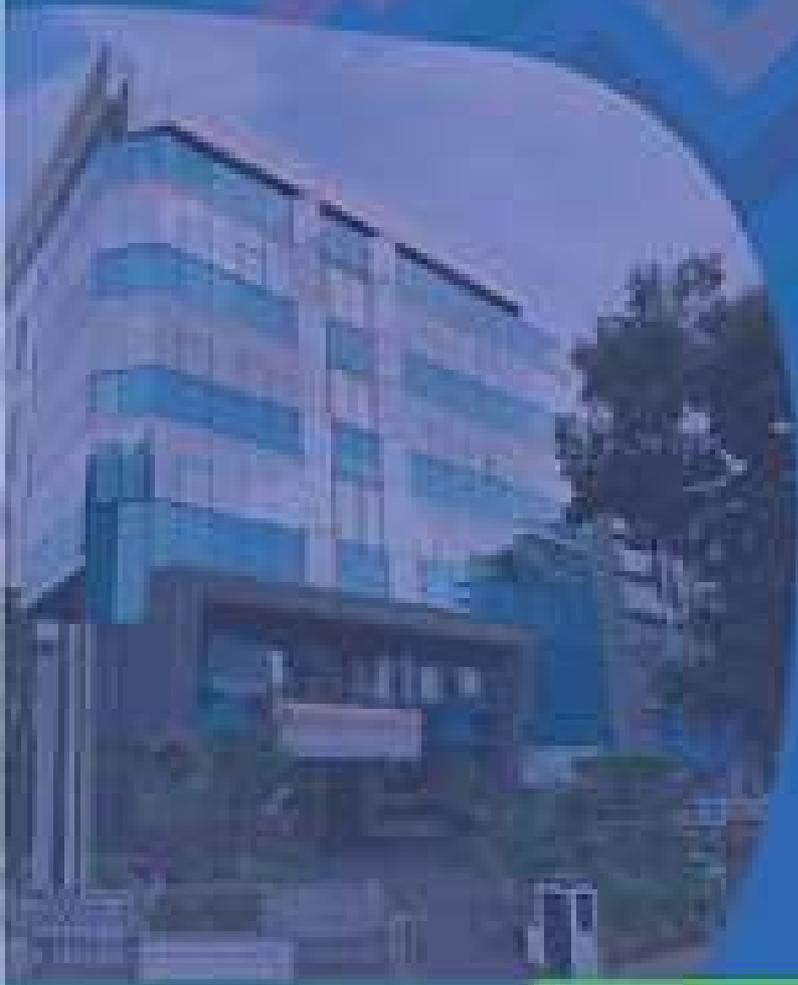


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Applying Formative Assessment through Edmodo to Evaluate Students' Activities in Internship Program

Vega Hesmatantya

How to cite : Hesmatantya., V., 2019. Applying Formative Assessment through Edmodo to Evaluate Students' Activities in Internship Program. Journal of Language Learning and Research. 2(1). 1-11. <https://doi.org/10.22236/jollar.v2i1.3494>

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Applying Formative Assessment through Edmodo to Evaluate Students' Activities in Internship Program

Vega Hesmatantya

Abstract

Along with the curriculum alteration in higher education which the former one changed into *KKNI (Kerangka Kualifikasi Nasional Indonesia)* based curriculum, several changes occurred in English Education curriculum for bachelor degree. Significant adjustment appears when Pre-service Teaching Program (*PPL*) is replaced by internship program (*Magang*). The internship program has not been done in once; otherwise, it is applied three times during the study period. They are *Magang 1 (dasar)*, *2 (madya)* and *3.(karya)*. This reflective study attempts to find out how Edmodo is used as a collaborative tool for formative assessment in evaluate students' activity in *magang madya or* Intermediate internship program and how the formative assessment using Edmodo gives benefit towards students' internship activity . Thirty six English Education students joined this intermediate internship program and they were divided into four groups to complete their internship in four Muhammadiyah schools in Surabaya. In order to know the benefit of using Edmodo in this evaluation, the participants were asked to fill in the survey. The finding shows that the implementation of formative assessment by using Edmodo as a platform is helpful. The students can do some improvement during their internship activity by considering the feedback given by the supervisor. They also get opportunity to obtain written feedback without having to wait offline meeting with the supervisor in the class. However, the use of Edmodo as a platform is still limited where some students still consider that weekly oral feedback is still needed to complete the written ones.

Keywords: Formative assessment, Edmodo, Intermediate Internship Program.

Abstrak

Seiring dengan perubahan kurikulum dalam pendidikan tinggi yang mengalami pengembangan menjadi kurikulum berbasis KKNI (Kerangka Kualifikasi Nasional Indonesia), beberapa perubahan terjadi dalam kurikulum Prodi Pendidikan Bahasa Inggris untuk S1. Penyesuaian yang signifikan muncul ketika Praktik Pengalaman Lapangan (PPL) berganti dengan program magang. Program magang diterapkan tiga kali selama masa studi. Program tersebut terbagi menjadi Magang 1 (dasar), 2 (madya) dan 3 (karya). Studi reflektif ini bertujuan untuk mengetahui bagaimana Edmodo digunakan sebagai alat kolaboratif untuk penerapan penilaian formatif dalam mengevaluasi aktivitas siswa pada kegiatan magang madya dan bagaimana penilaian formatif menggunakan Edmodo memberi manfaat terhadap kegiatan magang madya tersebut. Tiga puluh enam mahasiswa prodi Pendidikan Bahasa Inggris mengikuti program magang madya ini dan mereka dibagi menjadi empat kelompok untuk menyelesaikan magang di empat sekolah Muhammadiyah di Surabaya. Untuk mengetahui manfaat penggunaan Edmodo dalam evaluasi ini, para peserta diminta untuk menuliskan refleksi terhadap kegiatan penilaian formatif yang dilakukan dengan Edmodo. Temuan ini menunjukkan bahwa pelaksanaan penilaian formatif dengan menggunakan Edmodo sebagai platform daring sangat membantu. Para mahasiswa dapat melakukan beberapa peningkatan selama kegiatan magang dengan memperhatikan umpan balik yang diberikan oleh dosen pendamping magang. Mereka juga mendapat kesempatan untuk mendapatkan umpan balik tertulis tanpa harus menunggu pertemuan offline dengan dosen pendamping magang di kelas. Namun, penggunaan Edmodo sebagai platform masih terbatas di mana beberapa siswa masih menganggap bahwa umpan balik lisan mingguan masih diperlukan untuk melengkapi umpan balik tertulis.

Kata kunci: *Penilaian formative, Edmodo, Magang Madya*

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INTRODUCTION

Regarding the implementation of the Indonesian National Qualification Framework (*KKNI*) in higher education curriculum, significant adjustment appears to meet the requirement for the implementation of the curriculum. The qualification framework is the basic feature in this curriculum which relates to the leveling system works on each educational level. The leveling system is set up according to attitude, ability to work, the achievement of knowledge, authority and responsibility (Menristekdikti RI, 2015). Therefore, the equalization of graduate quality is divided into 9 levels with each descriptor. Along with the implementation of *KKNI* based curriculum, the adjustment occurred on the list of the courses, the name and learning outcomes. It is obvious where the *LPTK* (Educational Institution of Teacher's Education) should adapt and modify the lecturing process in order to meet what the curriculum has to be implemented. The example of alteration occurs when *PPL* (*Pre-service Teaching Program*) is no longer applied on the upper semester of the study period. In *KKNI* based curriculum, *PPL* changes into Internship program which is applied in form of trilogy. The internship program is divided into three activities and implemented three times during study period. The programs are as follow: *Magang Dasar* (Basic Internship), *Magang Madya* (Intermediate Internship) and *Magang Karya* (Advanced Internship). Concerning the transformation, it is obvious that several components need to adapt with the concept. The transformation does not only influence the detail activity but also the assessment and evaluation process. *Magang Dasar* (Basic Internship) as the first installment of the trilogy focuses on the activity of observing the schools both management and environment. Meanwhile, *Magang Madya* (Intermediate Internship) emphasizes students to observe and learn to construct teaching documents which comprise annual school program, syllabus, lesson plan and etc. Ultimately, *Magang Karya* (Advanced Internship) gives opportunity for students to do teaching practice at school.

This paper focuses on how *Magang Madya* (Intermediate Internship) is applied and evaluated by using Edmodo as a collaborative tool for evaluation process to make it effective and beneficial. The Intermediate Internship relates to the school observation and it was implemented in four Muhammadiyah schools. The limitation prevents the lecturer as well as the supervisor observe and supervise directly to the schools. Consequently, the online evaluation is conducted to fulfill the requirement for assessing process especially for doing formative assessment. In Intermediate internship activity, the output is in form of report accompanied by oral presentation in the end of the program. It explains what students have already done during the activities. If the result based report is only applied, this kind of assessment will tend to be result based oriented and it belongs to summative assessment. Summative assessment aims at measuring what students have studied and obtained from the activity of learning (Brown, 2004).

However, to improve students' experience of learning, the lecturer needs to get involved and monitor their progress. This evaluation is called as formative assessment. Formative assessment is an activity of evaluation which focuses on monitoring the progress of learning process to get the feedback towards the activity. Formative assessment is also useful for improving students' understanding on certain learning activity by considering the feedback given (Brown, 2004). In addition, formative assessment proposes influential means to reach goals for gaining high performance, high equity of student outcomes and providing students with valuable understanding and skills for their lifelong learning (OECD, 2015). Formative assessment also relates with dynamic assessment. Its goal is to understand the development of cognitive functions through intervention of the examiner by having interaction (Poehner, 2008). Conducting formative assessment can be done by applying alternative assessment. The result of the study shows that the implementation of alternative assessment gives positive influence towards students' learning experience where they can explore their creativity and applying the knowledge they have learnt before (Hesmatantya, 2015).

Along with the industrial revolution 4.0, the use of technology in education turns to be prominent. The integration of technology in educational system helps a lot in enhancing the activity of teaching and learning. Nowadays, the activities of teaching and learning developed into online learning. Blended learning or Flipped Classroom is the example of the implementation of online learning. In Flipped Classroom students will gain the information relates to the things they learn before attending the class and the teachers or lecturers guide students to involve and discuss actively for clarifying the learning topic during class ("Flipped Classroom," 2018). However, the implementation of blended learning needs a commitment from the institution and recognize its role that adds the value in the learning process.

Therefore, it can be applied sustainably and expendably (Galvis, 2018).

Dealing with the implementation of flipped classroom, Edmodo is a platform which meets the need and characteristics of flipped classroom. Edmodo is an online tool which enables students and teacher/lecturer interact one to another. It is completed with many features which support the activity of evaluation. This platform is a global education network that helps connect all learners with the people and resources needed to reach their full potential (“Edmodo,” 2018). Even, Edmodo can be utilized in creating connections between both theoretical and practical courses (Ekici, 2017). In addition, this ‘facebook look alike’ is academic friendly which offers unlimited benefits and easily accessed anywhere and anytime. It is also identified as the future platform for English Language Learning (Mokhtar & Dzakiria, 2015).

Derived from the theory and practice, this study focuses on reflecting the implementation of formative assessment for intermediate internship activities by using Edmodo as a collaborative tool and how it gives benefit towards students’ internship activity.

METHODS

Research Design

This qualitative case study presents a closer look how formative assessment through Edmodo is applied to evaluate students’ activities in intermediate internship. This study was guided by the following research questions: first, how is the implementation of formative assessment through Edmodo to evaluate students’ activities in intermediate internship activities? Second, how does the formative assessment through Edmodo give benefits towards students’ internship activities?

Setting and Participants

This study was conducted in a private university in Surabaya which has Intermediate Internship Program as a one credit mandatory subject. This program was taken by third year students in English Education Department. This program aims at preparing students to be future English teachers who are capable of developing teaching and learning documents which are in line with the current curriculum. In this program, the students observed the teaching and learning documents which applied in the schools which consist of curriculum document, school annual program, syllabus and lesson plan. During the program, they were assigned to develop lesson plan based on curriculum 2013. In the end, the students presented the result of their internship activities in the class and wrote a report.

This study involved 36 third year students of English Education Department, University of Muhammadiyah Surabaya who participated in intermediate internship program and completed their activities within 14 meetings during April – June 2018. They were divided into 4 groups and they went to four different Muhammadiyah schools in Surabaya which consist of two secondary schools and two high schools to do school observation. They accomplished the program based on the following schedule.

Table 1: the schedule of Intermediate Internship program

WEEK	TIME	ACTIVITIES	NOTES
1.	Wednesday, April 11, 2018	Debriefing : Curriculum and Teaching Documents (I)	Done by students and lecturer
2.	Wednesday, April 18, 2018	Debriefing : Curriculum and Teaching Documents (II)	Done by students and lecturer
3.	Jum'at, April 20, 2018	School Observation (I) : Curriculum 2013, School Annual Program and School Semester Program	Done by students guided by vice principal of curriculum affairs and English teacher
4.	Rabu, April 25, 2018	Evaluation (I) : Result of school observation on curriculum 2013, school annual program and school semester program	The report of school observation (I) is submitted through Edmodo by group leader.
5.	Jum'at, April 27, 2018	School Observation (II): Classroom observation and reviewing lesson plan.	Done by students guided by English teacher
6.	Rabu, May 2, 2018	Evaluation (II): Result of school observation and reviewing lesson plan.	The report of school observation (II) is submitted through Edmodo by group leader.
7.	Jum'at, May 4, 2018	School Observation (III) : Designing and Developing Lesson Plan	Done by students guided by English teacher
8.	Jum'at, May 11, 2018	School Observation (IV): Developing Teaching Material and Media.	Done by students guided by English teacher
9.	Rabu, May 23, 2018	Evaluation (III): Result of developing lesson plan, teaching material and media	The report of school observation (III) and (IV) are submitted through Edmodo by each student.
10.	Jum'at, May 25, 2018	School Observation (V): Developing students' worksheet.	Done by students guided by English teacher
11.	Rabu, May 30, 2018	Evaluation (IV): Developing students' worksheet.	The report of school observation (V) is submitted individually through Edmodo by each student.
12.	Jum'at, June 1, 2018	Pengembangan Perangkat Penilaian School Observation (VI): Developing assessment and evaluation	Done by students guided by English teacher

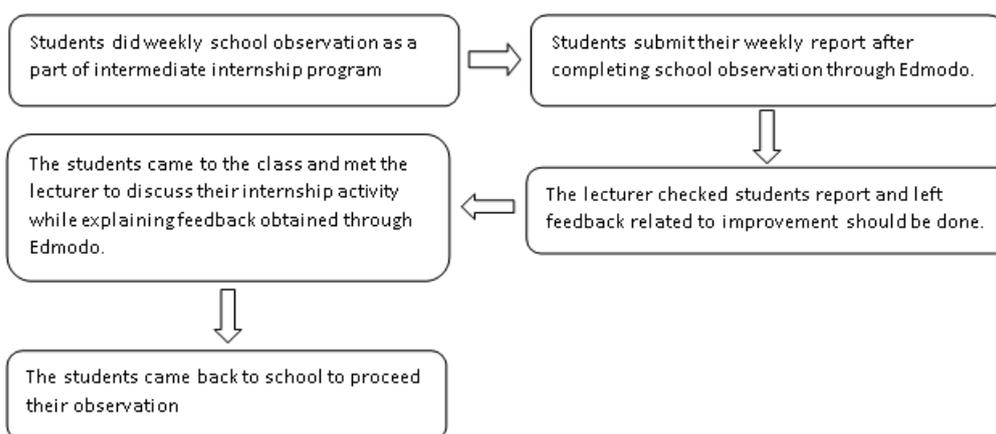
13.	Rabu, June 6, 2018	Evaluasi hasil pengembangan perangkat penilaian. Evaluation (V): Developing assessment and evaluation	The report of school observation (VI) is submitted individually through Edmodo by each student.
14.	Jum'at, June, 8 2018	Presentation: The Result of overall activity in intermediate internship program.	Presenting the result of intermediate internship activities by each group
INTERNSHIP REPORT SUBMISSION			

Research Procedure

Referring to the schedule above, the intermediate internship program took 14 meetings on April – June 2018. The program began with a couple meetings of debriefing where the lecturer explained the detail activity of intermediate internship program and warmed up by reviewing the curriculum and teaching documents which students needed to observe and developed. The activities followed by school observations. The students were divided into four groups and they went to four

different Muhammadiyah schools every Friday for six weeks to observe the curriculum, teaching documents and its implementation. Later, individually, students developed lesson plan guided by the English teacher based on curriculum 2013.

Figure 1. The Implementation Process of Weekly Formative Assessment through Edmodo



As soon as the students accomplished their weekly observation, they had to prepare a report and submitted the file through Edmodo every week and they had to attend the class every Wednesday to discuss the result of their observation and got oral feedback from the lecturer in order to be useful for their improvement on doing another school observation. In the end of the program each group alternately presented the overall result of their internship activities in the class and prepared intermediate internship report.

Data Collection Method(s) and Analysis

Participants completed survey to reflect their internship activity and find out their feedback towards the implementation of formative assessment by using Edmodo as collaborative tool. As stated by Dornyei (2003) in (Mckay, 2006), surveys provide a quite efficient tools for researcher to gather the information and it is effective for teachers to examine more about the background, habits, and preferences of their students. Through the survey, students were assigned to write down their experience on internship evaluation as a part of reflection. They wrote down their reflection which related to their ability in using Edmodo, the benefit of Edmodo as a collaborative tool in formative assessment during internship activity, feedback obtained by students in assessment and how Edmodo helps them to get the feedback from the lecturer.

FINDINGS AND DISCUSSION

Findings

This section presents the finding of students' reflection towards the use of Edmodo as a collaborative tool in formative assessment. The participants of Intermediate internship were assigned to write down their experience. Derived from 36 participants, 90% students were familiar with Edmodo since they used it well on the previous courses with other lecturers. They knew well on how to join the class and submitting the file. The result of the survey showed that the participants obtained beneficial features of Edmodo as a platform for formative assessment. They agreed that it is a good online tool for task submission. The direct feedback obtained by them could help in finding out the mistake and did improvement on the other school observation. The example of students' views can be seen as follow:

Edmodo is really helpful and it enables us as students and lecturer gets and gives feedback. It is compatible with todays' era where technology grows rapidly. I take advantage of using Edmodo for our preparation on writing the internship report. The feedback is very meaningful for me. (F1)

The feedback obtained by us is really useful for me. We can recognize our mistakes and do improvement every week. By regarding the feedback given by the lecturer through Edmodo, we can prepare ourselves better for oral presentation and writing the report. (YM)

In my opinion, posting our weekly report through Edmodo is helpful. We don't need to print and we get the feedback directly. It can be useful for us to prepare oral presentation and internship report. However, obtaining oral feedback from the lecturer is much more useful. We can discuss with the lecturer what we should do next. (EA)

After I submit the task through Edmodo, I can improve my work by considering the feedback from the lecturer. The feedback is useful for me to know the problem and what we should do to fix it. (PH)

The use of Edmodo makes everything simpler and beneficial. We can interact with the lecturer and submit the assignments easily. Moreover, it provides a good system for feedback. Therefore, the lecturer can use it well to leave comment for us to improve our internship activity. We also have face to face discussion with the lecturer every Wednesday. In my opinion, online feedback and offline discussion are good combination. The internship becomes so meaningful. (AD)

Edmodo is a good platform for me to know what I should do through feedback from the lecturer. I can fix the mistakes and solve it as soon as possible. Edmodo is simple. I like it. (I)

Edmodo helps students a lot. It enables a good communication between students and lecturer. The lecturer can leave a comment and the students obtain the feedback easily. Edmodo is designed as good platform for enabling online learning. Therefore, it is useful and helpful. (RRT)

I agree that Edmodo is a good platform for online learning. However, the use of Edmodo should be added with face to face discussion. In my opinion, the written comment through Edmodo should be accompanied by oral feedback from the lecturer. Therefore, students can find the mistake and will understand more for doing other observation. (SC)

Discussion

Formative assessment is a process of forming students' competency where it is embedded with the activity of teaching and learning. As supported by statement of (Razavipour & Rezagah, 2018) which the success of curriculum innovation relates to assessment policies and practices. Therefore, the implementation of assessment and evaluation should be done well. According to (Kiliçkaya, 2017) formative assessment provides more feedback on the learners,' growth other than the summative assessment. The previous statement is in line with the finding of survey. The participants of intermediate internship admitted that the feedback obtained from the lecturer could improve their performance in the accomplishment of the internship activities. Moreover, the survey showed that the use of Edmodo as a collaborative tool makes everything simpler and beneficial. The students could interact with the lecturer and submit the assignments easily. In relation to the finding, Alshawi & Alhomoud (2016) report that Edmodo's communities arise further examination among the learners and provide the process of learning with more information and experiences. In addition, teachers could investigate the learners' necessary related to the instructions design of the lesson. Face to face feedback from the lecturer seems to be important as well for the students. It was shown by the participant's opinion where oral feedback should accompany the online one. Therefore, it is called blended learning. Its implementation gave benefits not only for students but also the lecturers. The study of Owston, Garrison, and Cook (2006) in Ateş Çobanoğlu (2018) assert that the importance of online discussion is also useful for instructors as a facilitator for critical thinking and understanding.

Derive from the above discussion, the implementation of formative assessment through Edmodo obtained a positive appreciation from the participants of Intermediate Internship program. Its implementation is not only useful and meaningful for the growth of understanding during the activity but also their preparation towards oral presentation and report writing.

CONCLUSIONS

The result obtained from the reflection of formative assessment has shown that Edmodo provides an occasion to conduct a virtual classroom. It supports the interaction between lecturer and students. As stated that formative assessment is useful for establishing students' competency, therefore its implementation need to be done as well as possible. (Bakerson,Trottier, 2015) assert that formative embedded assessment is an ongoing process and it focuses on student learning. The interaction between lecturer and students improve the value of learning. The study of Stiggins, 2005 as cited by (Bakerson,Trottier, 2015) reports that students partner with their teacher observe current level of achievement which is line with the expectation, therefore they can set goals for what to learn next and play a role in managing the students' growth of learning.

Along with the rapid progress of technology, the implementation of blended learning is suitable for optimizing formative assessment. The study of Bergmann and Sams (2012) as cited by Helgeson (2015) explain that the flipped classroom or blended learning enhance students to grasp their own learning, and allows students as they put effort at their own pace to master content. Consequently, to empower students' self awareness on their forming competency, the design of blended learning needs to be optimized where formative assessment is embedded. Through formative assessment, the students are able to do self - assessment and recognize what they should do to improve their performance in learning.

Dealing with the result of the study, it is recommended to improve the utilization online tool such as Edmodo to enhance the implementation of formative assessment. The procedure should be more flawless in order to make it more useful and meaningful for both lecturer and students.

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