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## Navigating Online Assessments in Post-Pandemic Education: Challenges and Strategies

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### Abstract

This research aims to describe the use of online assessment by English lecturers in the post-pandemic Covid-19 period. Specifically, this research seeks to identify the challenges faced and how to manage them. The research used qualitative descriptive research focusing on interviews and documentation with lecturers at Universitas Widya Gama Mahakam Samarinda. The findings revealed that lecturers used various platforms including YouTube, Google Drive, SPADA, Instagram, and Facebook. The challenges found in this research were varied due to the hybrid nature of post-pandemic teaching and learning. Challenges faced by lecturers included behavioral issues such as student discipline, plagiarism, password knowledge, and attendance, as well as technical issues such as students' internet access. To manage these challenges, lecturers implemented strict rules against plagiarism, set clear deadlines, and provided rewards like gamification. They also encouraged students to use their names as usernames and passwords and explained the features of the Learning Management System (LMS) to those unfamiliar with it. Additionally, lecturers shared internet data with students to address technical problems. Overall, the research found that online assessment appears to be a solution to meet the needs of lecturers and students, making teaching and learning accessible everywhere, effective, and reaching the target material taught for one semester.

**Keywords:** Online Assessment, English Lecturers, Post-Pandemic Covid-19

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### 1.1.1 The Online Assessment Used by the Lecturers at the University of Widya Gama Mahakam Samarinda in the Post-Pandemic COVID-19

#### A. Formative Assessment

Lecturer One used YouTube for extensive reading assessment in her course. Post-pandemic, she preferred not to conduct online assessments, as students were more excited to attend class. However, she still used social media platforms like Instagram for students' work, uploading videos, tagging her, and using hashtags.

*“For speaking course, Instagram is really helpful to upload their speaking video, tagging my account and using hashtags. The engagement of their post is beneficial for promoting the university as well” (OA/FO/RS1)*

In the post-pandemic era, she used WhatsApp group class, Google Drive, and Instagram for sharing material and collecting assignments. Assessments were done manually, with scores posted on [portal.uwgm.ac.id](http://portal.uwgm.ac.id). For mid-test and final tests, she submitted student projects via Google Drive, Instagram, and YouTube. Attendance was calculated manually from each student's attendance percentage. All evidence can be seen in the figure below.

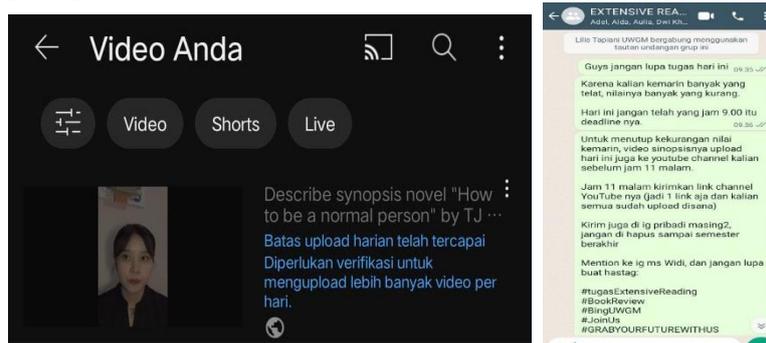


Figure 1. YouTube channel and WhatsApp group for student's assignments

Lecturer Three prefers to upload all tasks on SPADA due to its ease of access for students, allowing them to download materials from anywhere and via smartphones.

*“In my opinion, SPADA is the easiest platform to be accessed by students because the features are complete, and they can access only by phone” (OA/FO/RS3)*



SPADA provides complete features and is accessible only by phone. Topic materials are prepared on the platform, allowing students to learn before class. In assessment, SPADA sets deadlines and notifies lecturers for late assignments, which could impact scoring.

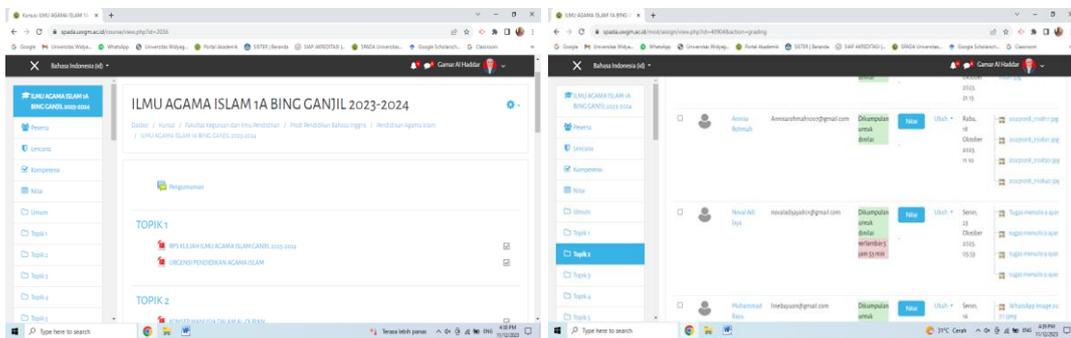


Figure 2. Materials are uploaded and students submit the assignments on SPADA

## B. Summative Assessment

Lecturer One being interviewed was the chief of the English Education Department, who has been teaching at UWGM since 2018 and teaches academic listening, intensive listening, essay writing, paragraph writing, and morphology. She also teaches English to other departments and discusses post-pandemic applications. Further, she mentioned several applications that are used in post-pandemic as stated in her interview below.

*“I use Instagram, so they upload their tasks there. Besides, Google Drive is also helpful to collect all students’ assignments” (OA/SU/RS1)*

Lecturer Two, an English, TOEFL, and English for Specific Purposes teacher, found post-pandemic teaching more effective using online tools like SPADA, developed by the University of Widya Gama Mahakam Samarinda. SPADA allows real-time discussions, quiz creation, and assessment, and was improved through training and evaluation. It features ZOOM, a discussion forum, and an assessment format.

*“On SPADA, it’s already available for the assessment format such as multiple choices for listening or just submitting the document for the assessment in a reading course. If it is multiple choice, the score can appear automatically after we upload the key answer. We can also set the deadline for the task or test. SPADA*



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*can be accessed 24 hours and leave comments on the discussion forum anytime”.*  
(OA/SU/RS2)

SPADA helps teach TOEFL by automatically scoring multiple-choice questions and counting them. It also helps in recording recordings due to insufficient lab space. SPADA is used for attendance, tasks, mid-term, and final test assessments, which are downloaded separately for each point and combined for automatic calculation on the portal.

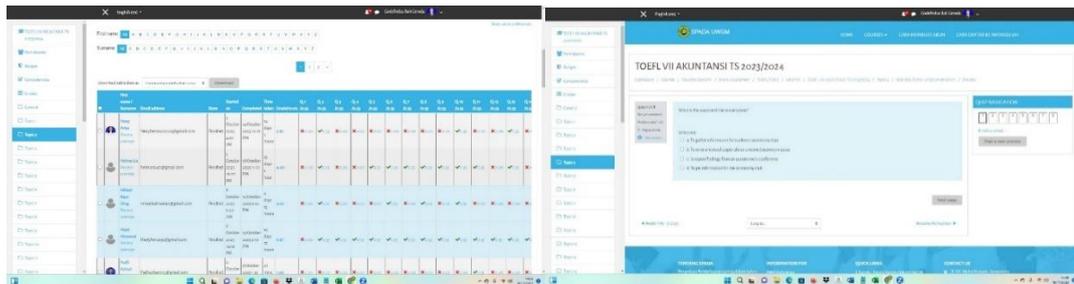
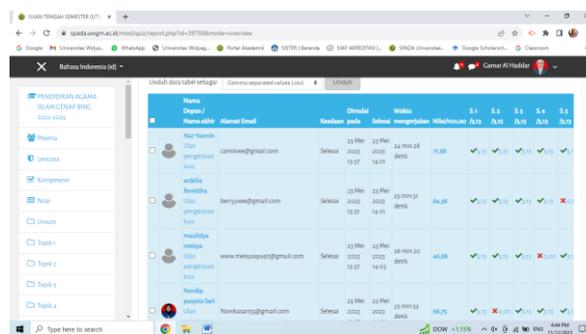


Figure 3. Scoring with multiple choice questions and TOEFL classes on SPADA

Lecturer Three taught Islamic Religion Education in English and Primary Teacher Education, using online assessments for effectiveness, ease of access, and free access. She taught small classes with 15-20 students, used WhatsApp groups for general information, and shared tasks on Instagram and Facebook with SPADA.

*“....For Mid-test and Final test, I also use SPADA. I can set the questions randomly so they have different questions appear with their friends”*  
(OA/SU/RS3)

The teacher explains that students can access online tests via SPADA during midterm and final exams, with random questions to prevent peer interference. The scoring process is easy, with results available for download and printing. Attendance percentages are checked manually, but results are submitted via the lecturer's portal.



| Name       | Uraian | Nilai  | Uraian |
|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Nur Triana | 23 Mei |
| Yulia      | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   |
| Yulia      | 19.07  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  |
| Andika     | 23 Mei |
| Andika     | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   |
| Andika     | 19.07  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  |
| Andika     | 23 Mei |
| Andika     | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   | 2023   |
| Andika     | 19.07  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  |
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| Andika     | 19.07  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  | 14.03  |

Figure 4. Test results via SPADA

## 1.1.2 The Challenges of the Online Assessment at the University of Widya Gama Mahakam Samarinda in the Post-Pandemic COVID-19

### A. Misbehavior Problem

The interview revealed that the teacher prefers to conduct mid-term and final tests through projects like essays or videos. However, she faces issues with students' discipline, including late assignment collection and plagiarism. She found that students copied tasks from her senior, such as a descriptive essay assignment, despite not being from the internet.

Lecturer Two, a member of the SPADA development team at the University of Widya Gama Mahakam Samarinda, faced challenges during online assessment implementation. He noted students often engaged in plagiarism, struggled to remember their passwords, and were unfamiliar with the LMS, which was a new tool even during the COVID-19 pandemic. These issues led to students not frequently accessing the LMS due to connection issues, highlighting the need for improved user experience and security measures.

*“They just made the registration on my course then suddenly forget their username and password, so they cannot join, need to set again”  
(CH/FO/RS2)*

Lecturer Three, Mrs. Gamar, was the most frequent user of SPADA, according to Lecturer Two. During the pandemic and post-pandemic, she faced challenges in implementing online assessments. Students needed to come to class for online tests,



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and their package data was not sufficient to access the LMS. This led to students not attending class, affecting the assessment.

*“Sometimes their package data was not sufficient to open the LMS, it made them cannot access it while they were already in the class and ready to take a test” (CH/FO/RS3)*

Additionally, students had insufficient data, and if Wi-Fi could not reach the class, they had to use their package data. These issues urged her to find solutions.

## **B. Technical Problem**

Lecturer One addressed the issue of late submissions in projects, allowing them to collect assignments but lowering their scores. She also emphasized that students' jobs outside the class cannot excuse late submissions and that a lower score may lead to re-taking the course. Lecturer Two introduced a gamification concept to improve discipline and set clear deadlines. Students who submitted tasks and quizzes on time would earn rewards, which would be added to their final score at the end of the semester.

*“..I give them a star. They collect the stars during one semester. They earn that starts from submitting the task on time, and for those getting the high score on my quiz” (SO/FO/RS2)*

If connections were difficult, the deadline could be extended or submitted via WhatsApp. Lecturer One enforced a rule against plagiarism and emphasized the consequences of such actions.

### **1.1.3 The Solution to Manage the Challenges of Online Assessment at the University of Widya Gama Mahakam Samarinda in the Post-Pandemic COVID-19**

#### **A. Misbehavior Problem**

Lecturer Two addressed students who couldn't remember their passwords by using their names as usernames and passwords. He explained the LMS features to new students at the start of the semester, making it easier for them to access SPADA. The Lecturer Three addressed students who missed class and privately chatted with them. The teacher



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aimed to address students who missed coming for a long time by offering activities to fill out their scores.

*“I would ask their friends about students not coming to my classes for a long time if they do not have any idea. I would reach him/her personally by WhatsApp”  
(OA/SO/RS3)*