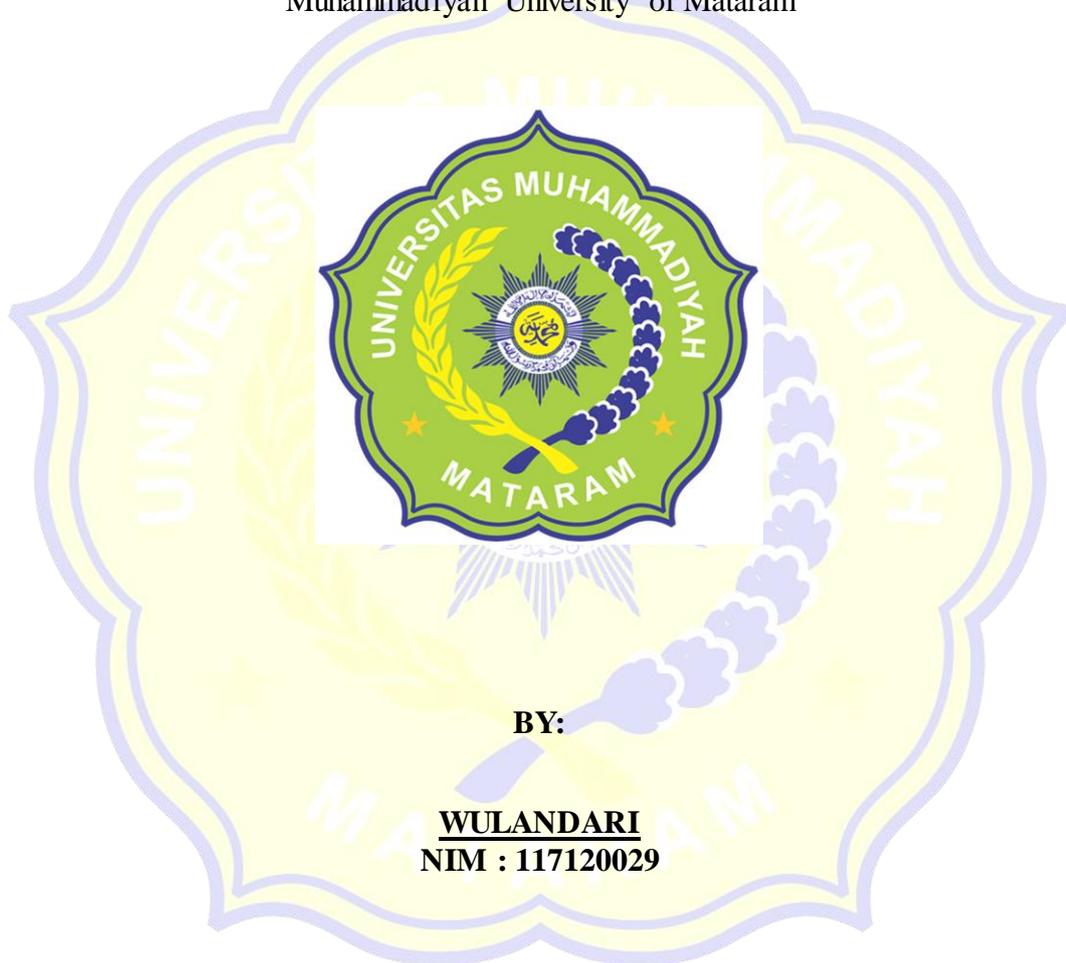


A Thesis

**ANALYSIS OF TEACHER ASSESSMENTS OF STUDENT ACHIEVEMENT
IN USING ONLINE LEARNING MEDIA AT THE TENTH GRADE
STUDENTS OF MA ALRAISIYAH MATARAM
IN ACADEMIC YEAR 2020/2021**

Presented as A partial fulfillment of the Requirement for the Bachelor degree in
English Language Teaching faculty of Teacher Training and Education
Muhammadiyah University of Mataram



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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY MUHAMMADIYAH OF MATARAM
2021**

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IN USING ONLINE LEARNING MEDIA AT THE TENTH GRADE
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IN USING ONLINE LEARNING MEDIA AT THE TENTH GRADE
STUDENTS OF MA AL RAISIYAH MATARAM
IN ACADEMIC YEAR 2020/2021

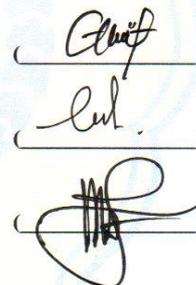
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Presented as fulfillment for the requirement in bachelor degree is my work. Except where otherwise acknowledged, and this thesis has not beensubmitted for the other higher degree Institution or University.

Mataram, July 2021

The researcher



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MOTTO

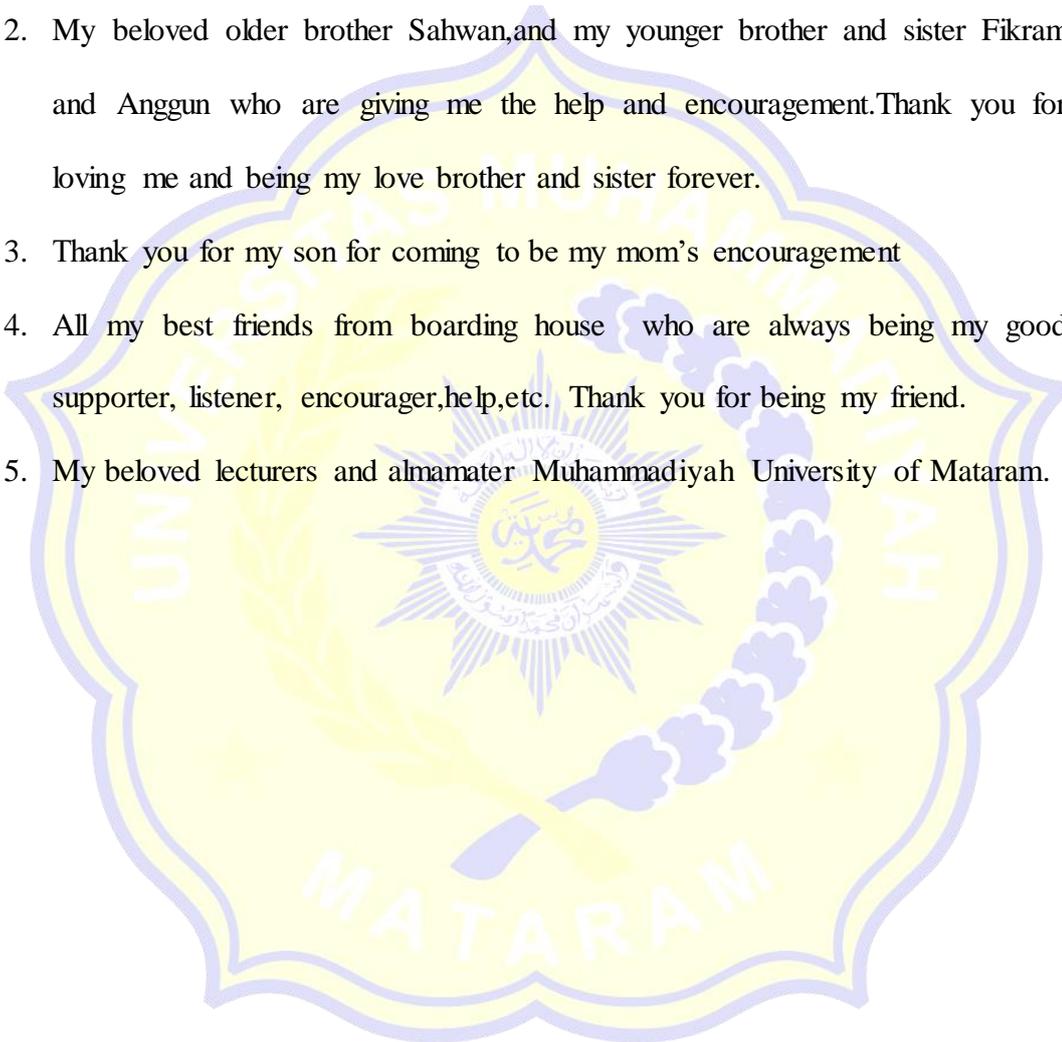
The are only two choices to win life: courage,or sincerely. If you do not dare,
sincerely accept it. If not sincere,dare to change it.



DEDICATION

This thesis is dedicated to:

1. My beloved parents Magu yusuf and Halimah always give their love, support, and prayer for me so I can be here. Thank you for always being my hero.
2. My beloved older brother Sahwan, and my younger brother and sister Fikram and Anggun who are giving me the help and encouragement. Thank you for loving me and being my love brother and sister forever.
3. Thank you for my son for coming to be my mom's encouragement
4. All my best friends from boarding house who are always being my good supporter, listener, encourager, help, etc. Thank you for being my friend.
5. My beloved lecturers and almamater Muhammadiyah University of Mataram.



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Alhamdulillah, the researcher would like to praise to Allah SWT who has given the researcher health, bless and chance during the writing this thesis. Shalawat and salam to the prophet Muhammad S.A.W who has brought us from the darkness to the brightness.

In this great occasion, the researcher would like to thanks to all of those who gave the researcher help, guidance and advice in composing this thesis. The researcher would like to thanks to:

1. Drs. H. Arsyad Abd. Gani, M.Pd., as the Rector of Muhammadiyah University of Mataram.
2. Dr. Muhammad Nizaar, M.Pd. Si., as the Dean of Faculty of Teacher Training and Education of Muhammadiyah University of Mataram.
3. Hidayati, M.Hum., as the head of English Education Department
4. Mr. Asbah, M.Hum., as the first consultant and Mr. Moh Fauzi Bafadal, M.Pd., as the second consultant for the encouragement and advice for the completion of this thesis.
5. All of the lectures of the English Education Department of Muhammadiyah University of Mataram, who have transferred their knowledge and help during the researcher study at Muhammadiyah University of Mataram.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, any suggestion and criticism is received by the researcher. The researcher prays that all who helped get blessing from Allah SWT.

Mataram, July 2021



Wulandari

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Mataram, July 2021

Wulandari

Wulandari. 2021. **Analisis Of Teacher Assessments Of Student Achievement In Using Online Learning Media At The tenth Grade students Of MA AR Raisiyah Mataram**. Thesis. Mataram: Muhammadiyah University of Mataram.

Consultant 1: Mr. Asbah, M. Hum.

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ABSTRACT

this study looked at teacher assessments of student achievement in using online learning media at tenth grade students of Ma AL- Raisiyah Mataram In academic year 2020/2021. The following two questions are addressed in general by this research: (1) How are English teachers at MA AL Raisiyah Mataram evaluating student achievement in class utilizing online media? (2. What are the challenges for an English instructor using online media in class to assess the learning achievement of MA AL Raisiyah Mataram students? Data was gathered via a questionnaire and interviews with Ma al-raisiyah teacher class X participants in this study. As a type of research, this study employing qualitative methodologies was deemed appropriate. This study's findings are provided in a descriptive manner in order to determine how to evaluate teachers based on student accomplishment. The researcher discovered that when analyzing student learning activity, teachers still encounter obstacles such as students who do not grasp the topic being studied, students who are unwilling to learn, and most students who do not have access to electricity or who do not have a cellphone. Teachers may only assess their students' learning in a limited fashion because pupils are expected to learn to use cellphones during this "Covid 19" period, rendering teaching and learning ineffective and making it harder for teachers to recognize students who are truly achieving.

Keyword : Teacher, assessment, online learning

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Consultant 2: Mr. Moh Fauzi Bafadal, M.Pd.

ABSTRACT

Penelitian ini melihat penilaian guru terhadap prestasi belajar siswa dalam menggunakan media pembelajaran online pada siswa kelas X Ma AL-Raisiyah Mataram Tahun Pelajaran 2020/2021. Dua pertanyaan berikut dibahas secara umum oleh penelitian ini: (1) Bagaimana guru bahasa Inggris di MA AL Raisiyah Mataram mengevaluasi prestasi belajar siswa di kelas dengan memanfaatkan media online? (2. Apa saja tantangan seorang instruktur bahasa Inggris menggunakan media online di kelas untuk menilai prestasi belajar siswa MA AL Raisiyah Mataram? Data dikumpulkan melalui angket dan wawancara dengan guru Ma al-raisyah peserta kelas X dalam penelitian ini. Sebagai jenis penelitian, penelitian ini menggunakan metodologi kualitatif dianggap tepat. Temuan penelitian ini disajikan secara deskriptif untuk menentukan bagaimana mengevaluasi guru berdasarkan prestasi siswa. Peneliti menemukan bahwa ketika menganalisis aktivitas belajar siswa, guru masih menemui kendala seperti siswa yang kurang memahami topik yang sedang dipelajari, siswa yang tidak mau belajar, dan sebagian besar siswa yang tidak memiliki akses listrik atau yang tidak memiliki handphone. Guru hanya dapat menilai hasil belajar siswanya secara terbatas karena siswa diharapkan untuk belajar menggunakan ponsel selama periode "Covid 19" ini, membuat belajar mengajar tidak efektif dan mempersulit guru untuk mengenali siswa yang benar-benar berprestasi.

Kata kunci : Guru, Penilaian, Pembelajaran Online

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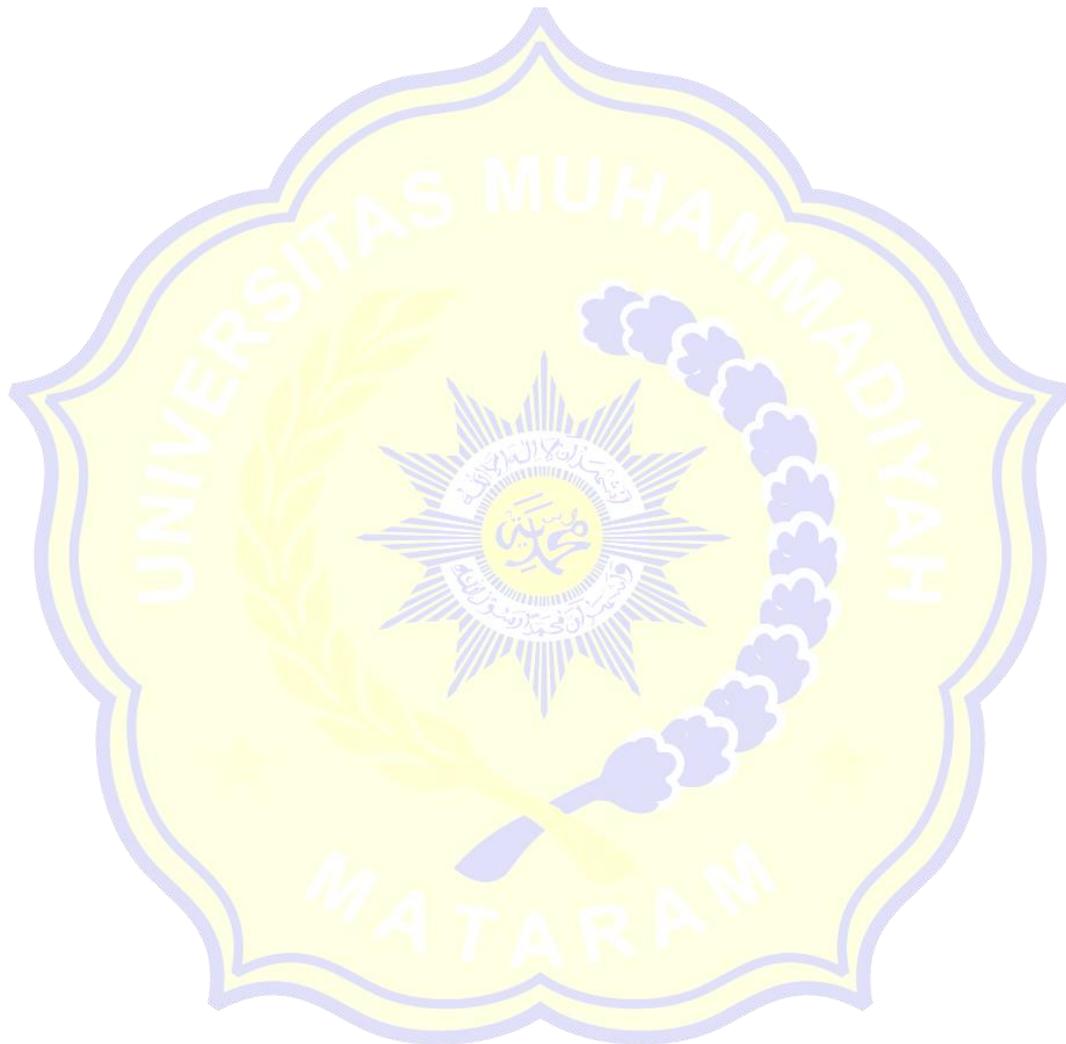
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

A teacher's assessment on student learning achievement is important for student learning progress, because without an assessment and evaluation from a teacher, students will find it difficult to get feedback to support further lessons. Therefore, it is something that is crucial in the teaching and learning process, meaning the expertise, competence, and cooperation of a teacher as well as a students to assist the teaching and learning process, one of which is by conducting an assessment given by a teacher to students. In this case, the main idea that is taken is the role of a teacher to assess student achievement in using online media as classroom learning material. With the aim that through the efforts of this research, it can improve the skills and enthusiasm of teachers in assessing student achievement using online media as learning material in class, especially in class X MA Ar-Raisiyah Mataram.

Teacher is one of main component in education. the position of teacher is also very important in society. In the eyes of ordinary people, teachers are believed to be a bridge in the success of their children, because without a teacher, it will be difficult to get to know this life properly and correctly, without a teacher a president will not be able to become president, a doctor will not be able to become a doctor and even a teacher will not able to become a teacher. This is all thanks to the educational intake of a teacher who is capable to educating the nation's and state's polulation's live.

The work of the teacher as a profession necessitates that teachers enhance their own professionalism in accordance with scientific and technological advancements. A teacher's responsibilities as a vocation include educating, instructing, and training student. As an educator, the teacher's job is to sustain and improve pupils' life values. As a teacher, one of the most important aspect of one's profession is to pass on and develop science and technology to kids. As a trainer, a teacher's role is building skill and implementing them in real life for the benefit of student future.

The implementation of assessments in the classroom has been unable to describe the diverse abilities of students because the methods and tools used are less appropriate and less varied. Because of limited ability and time, assessments tend to be carried out using methods and tools that simplify students' acquisition demands. However, with the rapid progress of today's era where students tend to use online media as learning material, what will be studied is the teacher's assessment of student learning achievement using online media as learning material in class X MA Ar-Raisiyah Mataram.

The study focuses on the teacher's assessment on student achievement in using online media in class, which is specifically for class X MA Ar-Raisiyah Mataram students. Assessment and learning activities lead to mastery of the expected competencies.

Based on previous research conducted by Sapto Haryoko (2009) who used audio-visual media to determine the learning outcomes of the students he was researching. Moreover in other previous research, namely that conducted

by Siti Jainab (2015), this study used the 4-D method to measure mastery of straight motion teaching materials and science process skills which consisted of a question arrangement grid. The last previous research by Akbar Dyah Oktavilia (2015), which uses the monopoly game research method that meets the requirements to measure mastery of straight motion kinematics physics material.

The authors are interested in performing a study named “teacher’s assessment of student achievement in using online learning at MA Ar-Raisiyah Mataram” based on given description.

1.2 Research Question

1. How is the assessment of English teachers at MA AL Raisiyah Mataram in assessing student achievement using online media in class?
2. What are the obstacles for the English teacher in assessing the learning achievement of MA AL Raisiyah Mataram students using online media in class?

1.3 Purpose of the Studies

The research objectives can be defined based on the definition of the topic.

As follows :

1. To find out how the assessment of English teachers in assessing student achievement of MA AL Raisiyah Mataram using online media as learning material in class.

2. To find out the obstacles faced by the English teacher in assessing the learning achievement of MA AL Raisiyah Mataram students using online media as classroom learning material.

1.4 Significant of the Study

This research provides benefits for the learning and information process for many people, such as:

1. For teachers, this research is expected to ease the it student's assessment.
2. For teachers, this research is expected to achieve the required targets and be able to provide maximum value to students to improve their learning abilities.
3. For students, this study is expected to motivate the enthusiasm for learning about the use of online media as an effective learning material in the classroom.

1.5 Scope of the Study

The scope of the focus of this research is about the effect of English teacher assessments on student achievement in the use of online media as learning material for class X students of MA Ar-Raisiyah Mataram.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Study

Researchers traced several works related to the research carried out. namely as follows:

1. Sapto Haryoko (2009). The purpose of this research was to find out how well students who were taught with audio-visual aids learned (media), The students' learning outcomes were taught utilizing traditional techniques. This study used experimental techniques by comparing the learning outcomes of students who were taught utilizing various modes of instruction. The findings revealed that students taught using audio-visual medium had significantly different learning outcomes than students taught using traditional approaches, where the results of students who were taught using audiovisual medium (16,25) were greater than the results of students who were not. Students who are taught utilizing traditional techniques of learning (9,25). The outcomes of this study suggest that teachers should use technology-based media, particularly audio-visual media, in their classrooms, so that learning outcomes are optimal.
2. Siti Zaenab (2015). Research it is a development research using a model 4-D development to the development stage. The results of this study are an appropriate assessment instrument to measure the mastery of straight motion teaching materials and science process skills consisting of a question arrangement grid, 39 reasoned multiple choice items and answer

keys accompanied by an assessment rubric as well as valid and reliable assessment instruments to measure mastery of straight motion teaching materials and science process skills.

3. Akbar Dyah Oktavilia (2015). The purpose of this study was to obtain a product to develop an assessment instrument based on monopoly game media that met the requirements to measure the mastery of straight motion kinematics physics material, to know the mastery of straight motion kinematics physics material for high school students and to know the growth of interest in learning physics of high school students. The result of this research is that an assessment instrument based on monopoly media has been produced which meets the requirements to measure mastery of physics material and the growth of interest in learning physics for high school students, mastery of physics material straight motion kinematics of students in the broad field trial of the medium category of 96% and high criteria 4 %, the growth of students' interest in learning physics in broad field trials with the low category 8%, 18% medium and 74% high.

Based on previous research, there are differences with the current research, the three studies above are related to existing research done. The first research is used as a reference that the use of audio-visual media can affect student achievement. The difference is that the first study used audio-visual media as a learning medium, while this study used audio-visual media as a learning medium the media used for the assessment instrument. The second study was used as a reference for the test form.

The difference is that the multiple choice test is used to test the cognitive and psychomotor aspects. Meanwhile, for the affective aspect, a form of self-assessment is used. The third research has similarities in the development of media-based assessment instruments. The difference is the third research on development of game-based assessment instruments, while this research is the development of assessment instruments based on audio-visual media.

2.2 Literatures Review

2.2.1 Learning Assessment

According to Ridwan Abdullah Sani (2014: 201), assessment and evaluation of learning is an attempt to collect data which is then processed for policy making in an educational program. In activities including teaching and learning, the teacher conducts an assessment by collecting facts and learning documents of students to make improvements to learning planning. Therefore, the assessment process and learning outcomes require information that varies from each student or group of students. The right assessment can provide a reflection of learning events experienced by students.

Some of the most commonly known types of assessment are *formative assessments and summative assessment*. Formative evaluation is used to evaluate pupils' progress at a certain time while still learning in improving learning. The purpose of formative assessment is to ensure accountability for the learning process. For students, The goal of

formative assessment is to provide students with feedback so that they can enhance their learning efforts and become more motivated. For teachers, this assessment is intended as feedback for teachers on the learning they do. Summative assessment is carried out at the conclusion of the educational process in an effort to determine the abilities or competencies of students. Summative assessment aims to measure learning achievement and evaluate the effectiveness of the learning strategies used by the teacher. Summative assessment is also used as a requirement for students to take further lessons. From the description Formative assessment is an evaluation of learning progress, whereas summative assessment is an evaluation of learning outcomes (Ridwan Abdullah Sani, 2014: 201).

And from another point of view, according to Abdul Majid (2014: 44-48), the assessment of learning outcomes depends on the goals to be achieved in the learning process. Learning objectives based on the classification of learning outcomes that have been carried out by Bloom in 1956, include cognitive, affective and psychomotor aspects. The cognitive aspect is an aspect that refers to intellectual skills. The affective aspect is an aspect that emphasizes development attitudes and feelings, while the psychomotor aspect is that aspect emphasize motor skills. In this case, two aspects will be taken, namely cognitive and affective.

2.2.1.1 Assessment of student

In assessing students there are several things that need to be considered by educators, including the following: (1). the assessment carried out by educators should not only be an assessment of learning, There is also an evaluation for learning (assessment for learning) and an assessment as learning (assessment as learning) (assessment as learning); (2). assessment is directed at measuring the achievement of basic competencies (KD) in Core Competencies (KI); (3). The assessment uses a criterion reference, which is an assessment that compares the achievements of students with the specified competency criteria. The results of a student's assessment, both formative and summative, are not compared with the results of other students but are compared with the mastery of the competencies obtained. (4). The evaluation is done in a systematic and long-term way, meaning that all indicators are measured, then the results are analyzed to determine the basic competencies that have been and have not been mastered by students, as well as determining kids' learning challenges; (5). The results of the assessment are analyzed to determine follow-up, in the form of remedial programs for students with competency achievement below completeness and enrichment programs for students who have met completeness (Depdikbud, 2017).

The conventional assessment approach tends to be done only to measure student learning outcomes. In this context, assessment is positioned as if it were a separate activity from the learning process (Hadi, 2020). In its development, assessment does not only measure learning outcomes, but what

is more important is how assessment is capable of increasing pupils' proficiency in the learning process (Arifa, 2020). Therefore, the evaluation must be done in three ways: assessment of learning (assessment of learning), assessment for learning (assessment for learning), and assessment as learning (assessment as learning) (assessment as learning) (Wardhana, 2020). Assessment of learning is carried out to measure the achievement of students against the competencies that have been determined. Learning assessment allows educators to use information about students' conditions to improve learning, while assessment as learning allows students to see their learning achievements and progress to determine learning targets (Depdikbud, 2017).

In the assessment, learning assessment is the most dominant compared to learning assessment and assessment as training. Assessment in distance learning is expected to be the opposite, which prioritizes assessment as learning and assessment for students' learning over assessment for learning. Following the completion of the learning process, a learning assessment is conducted. This assessment is to find out learning outcomes after students have finished following. Summative assessments, such as end-of-semester tests and school exams, are examples of learning evaluations. (Depdikbud, 2017).

Assessment for learning is carried out during the learning process and is used as a basis for improving the learning process. This is what can be done with the use of bold media in the distant learning process. Educators can see the interaction between students in understanding the material presented.

Educators can point directly to participants who are present in bold learning, whether the material presented has been accepted by students or not (Saifuddin, 2018). Educators can thus provide feedback on students' learning processes, bringing their learning and progress together. Assessment for learning is a procedure that educators can utilize to improve their performance in facilitating students' learning. Assignments during distance learning, for example, are one type of formative evaluation. Assessment for learning can include bold presentations and bold quizzes. (Depdikbud, 2017).

Because it is carried out throughout the bold learning process, evaluation as learning is akin to learning assessment. Assessment for learning, on the other hand, involves students actively participating in assessment activities (Anhusadar, 2020). Students learn to judge themselves or judge themselves honestly. Evaluation as learning can take several forms, including self-assessment and peer assessment (Mustarin & Wiharto, 2018). Participants can be included in developing assessment processes, criteria, and rubrics/guidelines in this scenario so that they can see firsthand what needs to be done to achieve the best possible learning outcomes (Depdikbud, 2017).

2.2.1.2 Principles of Assessment.

In conducting an assessment of learning outcomes so that the results can be accepted by all parties, whether assessed, assessed, or other parties who will use the results of the assessment, the assessment must refer to the principles regulated by the Directorate of High Schools. Guidance, Directorate

General of Primary and Secondary Education of the Ministry of Education and Culture in 2017 as follows:

1. Sahih, namely a valid assessment (valid, ie measuring what you want to measure) must be carried out based on data that demonstrates the measured ability To obtain data that can reflect the measured ability, valid instruments must be used.
2. Objective, not influenced by the subjectivity of the rater. Therefore, it is necessary to have an assessment guide (rubric) so that
156 can equalize perception and minimize subjectivity. Moreover, the assessment has a very complex scope, authenticity, and assessment criteria. For more than one assessment, it is necessary to look at the reliability or consistency between raters (inter-rater reliability) to ensure the objectivity of each rater.
3. Fair, because of disparities in religious background, ethnicity culture, customs, social level, gander, and other factors, assessing is neither good nor damaging to student. The difference in the assessment results must solely be caused by the different achievements of students' learning in the competencies being assessed.
4. Integrated, educator evaluation is an inextricable part of learning activities. Assessment is a method of determining whether or not a competency has been attained. These competencies are achieved through learning activities. Because it should not be separated from the lesson. Assessment must refer to the learning process carried out.

5. Open, assessment procedures and criteria must be open, clear, and can be known by anyone with an interest. In an era like now, those who assess students and users of rights results know the process used in the assessment, the results of the assessment can be accepted by all parties.
6. Comprehensive and Continuous, assessment by educators of all aspects of competence using various appropriate techniques, to unite the abilities of students. The assessment instrument used should be constructively representative of the aspects that are assessed intact. Assessment is carried out with various techniques and instruments, and uses an assessment approach as learning, for learning and learning proportionally.
7. Systematic, carried out in a planned and gradual manner by following standard steps. Assessment should begin with planning/mapping, regarding what will be measured, the instruments to be used, and the quality of the instruments (difficult, moderate, easy), and must be meaningful (meaningful learning). Conducted and analyzed Basic Competence (KD), and indicators of achievement of KD. Based on the results of the analysis, the appropriate assessment technique, instrument form, and time assessment were mapped.
8. The assessment is based on a desire to carry out the firsts bravely based on the criteria. This means to state that students are competent or not compared with the achievements of their friends or groups, but compared with the minimum criteria set. Students who have reached the minimum criteria are called complete, can continue learning to achieve the next

competence, while students who have not reached the minimum criteria must take remedial.

9. Accountable, the assessment can be justified, both in terms of techniques, procedures, and results. The accountability of the assessment can be satisfactory if the assessment is carried out in a valid, objective, fair and open manner, as described above. There is also a need for a meaningful assessment concept. In addition to being questioned about the technique, procedure and results, it must also be The significance of this for students and the learning process is presented.

2.2.2 Assessment of Student Learning Outcomes

Assessment of learning outcomes is an educational activity connected to making judgments about the achievement of competencies or learning outcomes of students who follow specified learning procedures. As a result, data is required as reliable source of information for decision making. The success of student in obtaining a competency is a factor in this decision. The assessment of learning outcomes is one of the pillars in implementing a competency-based curriculum.

There are four terms associated with the concept of assessment used to determine the learning success of students, namely measurement, testing, assessment, and evaluation. Measurement (measurement) is a process of determining a measure of a symptom according to certain rules (Guilford, 1982). Measurement in

competency-based education is based on the observation classification of students' abilities by using a standard. Measurements can use test and non-test. Measurement of education can be quantitative or qualitative. Quantitative forms are in the form of numbers, while qualitative results are in the form of qualitative predicates or statements, for example very good, good, sufficient, lacking, very lacking, accompanied by a description of an explanation of achievement learners. Testing is part of the measurement which is followed by assessment activities.

The term “assessment” refers to a way of evaluating a student’s or a group of student performance. Collecting evidence that demonstrates pupils learning achievement is part of the assessment process. A statement that explains a person’s traits based on a number of facts is called an assessment (Griffin & Nix, 1991). Assessment includes all processes in learning. Therefore, assessment activities are not limited to the characteristics of students, but also include the characteristics of teaching methods, curriculum, facilities, and school administration. Assessment instruments for students can be in the form of formal or informal methods or procedures to produce information about students. The assessment instruments can be in the form of written tests, oral tests, observation sheets, interview guides, homework assignments, and so on. Assessment is also defined as an activity to interpret the data from measurement results or activities to obtain information about the achievement of student learning progress.

2.2.3 Student Achievement Factors

Effective educational methods are necessary to ensure that public investment in our schools yield the greatest return for our kids, communities, states, and country. When we look at instructional practice, student outcomes, and financial equality, defining and quantifying terms like effective, proficient, and sufficient has been a challenge.

According to Bronfenbrenner's Bio-ecological Model (1979), Student achievement is influenced by a variety of factors, including the students' personal characteristics, interactions with others such as parents, teachers, and administrators, and lastly the larger systems that surround the student e.g. school districts, neighborhoods, local economy, political policy, and multicultural relations. Bronfenbrenner's bio-ecological paradigm exemplifies a holistic vision of the "whole kid" in their environment. From the most intimate to the most externalized aspects of a person's life experiences, the model has four stages: Climate/culture (Macrosystem), Larger Community (Exosystem), Interactive Experiences (mesosystem), and Student Personal (microsystem).

At the level of students (e.g. gender, place of residence, family background, attitudes toward learning, motivation, network of connections), school (infrastructure, location, school size, atmosphere, number and composition of students), and teacher (e.g. professional training, attitudes toward teaching), there are several factors that

influence student or school achievement can be changed by educational policy, while other cannot.

It self that teachers play a critical role in the creation of a high-quality and successful education, student growth, and academic accomplishment (Barber & Mourshed. 2007; OECD, 2005, 2010). The first report states unequivocally that (1) the educational system is only as good as the instructors who make it up; (2) successful learning cannot be envisioned without quality teaching; and (3) the success of every kid is a necessity for excellent performance (Barber & Mourshed, 2007). Thus, if we consider student growth and school accomplishment as factors that can be influenced by educational policy, we can conclude that the teacher quality and equal opportunity provision are the most important factors.

Student achievement can be connected to classroom practice characteristics. According to study data assessing teaching practice indicators. However, this only explains a tiny portion of any achievement scattering, which could be due to the fact that classroom practice indicators correlate with other, non-observed instructor qualities (Bonesronning, 2004; Wenglinsky, 2002). According to research, student's cognitive and logical abilities are developed significantly more efficiently when teacher take a knowledge-transfer (one-to-one) approach (Kim, 2005).

2.2.4 Learning Media

2.2.4.1 Definition Of Learning Media

Sources to information recipients. Media term this is very popular in the field of communication. Essentially, the teaching and learning process is also The name "media" is derived from the Latin plural form of "medium," which literally means "intermediate" or "introduction. Its general meaning is anything that can transmit information Learning media are media that are utilized in the learning process and are derived from information. According to Heinich, Molenida, and Russel (2002) "Technology or learning media as a scientific application of the learning process on humans in the practical role of teaching and learning," they claim. According to Heri & Helmi (2019: 35) that the media has practical value to generate motivation to learn, making abstract concepts concrete, for example in explaining the stages of history through graphic film, overcoming Classroom boundaries in displaying objects that are too large like temples, and can also overcome differences in personal experience students with each other, the media can also display objects.

2.2.4.2 The Kinds Of Learning Media

a. Power point presentation

Microsoft PowerPoint is a piece of software for creating presentation materials in the form of slides. PowerPoint is a presenting application program on a computer, according to Susilana (2008). A user can simply produce professional presentations with the help of this program, which can then be used as learning material.

Dennis Austin and Bob Gaskins are the first two people times developing this program. At that time, Microsoft PowerPoint used as a presenter by Forethought, Inc. and then the name was changed to PowerPoint. PowerPoint becomes Microsoft Office applications most widely used apart from Microsoft Word and Excel.

b. Interactive learning CD / multimedia

Kinds of multimedia learning models :

1) Drill Model:

Creates more concrete learning experiences by creating mock-ups of real-life encounters that resemble the mood.

2) Tutorial Model:

Using software in the form of a computer program contains subject matter.

3) Simulation Model:

Create mock-ups of events that mimic the atmosphere, which are too little and uncommon to be witnessed firsthand, to provide a more real learning experience. So deep this educational media in school learning is very useful to achieve the goal that the teaching and learning process can take place effectively & efficiently.

4) Model Games:

This game model is developed based on "learning fun", where students will be exposed to several hints and game rules.

c. Tutorial Video

Video is a series of motion pictures accompanied by sound which forms a unity that is strung into a groove, with messages in it for the achievement of learning objectives stored by the storage process on tape or disk media (Arsyad, 2004: 36 in Rusman et al 2011: 218). Video is an audio medium visuals that show motion (Sadiman, 2008: 74).

Tutorial video is a media that is systematically designed with guidance to the applicable curriculum and in its development apply the principles of learning so that the program allows students to interpret the subject matter more easy and attractive. Physically, the instructional video is a

program lessons are packaged in videotapes and presented with using a VTR or VCD player and a TV monitor.

d. Internet

Makes the internet seem like a separate world without borders. Internet is an acronym for Interconnection Networking from another language "Inter" which means between. Linguistically, the word internet means network between or liaison. So the conclusion from the definition of the internet is the relationship between different types of computers and networks different worlds operating systems and applications where the relationship takes advantage of advances operating systems and applications where the relationship takes advantage of advances operating systems and applications where the relationship takes advantage of advances communications (telephone and satellite) using standard protocols in TCP or IP protocol (Transmission Control or Internet Protocol)

This understanding is explained in the opinion of Supriyanto, Dodit (2008:60). Simply put, according to Hartono, Jogyanto (2009:1). Internet can be interpreted a collection of multiple computers. Even millions of computers around the world that interconnected or connected to each other. The media used can using cable or

fiber optic, satellite or by telephone connection. Opinion This means that the internet is a modern method of communication and information that can be used by users all over the world in the interconnection of computer networks built by access (provider) internet facilities, so that the internet as a medium of information can be effective and efficient means for exchanging and disseminating information without being hindered by distance, time difference and geographical factors for a person who want to access the information.

2.2.4.3 Benefits Of Learning Media

In addition to having several functions of learning media as well, has several benefits including the benefits of media learning is explained by Arief Sadiman (2010: 17) among others as follows: Overcome the restrictions of space, time, and senses by clarifying the message's presentation so that it is not overly verbalistic (in the form of written or spoken words exclusively).

Etin Solihatin (2012: 186) explains the benefits of media in learning is to facilitate interaction between teachers and students so that in learning activities will be more effective and efficient.

But in particular there are some more benefits of media detail.

Meanwhile, according to Zainal Aqib (2013: 51), the benefits of media learning include: (1) uniform delivery

material, (2) clearer and more interesting learning, (3) process more interactive learning, (4) time and energy efficiency, (5) raise the standard of learning outcomes. The most important function of learning media is to facilitate interaction between teachers and students in the learning process, resulting in more effective learning, efficient and interesting students' interest in learning. Utilization of the learning media must also be adapted to other educational components so that can support each other.

2.2.4.4 Internet Based Media

According to Nunuk Suryani & Leo Agung (2012: 43), what is meant by learning media is everything that can be used as a tool in order to support efforts to implement The process of teaching and learning that leads to the attainment of learning goals. The word media is derived from the Latin word *medius*, which meaning "middle," "intermediate," or "introduction." In Arabic, the media acts as a conduit or messenger between the sender and the intended recipient of the message. People impose a variety of restrictions on the media. The American Association of Education and Communication Technology (AECT) defines media as "all forms and channels through which people transmit messages and information.

According to Rudi Susilana & Cepi Riyana (2008: 5), The equipment or hardware (hardware) and the message parts that

were brought (message/software) are always present in media learning. Thus the learning media require equipment to present the message, but which the most important thing is not the equipment, but the message or learning information presented by the media.

2.2.5 Online Media

Online media is media that uses the internet, at a glance people will judge online media as electronic media, but experts separate them into separate groups. The reason is online media using a combination of print media processes by writing information that channeled through electronic means, but also in terms of communication personal impression of the individual.

Online media is mass media that we can find on the internet. As mass media, online media also uses journalistic rules in their work system. The internet as an online media is a new media. The internet has several characteristics, such as technology-based media, flexible character, interactive potential, functioning privately and publicly, have low rules, and are related. The internet also creates doors a new gateway for organizations that can be accessed globally from various corner of the world. The interactive characteristics of the internet can be a means of effective way to build and maintain loving relationships profitable if the web is used properly (Ali Akbar, 2005).

2.3 Theoretical Framework

According to Ridwan Abdullah Sani (2014: 201), assessment and evaluation of learning is an attempt to collect data which is then processed for policy making in an educational program. In teaching and learning activities, the teacher conducts an assessment by collecting facts and learning documents of students to make improvements to learning planning.

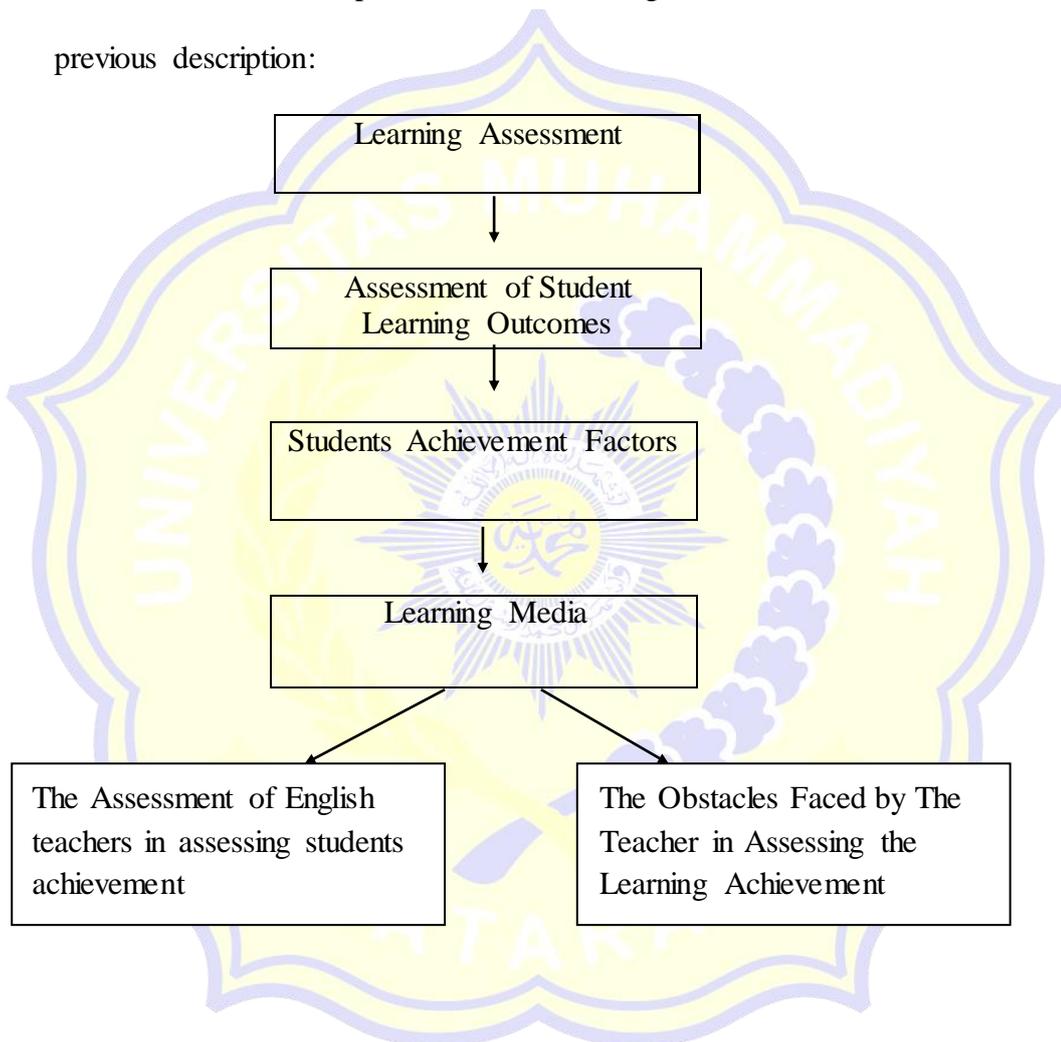
Assessment of learning outcomes is a type of educational activity that involves determining whether or not students who follow certain learning processes have achieved specified competencies or learning outcomes. As a result, data is required as a dependable source of information for decision-making. This judgment is based on students' ability to complete a competence. So the assessment of learning outcomes is one of the pillars in implementing a competency-based curriculum.

According to Bronfenbrenner's Bio-ecological Model (1979), Students' personal factors, interactions with others such as parents, teachers, and administrators, and finally the larger systems that surround the student, such as school districts, neighborhoods, local economies, political policy, and multicultural relations, all have an impact on student achievement.

According to Heinich, Molenida, and Russel (1993) "Technology or learning media as a scientific application of the learning process on humans in the practical role of teaching and learning," they claim. According to Heri & Helmi (2019: 35) that the media has practical value to generate motivation to learn, making abstract concepts concrete, for example in explaining the stages

of history through graphic film, overcoming Classroom boundaries in displaying objects that are too large like temples, and can also overcome differences in personal experience students with each other, the media can also display objects.

The researcher produced the following frame of mind based on the previous description:



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researchers' plan for comprehending some groups and phenomena in their natural surroundings was known as research design. According to Bungin (2007:84), research design encompasses all of the steps involved in performing a study. It indicates that the planning and research are both part of the process. A general statement of a research problem or topic is used to start the design. To begin, the researcher should consider a topic in which he or she is interested and would like to learn more.

3.2 Research Location

The location of this research at MA Al-Raisiyah, which address at Jl.Sultan Kaharudin No.105 Karang Pule, Kec. Sekarabela Mataram City, West Nusa Tenggara.

3.3 Types and Data Sources

This is a qualitative descriptive research, which means the data is collected in the form of words and pictures rather than numbers. According to Walidin etal (2015;76) According to the definition, qualitative research strives to get a thorough understanding of human and social problems, not describing the surface part of reality as quantitative research with positivistme. Meanwhile, descriptive research is a type of study that aims to describe or describe existent events, both natural and man-made. The goal of

descriptive research is to create systematic, factual, and accurate descriptions of a population's or area's facts and features. when viewed from the top.

According to Sugiyono (2009:225) When looking at data collecting from the perspective of the data source, primary and secondary sources can be used. Primary sources are data sources that supply data directly to data collectors, whereas secondary sources are data sources that do not provide data directly to data collectors.

The secondary source in this study how the form of teacher assessment of student achievement at MA-Alraisiyah Mataram.

3.4 Data Collection Methods

According to Sugiyono (2016:224), Because the primary goal of research is to obtain data, data collection procedures are the most important steps in the research process. This is a qualitative study that employs data collection methods such as interviews and questionnaires.

1. Interview

The interview employed in this study was a semi-structured interview. Spring interview structured aims to find problems more openly, where interviewees were asked for their opinions and ideas. The researcher will give 8 questions for the teacher through direct interview.

2. Questionnaire

According to Yusuf (2014:49), Questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher. The

researcher using 10 questions using transcripts that will be given to the teacher to be answered that focused on teacher assessments of student achievement in using online learning media.

3.5 Research Instruments

According to Arikunto 2002:107. A research instrument is a device used by researchers to make their work easier and to obtain better results by collecting data in a systematic, complete, and methodical manner. This allows the data to be processed more easily. The data for this study was acquired utilizing a variety of instruments, including an interview and a questionnaire.

1. Interview

According to Walidin (2015:116), Interviews conducted to obtain information, which cannot be obtained through observation or questionnaire. In order for the interview to be effective, there are a number of stages that must be passed, namely; 1). introduce myself, 2). explain the purpose of arrival, 3). explain the interview material, and 4). asking questions (Yunus, 2010: 358).

2. Questionnaire

According to Yusuf (2014:49), Questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher.

3.6 Data Analysis Method

Researchers strive to accurately embrace data through data analysis. The researchers studied the data once it was obtained. It's possible to understand

this as the process of assessing the data needed from the research findings. Qualitative data is needed from the research results. Qualitative data were obtained from interviews and images were analyzed using data triangulation.

The following steps are used to analyze the data:

1. Collecting Data

The data of this study are sourced from the results of data collection conducted on teachers in assessing how teachers' research on student learning achievement in using online media as learning material in class. Researchers observe and write down each research object based on what the researcher finds during the research.

2. Documentation and Identification

The process of documenting data is known as documentation. This is done after data collection. After the interview data and photographs were documented, the accuracy of the research results was identified. Identification is done by giving a code in the interview, interview data is given a code to help the researcher identify the data.

3. Classification

The process of classifying all sufficient data based on a category is known as classification. After conducting the interview, the researcher began to make a classification based on the teacher's answer from the results of the interview.

4. Interpretation

The researcher must then interpret the data and information after it has been categorised, evaluate, conclude, respond appropriately and predict results, identify & evaluate. However, before interpreting the data, the researcher must analyze the results of the data from the interviews presented by the teacher being interviewed.

