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E-Assessment Integration in Dance Practice Evaluation : A Case Study in "Merdeka Belajar-Kampus Merdeka" (MBKM)

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Abstract : *Technological advancement profoundly impacts civilizations, cultures, and educational paradigms, ushering in a new era of innovation and change. As technology becomes deeply ingrained in our daily lives, educational practices must adapt, necessitating creative approaches to learning and assessment for sustainable educational progress. E-assessment emerges as a groundbreaking online-based assessment system poised to tackle the complexities inherent in initiatives like Merdeka Belajar-Kampus Merdeka (MBKM). By embracing e-assessment, educational institutions can customize assessments to suit the unique requirements of MBKM, ensuring seamless integration and alignment with its core objectives. The reliability of e-assessment enables evaluations to occur at any time, from anywhere, by multiple assessors, fostering inclusivity and collaborative learning environments. However, like any innovation, e-assessment presents its own set of challenges. Users must possess adequate digital literacy and access to necessary resources to fully exploit its potential. This collaborative approach not only resonates with the ethos of MBKM but also bolsters its ability to deliver comprehensive and collaborative dance education. In conclusion, the incorporation of e-assessment into dance practice evaluation underscores the transformative potential of technology in education, demonstrating how innovative solutions can enhance educational experiences and empower learners in the digital era.*
Keywords*: e-assessmen,assessment,evaluations,MBKM, dance*

1. INTRODUCTION

Education in the 21st century, or the 5.0 era, has different characteristics, in which the digital revolution is developing so rapidly that it not only affects the joints of social life, but also affects changes in civilizations, cultures, including education. The development of information and technology is inevitable, thus becoming part of education and learning. Learning innovation by exploiting the full potential, requiring educators to master technology and its application in learning (Siregar et al., 2020). It prompted the government to take a role in educational reform, thus creating the concept of independent university learning, one of which is to give students the right to study freely outside the curriculum. The following are the trees of the Merdeka Belajar Policy (source: Merdeka Belajar, Kampus Merdeka, Ministry of Education and Culture, 20 January 2020):

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Figure 1. MBKM Policy Point

Merdeka Belajar policy encourages learning processes in colleges that are increasingly autonomous and flexible, thereby encouraging the creation of an innovative, non-restrictive, and tailored learning culture (Tohir, 2020). There are eight independent learning activities, one of which is student exchange, i.e. taking classes or semesters at foreign or domestic colleges, based on agreements of cooperation that have been concluded, with a record of values and semester credit system (SKS) taken at the outside campus will be assessed by the respective campus. The problems that often arise in the final evaluation and evaluation of students for recognition in their native colleges, are specifically practical learning.

The assessments made on the application of independent learning, especially for those taking a credit outside of their native State Colleges, pay attention to the assessment system in the 21st century. In the age of technology disruption and society 5.0, the evaluation of learning outcomes has a rather dynamic development, thus making it easier for learners and educators to carry out evaluation and carry out sustainable evaluation. To support the implementation of assessments at the moment, technological literacy, data analysis, is needed, which shifts the traditionally implemented assessments to IT-based assessments. This will be in line with implementing MBKM at the College.

2. METHODOLOGY

MBKM is an educational concept introduced in Indonesia as an attempt to give freedom to students in determining the course of the learning process. As a child who is released to swim in the open sea, then it is better for him to be able to swim in various styles, so that he can save himself. Self-saving in the free sea is not only taught by the teacher in his school, but also the child can learn from other schools, even from other friends outside of any school. Children must be able to survive and have responsibility for themselves, especially in solving

problems according to their abilities, talents, interests, and desires through the concept of independent learning.

The methodology for assessment in MBKM is assessment for learning, assessment as learning, and assessment of learning can be easily done through e-assessment, as e-assessment can be used to take various on-line tests, quizzes, tasks, simulations, and interactive activities. E-assessment has advantages over traditional paper-based assessments, such as: 1) flexibility, where e-assembly allows for when and wherever assessments are carried out, learners can access assessments from a distance, eliminating the need for physical presence in a particular location, 2) direct feedback: e- Assessment can provide direct feedback about the performance of learners, and allows them to identify strengths and weaknesses quickly, this quick feedback can facilitate learning and enhance skill capabilities quickly. From the security side, 3) the e-assessment platform can provide a strong security measure to ensure the integrity and confidentiality of the assessment process; 4) Features such as time limits, random questions, and anti-fraud mechanisms help keep judgment easy; 5) Data analysis on e-assessment can produce detailed analytics; and data reports that entice educators and institutions to obtain information about student performance, identify trends, and make decisions based on informed strategies and instructional interventions (Warburton & Conole, 2005)

3. FINDING AND DISCUSSION

The change begins at a time when Indonesia is facing the outbreak of covid 19, learning and assessment activities, cannot be done as usual, so it requires technology and requires students to learn from home, then e-learning and e-assessment are the right options. E-assessment as a partner for e-learning (MacKenzie, 2003) that offers the alignment of teaching and evaluation methods (Ashton & Thomas, 2006, (Gipps, 2005). Provides a variety of improvements in task design by means of e-portfolios, simulations, and interactive games, as well as assessment of skills that are not easy to evaluate with conventional (S. Davies, 2010). It provides a solution, to the students learning at a distance. E-assessment allows students to understand their weaknesses (Miller et al., 2008) and feedback that is considered to be personal and not judgmental (Beevers et al., 2010). Thus, digital usage can open up a window of the student's mind that provides information, both for the student and the teacher.

According to studies at Glamorgan University and Leeds Metropolitan University, E-assessment can improve student performance (Denise, 2014). Since then, e-Assessment has been able to increase the motivation of learners to improve their learning performance at the

University of Winchester (Marriott, 2009), (Osuji, 2012), (Ridgway et al., 2009), (Williams & Wong, 2009).

Regarding the opinion of students about e-assessment has also been done, one study using the survey that 88.4% of students preferred the e-rating (Donovan et al., 2007). Also reinforced, Llamas-Nistal et al (Llamas-Nistal et al., 2013) study found that 43 students out of 52 chose online evaluation rather than traditional evaluation. In addition, a survey conducted at Jorden University (JU) and Zayed University (ZU) found that 59% of JU and 50% of ZU preferred online exams, while 21% ofJU and 43% of ZU liked traditional exams (Tubaishat et al., 2006). A Sorensen study (Sorensen, 2013) showed that students felt that electronic evaluation played a role in higher education and added value to their learning. At the University of New South Wales, a survey conducted that 92% of students agreed that electronic assessment helped their learning (Perrotta & Whitelock, 2017).

Based on this thought, there is a need for an evaluation implementation system with the help of e-assessment. This assessment is used in the form of a work demonstration test, as a diagnosis of the mastery of dance skills that have been learned. This assessment is done to evaluate or measure competence based on the material and indicators to be achieved, competence in the form of dance skills, then well documented, to provide ease in making assessments (Triana & Juniasih, 2019). E-assessment can document with care, fast, and secure as well as provide facility in carrying out assessments. Teachers at the native college can monitor and evaluate their students, can even participate in assessments, as a team of assessments carried out collaboratively.

E-assessment in learning offers different forms such as, automated administrative procedures, digitization of paper-based systems and online testing that includes assessment of problem-solving skills (Ridgway et al., 2009). Most research results agree that E-assessment is an electronic assessment, in which all assessment procedures from beginning to end, should be done electronically. This means that design, testing implementation, recording responses, and giving feedback are all done using technology.

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

The assessment given is not just on the use of the electronics, but on the technical operational in making the assessment section for each material, and making the grading for each indicator of achievement. It is well known that the headings are very useful in giving a

penetration penalty in particular to assess a person's skills or performance. The headings are organized to support learning and learn about the progress of the pupils (Goodrich Andrade, 2000). The section contains criteria that support learning and should be written in an easy-to-understand language, clearly defined, referring to qualified work in concrete form, so that the weaknesses of the student and the student can be identified to correct their vulnerability to reflection and self-improvement (Andrade & Boulay, 2003). With the rubric inserted in the e-assessment website it is expected to help students to reflect on their learning outcomes, in addition to being able to document or videotape the dance that has been taught and upload it through e-Assessment site. While teachers can do the assessment through the website online, so that learning and assessment can remain ongoing and uninterrupted.

E-assessment supports high-level thinking skills such as criticizing, reflecting on cognitive processes and facilitating group work projects (Ridgway et al., 2009). Besides, E-Assessment has the ability to sort out questions that cannot be made using paper tests such as software simulations, helping to represent information in a simple and fast way (Riggway and al. 2009). Moreover, it provides more accurate results than paper tests, with adaptive testing, which changes the difficulty of tests depending on user responses.

Electronic evaluation of e-assessment on dance practice learning results has been developed since 2018 through studies, discussions, and technical upgrades related to interpretation as well as the use of IT (Crews & Curtis, 2011); (Denise, 2014); (Osuji, 2012), (Ridgway et al., 2009), (Triana, 2020).

The problem of judgment in learning dance practice is very complex, the influence of subjectivity in viewing performance rather than on skill often occurs, so it often leads to bias of judging. For that, the evaluation of practice in dance learning has characteristic characteristics and must be understandable in terms of purpose, type of dance, and form of the dance performance shown (Triana, 2020).

In learning dance arts especially in dance practice most practice consists of portfolio tasks that need to be evaluated. The tasks submitted must be an online portfolio that can be executed with a formal structure. The obvious thing to do is to evaluate this program automatically using a computer and an interpreter, or a special framework for static and/or dynamic testing. The common advantages of the automated assessment tool e-assessment are the speed, availability, consistency, and objectivity of the assessment. However, the automated tool emphasizes the need for careful pedagogical design of task setting and assessment. Effectively share the assessment solutions that have been developed, interoperability and better portability of the desired tools (Ihantola et al., 2010).

The technique of conducting work demonstration assessments in the form of observations generally uses one or two more appraisers to determine the consistency of values objectively. Selection of indices to evaluate interrater deals (the assessment depends on a number of factors including the context from which the study is conducted, the type of variable considered and the number of assessors performing the assessment) (Gisev et al., 2013) Similarly, in the evaluation of dance practice, where the evaluator team is a team of practical subject maters lecturers consisting of two or more lecturers who evaluate the student's dance skills, thus requiring consistency of the values specified by the reliability index and the index of agreement with some methods such as Kappa, Kendall's concordancy coefficient, Bland-Altman plot, and the intraclass coefficient. This evaluation is effective in the application of an independent learning curriculum, as lecturers holding dance practice courses can collaborate in conducting work demonstration assessments with clear guidelines and measured evaluation headings.

The evaluation system in learning dance practice using technology is very difficult to do, however, conditions that require the evaluation of this work demonstration can be done with the help of technology. On the implementation of independent learning independent curriculum, this is highly likely to be done. When a student learns dance practice online, because there is a student exchange program, then the evaluation done should also be done online. For that e-assessment solution that can help in performing evaluation of dance practice.

The evaluation is done by looking at the images and filling in the section on the website that has been edited.

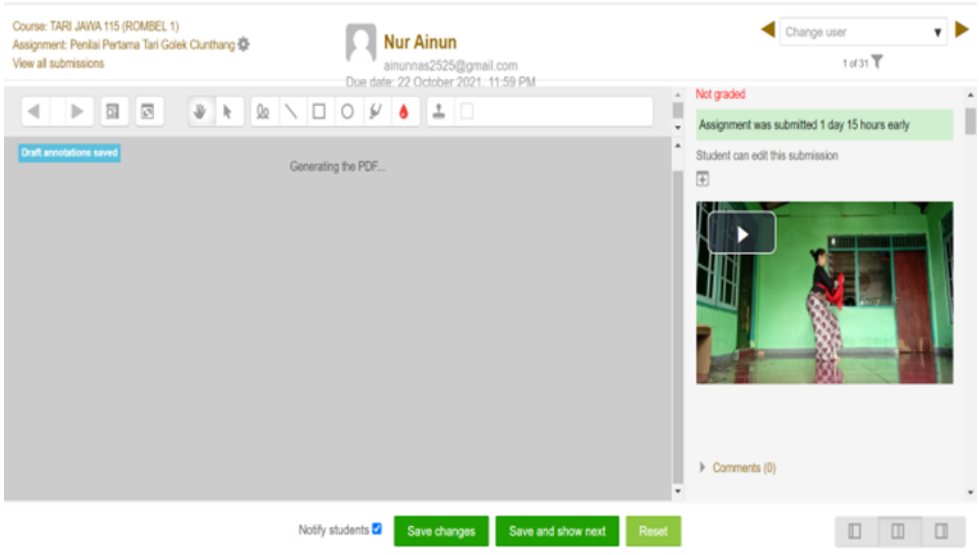

Figure 2. Dance video screenshot tested on e-assessment

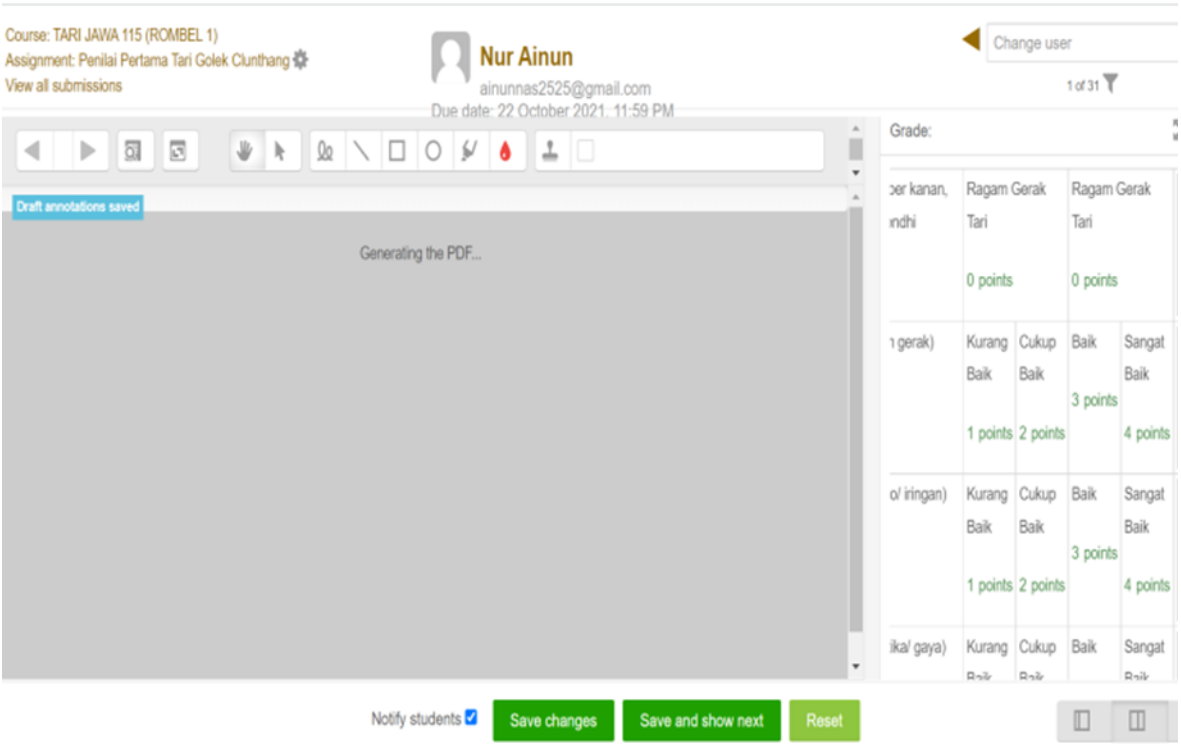

Figure 3. Grade filled evaluator on e-assessment

Then the raters 1, 2 and 3 fill in the fields provided in the system, and the system will capture the results of the penalty, so that the difference between the ratings will be known.

4. CONCLUSION

Evaluation using e-assessment is a solution in conducting the evaluation of dance practice with a distance, which is evaluated by more than two people, so it can keep the element of subjectivity that has been often questioned in the assessment of dance practices. The use of technology can help to evaluate dance practices objectively using multiple judges with different times and places and can be done anytime and anywhere.

The evaluation system of the demonstration work, in this case the evaluation of the dance practice, online still has a weakness that is not able to see the expression in full when the student dances, it is very different when drawn in a loop. However, in the age of 5.0, assessment with the help of technology in the application of independent learning, as an important student exchange program is carried out, so that processes and evaluation results can be monitored jointly. This will encourage the quality of learning and assessment to remain awake, even if not face-to-face, dance teachers can diagnose their students' learning progress continuously, and can be evaluated by their teaching team.

The main benefits of using E-assessment can provide direct feedback, improve the performance of learners and teachers, reduce time and effort, reduce costs for institutions, and encourage high-level thinking, which is one of the goals of Education, and the objectivity of judgment that can beined by using more than two judges. However, e-assessment faces some challenges such as insufficient technical infrastructure, as well as unusual use of computer devices that require the ability to browse the web site e-asessement.

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

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