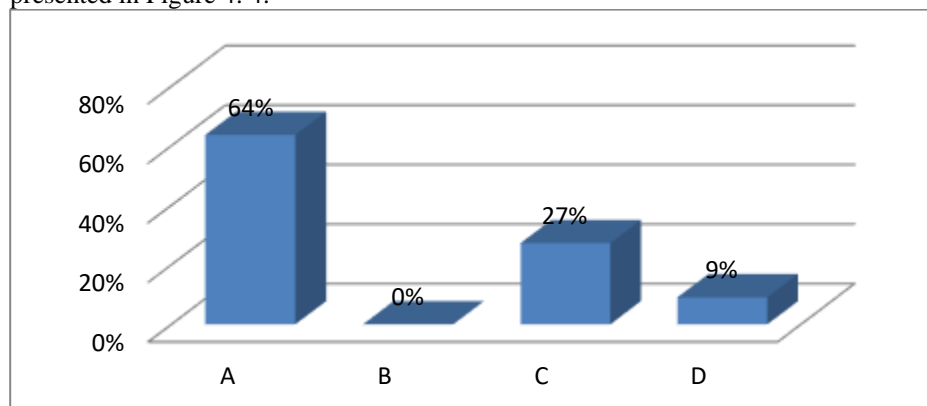


Figure 4.4 Assessment source percentage diagram

information:

- A = knowing from school / fellow teachers
- B = know from Diknas Lumajang
- C = know from the internet
- D = not answer

A total of 7 respondents (63.64%) answering knowing to develop a good and correct assessment of the school / fellow teachers, no respondents who sought information on the development of assessment to the Diknas Lumajang, as many as 3 respondents (27.27%) from the internet, and 1 respondent (9.09%) did not give their opinion.

In developing assessment teachers do it in several ways. From the results of the questionnaire that has been disseminated obtained the results of teachers develop an independent assessment as many as 4 respondents (36.36%), no respondents who develop assessments in groups, internet books and other references 4 respondents (36.36%), 2 respondents (18.18%) developed assessment from the diknas, and 1 respondent (9.09%) did not comment. The data is presented in Figure 4. 5.

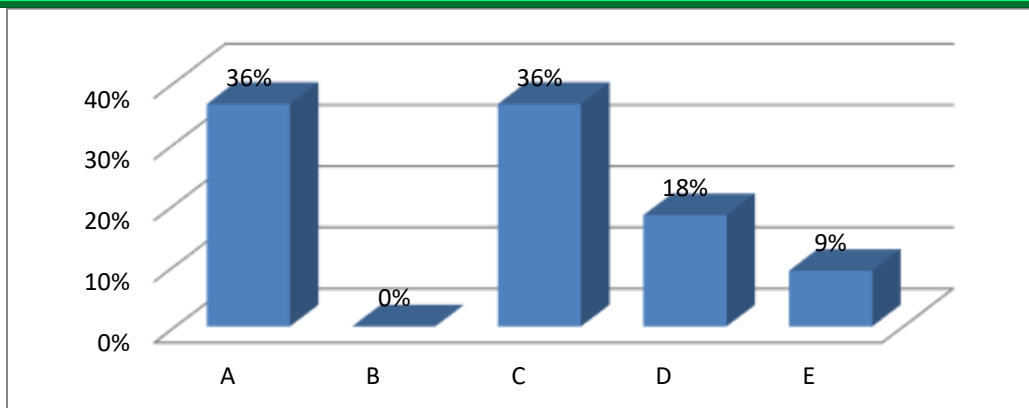


Figure 4.5 Percentage chart of teachers developing assessments information:

- A = develop self-assessment
- B = develop mgmp group assessment
- C = develop assessments of books, internet and other referrals
- D = develop assessment from Diknas Lumajang
- E = not commenting

For assessment development time, 3 respondents (27.27%) developed once and reused in subsequent assessment activities, 1 respondent (9.09%) development once but if there is a change it will make again, 7 respondents (63.64%) several times in accordance with the conditions of the school environment. The data is presented in Figure 4. 6.

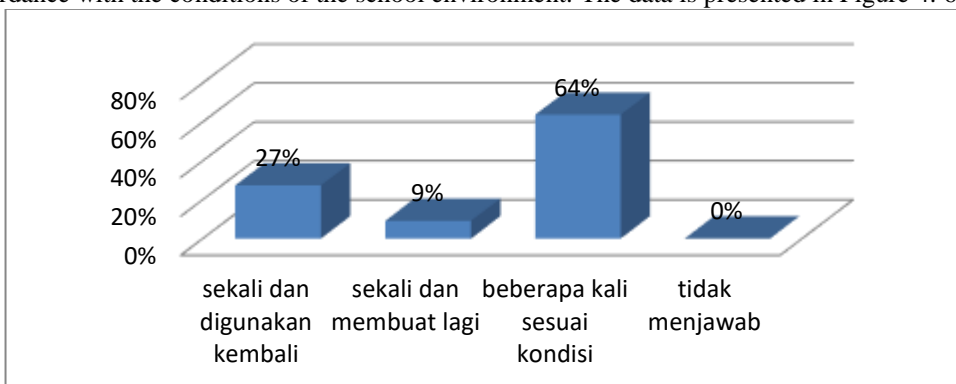


Figure 4.6 Percentage chart of how many times teachers developed assessments

b. Conformity of assessment developed in accordance with the potential and condition of learners. See Figure 4. 7.

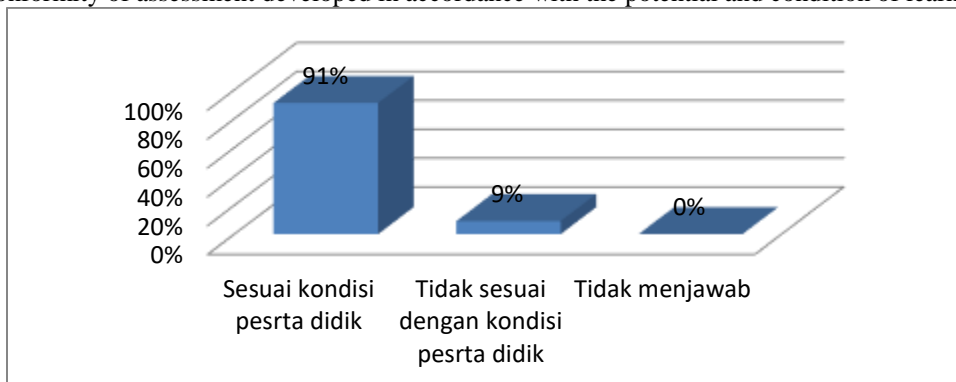


Figure 4.7 Percentage diagram of suitability of assessments developed with the conditions and potential of learners

Assessment developed by a teacher is strongly influenced by the condition and potential of learners. From the results of questionnaires / questionnaires that have been disseminated can be known 10 respondents (90.91%) answered that the assessment



developed was in accordance with the conditions and potential of learners,, as many as 1 respondent (9.09%) answering the assessment developed is not in accordance with the condition of the learner.

c. Input/comment from supervisor related to assessment development

Some respondents (grade 6 elementary school teachers in Jokarto Village, Tempeh District, Lumajang Regency) did not get input or comments from the supervisor about the assessment developed, for more details can be seen in Figure 4. 8.

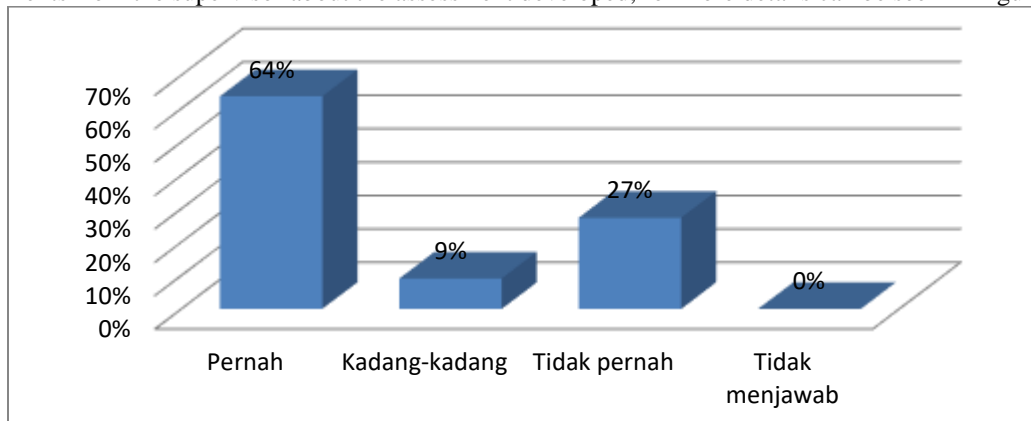


Figure 4.8 Percentage chart of teachers who have received feedback/comments from Supervisors

From the figure 4.8 it can be seen that 7 respondents (63.64%) have received input or comments from supervisors related to assessment, 1 respondent (9.09%) sometimes and 3 respondents (27.27%) never get feedback. Inputs provided by the Supervisor on the development of assessments based on questionnaires, among others:.

- 1) In developing the assessment must be adjusted to the condition of the learner.
- 2) In developing assessments must be adjusted to the conditions during the Covid 19 pandemic
- 3) Must have planning before assessing.

From the comments / inputs provided by the supervisor can be known 8 respondents (72.73%) have run comments / inputs given by the supervisor, as many as 3 respondents (27.27%) never execute feedback provided by the supervisor. The data is presented in Amber 4.9.

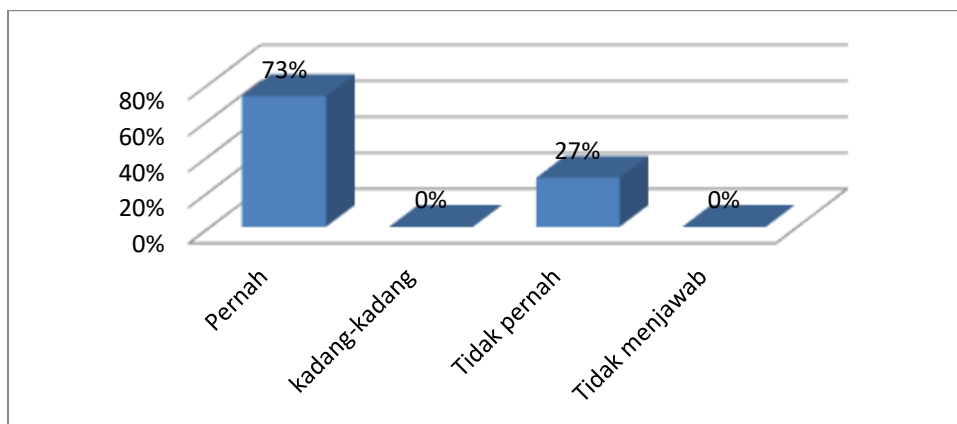


Figure 4.9 Percentage diagram of teachers running advice from supervisors

The results of questionnaires on the implementation of assessments conducted by grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang District consists of 7 indicators, namely knowing the assessment planning, the application of assessment planning, knowing the implementation of assessment, the implementation of assessment, aspects of assessments used in the implementation of, the application of assessment principles in accordance with BSNP, application of assessment techniques in accordance with BSNP. Based on the data obtained, the assessment carried out by grade 6 elementary school teachers can be seen in Tabel 4.3 below:

Table 4.3 Percentage of assessment conducted by grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang Regency



No.	Indicators	Problem Items	Frequency			Percentage (%)		
			s	Ts	Ce	s	Ts	Ce
1	Know the assessment planning steps	19	10	0	1	90,91	0	9,09
2	Implementation of assessment planning measures	20	8	2	1	72,73	18,18	9,09
3	Know the implementation of assessment steps	21	10	0	1	90,91	0	9,09
4	Implementation of assessment measures	22	8	1	2	72,73	9,09	18,18
5	Assessment aspects used in the implementation of assessments	23	8	1	2	72,73	9,09	18,18
6	Application of assessment principles in accordance with BSNP	24	5	4	2	45,45	36,36	18,18

information:

S = agree TS= disagree TM = do not answer

a. Know the planning steps of the assessment

Most of the respondents (Grade 6 elementary school teachers) were aware of the assessment planning measures. Can be seen from the answer poll respondents, as many as 10 respondents (90.91%) agreed that the assessment planning measures consisted of the seven steps and 1 respondent (9.09%) did not give an answer or comment.

b. Implementation of assessment planning measures

Assessment planning must be implemented entirely. A total of 2 respondents (18.18%) not approve if the frequency and duration of assessment activities are not carried out. There were 8 respondents (72.73%) agree if the frequency and duration of assessment activities are not carried out, and there is 1 respondent (9.01%) did not give an answer or comment.

c. Know the steps of the implementation of the assessment

There are seven main steps in the implementation of, assessments in the following order of drawing up assessment plans, collecting data, verifying data, processing and analyzing data, conducting Interpretation or Interpretation and Drawing Conclusions, storing assessment instruments and assessment results, following up on assessment. Based on the answers, 10 respondents (90.91%) answered agreed, and 1 respondent (9.09%) did not give an answer or comment.

d. Implementation of assessment measures

In the implementation of the assessment of the seven steps must be carried out entirely. However, there were 8 respondents (72.73%) agree if not all such measures are implemented in the implementation of the assessment. There was 1 respondent (9.09%) disagreed if the assessment measures were not implemented in its entirety, as well as 2 respondents (18.18%) did not give an answer or comment.

e. Components/aspects of assessment used by grade 6 elementary school teachers during assessment during the covid 19 pandemic

In the implementation of assessment focuses more on cognitive and affective aspects while for the psychomotor aspect is less dominant (Setiawan, 2008:92). There were 8 respondents (72.73%) agree if the implementation of the assessment of psychomotor aspects is less dominant. There was 1 respondent (9.09%) disagree if the psychomotor aspect is less dominant and there are 2 respondents (18.18%) did not give an answer or comment.

f. Application of assessment principles in accordance with BSNP

There are 9 assessment principles set by BSNP (National Education Standards Agency) and must be applied in the implementation of assessments. A total of 4 respondents (36.36%) disagree if not all principles are applied in the implementation of the assessment, as many as 5 respondents (45.45%) agree if not all assessment principles are applied in and 2 respondents (18.18%) did not give an answer or comment.

The assessment conducted by elementary school teachers in Grade 6 includes 6 indicators presented in Gambar 4.10

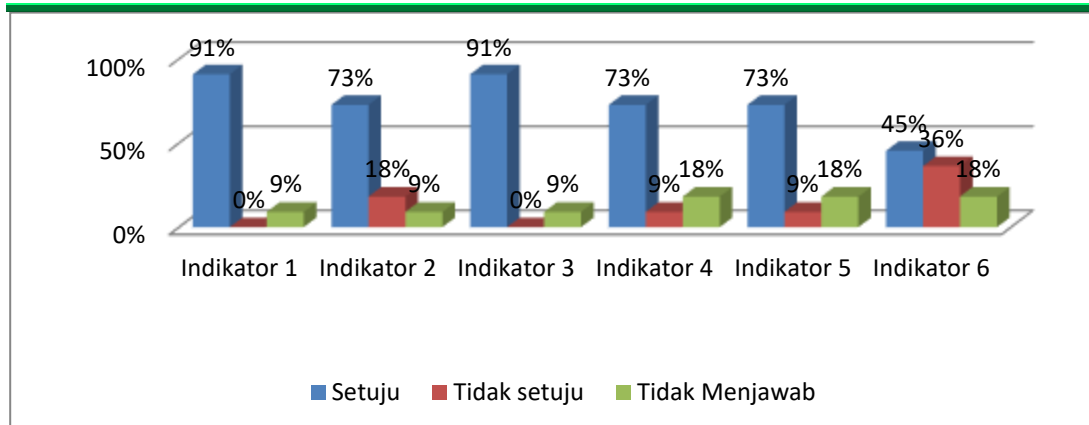


Figure 4.10 Percentage diagram of assessments carried out by grade 6 elementary school teachers during the Covid 19 pandemic in Jokarto Village, Tempeh Subdistrict Lumajang County

## CLOSING

### Conclusions

Based on the results of research and discussion can be concluded as follows:

#### a. Teacher's understanding of assessment

The level of understanding of elementary school teachers in Grade 6 during the Covid 19 pandemic in Jokarto Village, Tempeh District, Lumajang District about the assessment profile consisting of 6 indicators and overall obtained 45.45% has understood the understanding of the assessment, 9.09% understood that assessment, evaluation, tests and measurements had different understandings, 100% understood the aspects of assessment, 18.18% had known the benefits of assessment, 100% knew the purpose of the assessment, 100% had known the principles of assessment. The average percentage of the analysis results of each *assessment* comprehension indicator is 62.12%, so it can be concluded that the teacher already understands the understanding of assessment.

#### b. Development of assessment

90.91% of respondents have developed assessments, 9.09% who did not develop an assessment, 63.64% knew how to develop a good and correct assessment of the school / fellow teachers, 27.27% from the Internet, 18.18% reused in subsequent assessment activities, 9.09% developed once but if there is a change it will make again, and 63.64% develop several times according to the conditions of the school environment. The types of bills that are often used by some grade 6 elementary school teachers during the covid 19 pandemic are oral questions, individual assignments, group assignments and daily replays.

#### c. Implementation of assessment

The average implementation based on 6 indicators obtained a result of 62.12%. Dapat concluded that the assessment carried out by elementary school teachers in Grade 6 has been in accordance with the implementation of assessments recommended by BSNP. In accordance with the criteria that have been determined that the implementation of the assessment is said to have been in accordance with the recommended by the BSNP if the average percentage of respondents' answers to 6 indicators. Details of the 6 indicators 90.91% have known the planning measures of the assessment, 72.73% have known the implementation of assessment planning measures, 90.91% have known the implementation of assessment measures, 72.73% have implemented assessment implementation measures, 9.09% aspects of assessments used in the implementation of assessments, 36.36% have applied assessments in accordance with BSNP.

### Suggestion

Based on the conclusions described above, there are several suggestions that need to be considered as follows:

- For other researchers, it is expected to develop similar research by adding a number of more subjects, so that the results of research will be more accurate.
- for other researchers, it is better to conduct research at the time of conducting research can directly examine teachers who are teaching in the classroom so that the data obtained more and accurately.
- For teachers, teachers should seek more information from the internet, Diknas, and also fellow teachers related to the understanding of assessment, assessment development, assessment implementation, and assessment principles in accordance with BSNP.

## REFERENCES

- Aji, R. H. S. (2020). The impact of COVID-19 on education in Indonesia: schools, skills, and learning processes. SALAM: Syar'I Social and Cultural Journal, 7(5), 395-402. <https://doi.org/10.15408/sjsbs.v7i5.15314>.

Anas Sudijono, (2008). *Introduction to Education Statistics*. Jakarta: PT Raja Grafindo Persada.

Anggara, J. H, et al. (2014). *Profile of Teacher Assessment for Mathematics In Tempeh Subdistrict*. Jember: UNEJ

Arikunto, S. (1996). *Research Procedure A Device Approach*. Jakarta: PT Rineka Cipta.

Arikunto, S. (2003). *Research Management*. Jakarta: PT Rineka Cipta.

Arikunto, S. (2006). *Research Procedure A Practical Approach*. Jakarta: PT Rineka Cipta

Astutik, S, et al. (2007). *Learning Assessment Module*. Jember: UNEJ

Atsani, K. L. G.M. Z. (2020). Transformation of learning media during the covid-19 pandemic. *Journal of Technologists in Education*, 22(1), 65-70.

Dewi, N. K., &Fitriyah, C. Z. (2014). *Application of Comic Book Learning Media to Improve Motivation and Learning Outcomes of Grade III Students in Subjects Theme Environment Bhasan Know The Types of Work at SDN Tamanbaru Banyuwangi*. Jember: University of Jember

Faisal, S. 1989. *Social Research Formats*. Jakarta: CV Rajawali.

Hartono, W., &Puspitaningrum, D. A. (2019). *The Influence of Learning Motivation and Learning Readiness on Student Learning Outcomes of History Subjects Class XI-IIS SMA Negeri 1 Prejean Odd Semester 2015/2016*. Jember: Journal of Education and Entrepreneurship, 6(2), 25-30.

Harsianti, Period. 2011. *Assessment in Learning (Application on Reading &Writing Learning)*. Unfortunate: UMPress.

Ihsanuddin. (2020). *President Jokowi Signed the Presidential Decree establishing the Covid-18 Outbreak of National Disasters*. Retrieved from .com Compass: <https://nasional.kompas.com/read/2020/04/13/18101841/presiden-jokowi-teken-keppres-tetapkan-wabah-covid-19-bencana-nasional>

Iksana, W. 2020. Relevance of Shahid Ma'nawi to Covid-19 Pandemic: Matan Study of Ma'anil Hadith Approach. *Journal of Perspectives*, 4(1), 12-19.

Lexy J. Moleong. *Qualitative Research Methodology*, (Bandung: PT Remaja Rosdakarya, 2014:127)

Mutrofin. 2002. *Authentic Assessment and Evaluation of Learning*. Jember: Kurnia Kalam Semesta.

Pratiwi, A. (2020). Overview of the Use of Masks during the Covid-19 Pandemic in the Community in Muna Regency. *National Proceedings of Covid-19*, 52-57.

Purnomo, B. 2010. *KTSP Based Assessment Module for Elementary School Level*. Jember: FKIP UNEJ.

Purwanto, A. Pramono, R., R., Asbari, M., Santoso, P.B., Wijayanti, L.M., Choi, C. H., &Putri, R. S. (2020). An explorative study of the impact of the COVID-19 pandemic on the online learning process in primary schools. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1-12. <https://doi.org/10.31004/edukatif.v2il.89>.

Pusmenjer. (2020). *Pocketbook of periodic cognitive diagnosis assessments*. Jakarta: Ministry of Education

Riduwan. 2004. *Methods and Techniques of Putting Together a Thesis*, Alfabeta: Bandung.

Singarimbun, M. and Efendi, S. 1995. *Survey Research Method*. Jakarta: PT Pustaka LP3ES Indonesia.

Sudjana, N. 1989. *Education Research and Assessment*. Bandung: Sinar Baru Algensindo Offset.

Sudjana, N. 2008. *Teaching and Learning Process Basics*. Bandung: Sinar Baru Algensindo Offset.

- Setyowati, E. 2013. *Profile of Assessment conducted by junior high school math teachers in Situbondo district*. Jember: UNEJ
- Sugiyono. 2013. *Research Method of Education Quantitative, Qualitative, and R&D Approach*. Bandung: Alfabet
- Sugiyono. (2017). *Quantitative, qualitative, and R&D Research Methods*. Bandung: Alfabet
- Suhery, Trimardi Jaya Putra, et al. 2020. Socialization of The Use of Zoom Meeting application and Google Classroom in Teachers at SDN 17 Padang Selatan Spring. *Journal of Educational Innovation*. 1 (3).
- Sukadinata, Nana Syaodih. 2007. *Educational Research Method*. Bandung: Rosdakarya
- Suprabowo, G. Y. A. (2020). Defining Hospitality in the New Normal Era: A Theological Review of Luke 10: 25-37. *HARVESTER: Journal of Christian Theology and Leadership*, 5(1), 43-58.
- Widoyoko, Eko Putro S. 2009. *Evaluation of Learning Programs (Practical Guide for Educators and Prospective Educators)*, Yogyakarta: Student Library.
- Wilsey, M. Kloser, M., Borko, H., & Rafanelli, S. (2020). Middle school science teachers' coceptions of assessment practice throughout a year-long professional development Experience. *Educational Assessment*, 25(2), 136-158. <https://doi.org/10.1080/10627197.2020.1756255>.
- Zulva, T. N. I. (2020). Covid-19 and Psychosomatic Tendencies. *J. Chem. Inf. Model*, 1-4.