

Teachers' Readiness in Assessing Students' Achievement in Blended Learning Environment

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Abstract.

Pandemic COVID-19 has brought changes in the education in Bali. Blended learning approach was applied to support the government program in limiting the interaction during the break out of this pandemic. Because of the limited time and interaction, the teacher got in teaching, assessment was quite difficult to carry out. In order to conduct a more effective learning process and assessment, a good preparation was needed. This study investigated the teacher's readiness in assessing the students' achievement in blended learning approach. The research design used was qualitative research, and interview was the technique of data collection. The results showed that the teachers were "ready" in assessing students' achievement in blended learning environment. This was indicated from their preparation before conducting blended learning such as preparing the media, preparing the online platforms, and preparing their own pedagogical knowledge. Furthermore, they had prepared the relevant assessment instrument to assess the students in term of knowledge, skills, and attitude. Most of the assessments prepared were categorized as assessment of learning and assessment for learning to assess their knowledge and language skills.

Keywords: teachers' readiness, assessment, blended learning

Introduction

The Covid-19 epidemic has resulted in considerable changes in the educational field, including the widespread usage of online, remote, and mixed modes of education during lockdown, particularly for educators and learners (Hamer & Smith, 2021). The transformation in education that occurred during the pandemic was also a result of government restrictions that limited the use of offline learning and increased the use of online learning. However, applying online learning may introduce various complications due to time and interaction constraints, such as poor internet connectivity, students' lack of self-discipline and motivation, and students' honesty during tests, among others (Fauzani et al., 2021). These issues can be mitigated by combining offline and online education (Rachman et al., 2021).

Blended learning is a term that refers to the combination of offline and online learning (Cheung & Hew, 2011). Offline learning is conducted in person, whereas online learning or distance learning is accomplished using technology and an online platform from a distance. This is consistent with Komang et al. (2014), who claimed that blended learning is conducted through the integration of information and communication technologies (ICT), and in this instance, time flexibility is possible (Alam & Agarwal, 2020). Typically, computers, laptops, or mobile phones are used. Additionally, the online platform utilized to facilitate the learning process might vary, including social media (WhatsApp, Instagram, Facebook, and YouTube), online exam applications (Google Forms, Quizizz, and Kahoot, among others), and learning platforms (Google Classroom, Schoology, Edmodo, etc.). These internet platforms can be integrated into the learning process (both offline and online) in a variety of ways to make it more engaging and meaningful. Thus, teachers and students can approach learning in a variety of ways by incorporating technology and an online platform through blended learning.

Furthermore, one of the teachers' preparation in implementing blended learning is preparing the assessment (Zou et al., 2021). They explained assessment is one of the requirements for the teacher to be categorized as "ready" in implementing blended learning approach. This is supported by Yuliyana et al. (2021) who agreed that assessment is an essential part in achieving a successful and effective learning, especially in blended learning environment. In this case, the assessment must be prepared to be used in both offline and online learning (synchronous and asynchronous) because the learning process is can happen in offline and online learning. Other preparations regarding doing assessment in blended learning concerns the design of assessment, the technology or online platform used, and the strategy to apply it. By being prepared and prepared for the deployment of blended learning and evaluation, the teacher can anticipate how the learning process would unfold and potential obstacles.

There are few researches that researched about the teacher's readiness in assessing the students especially in blended learning. Ashraf et al. (2021), I-Chen et al. (2020), and Zou et al. (2021) had investigated the teachers' readiness in teaching using blended learning approach. They explained that the teachers had been ready in term of technicality and pedagogical aspects. However, limitation and challenges still existed such as time-limitation and internet connection (Ashraf et al., 2021; Zou et al., 2021). On the other hand, researches regarding assessment in blended learning approach were more about the developing appropriate assessment for blended learning (Arianti & Hermayawati, 2019; Bentri et al., 2019; Yuliyana et al., 2021). Additionally, the assessment strategies that are acceptable for blended learning were discussed, including assessment of learning, assessment for learning, and assessment as learning (Prihantoro, 2021). This was backed by Zou et al. (2021), who noted that assessment as learning is critical in blended learning to monitor students' progress and that other forms of assessment include formative and summative.

Based on those researches, little attention was given regarding teachers' readiness in conducting assessment in blended learning approach. Therefore, this research investigated the teachers' readiness in assessing students' achievement in blended learning environment.

Literature Review

Blended learning

Blended learning is a flexible approach to education that enables students to learn from a variety of sources at any time and from any location (Alam and Agarwal, 2020; Cheung and Hew, 2011; Komang et al., 2014; Simarmata et al., 2010; Ramadhan et al., 2018). Cheung and Hew (2011) defined blended learning as a combination of in-person and online instruction. Face to face learning is a form of conventional education in which students learn in a classroom setting and have the opportunity to interact physically with their teachers. Online learning is a term that refers to the process of learning at a distance through the use of technology. Thus, the combination of face-to-face and online learning provides students with opportunities to learn both in the classroom and remotely via the use of technology. Additionally, Komang et al. (2014) state that blended learning integrates ICT-assisted learning. Numerous technologies have been developed to aid in the process of learning through technology, most notably the online application or online platform. Teachers can deliver information and communicate with students via online platforms such as Schoology, Google Classroom, Zoom, and Skype. Simarmata et al. (2010) and Alam and Agarwal (2020) both agree that blended learning is the combination of virtual and non-virtual interaction between teachers and students, as well as their instructional styles. Instructions must be clear in both virtual (online learning) and non-virtual (face-to-face learning) environments to assist students in following the learning process. Additionally, Ramadhan et al. (2018) define blended learning as the process of effectively combining synchronous and asynchronous learning environments in order to accomplish learning objectives. Synchronous learning occurs when activities occur at the same time and in the same or different locations, whereas asynchronous learning occurs when activities occur at various times and locations.

Carman (2005) discusses various factors that must be considered when implementing blended learning successfully. The first is a straight-line event. It is the synchronization of face-to-face and virtual learning at the same time and location in the same class/time zone. The second type is self-paced learning, which is a hybrid of face-to-face and self-paced instruction. Both are text-based and multimedia-based, such as web, app, chatroom, YouTube, and so on, for online learning, and CD, print media, and so on, for offline learning. Collaboration is the third. Collaborating well with teachers and students at a single school or with instructors and students from several schools is an effective method for a blended learning setting. It can be accomplished through the use of communication tools such as chatrooms, discussion forums, email, a website/weblog, a mobile phone, or a wireless application, for the purpose of expanding material, problem-solving, or project tasks. The fourth is evaluation. Assessment in blended learning should be accomplished through the use of a variety of assessment formats, including tests and non-tests, as well as authentic assessments in the form of projects or products that can be completed online or offline. The sixth category is performance-enhancing materials. Students require support materials. Additionally, they can assemble the learning process and performance digitally, either offline (on CDs, MP3s, or DVDs) or online via a website.

Additionally, there are instructions for teachers on how to integrate blended learning in elementary schools (Suhartono et al., 2019). To begin, the teacher must create various instructional

films, texts, photos, sounds, or graphics that correspond to the curriculum content downloaded from the internet and saved to a flash disk or a folder on the computer. Teachers can include these resources into face-to-face instruction in the classroom or online instruction. Second, establish instructional materials and assessment tasks (tests) that are aligned with the curriculum's content. The teacher can create their own instructional materials and evaluation tasks/tests or they can get them from the internet and store them on a CD or other storage medium. Students receive materials and assignments in the form of printouts, CDs, or an online platform to be studied and completed at home. Thirdly, teachers can use WA (WhatsApp), email groups, Facebook groups, or other forms of communication to facilitate learning. The teacher can add initiation materials, discussion assignments, and tests for students to complete at home or with other friends when using this type of learning medium. Fourth, teachers can provide students with online materials that correspond to curriculum content and then use them as supplemental material during face-to-face learning in class.

Assessment

Assessment is defined as the process of collecting information or evidence through several processes such as measurement, interpretation, description, and interpretation of the evidence of measurement results. (Büyükkarci, 2014; Padmadewi et al., 2019; Yambi, 2018). It must be done through a systematic way of collecting and interpreting the information or evidence related to the issue that need to be assessed. Through assessment, the assessor will be able to determine students' knowledge and skills by assessing their work and performance (Padmadewi et al., 2019). This is consistent with Büyükkarci (2014) and Yambi (2018), who defined assessment as the process of collecting data on students' success and performance in order to judge their mastery of pre-determined learning objectives or standards. It enables teachers to reflect meaningfully on the most effective methods of delivering learning, to acquire evidence for those methods, and to utilize that evidence to improve the learning process. Thus, assessment in the learning process is a method of amassing a variety of data on students in order to assist them in developing their knowledge and skills during the learning process. There are three approaches of assessment used to assess the students in the learning process, namely assessment of learning, assessment for learning, and assessment as learning, according to Hume (2015), Leary (2019), Rosana et al. (2020), and Yambi (2018). Assessment of learning is the assessment done in order to find the students achievement in the learning process (Hume, 2015; Leary, 2019). This achievement is related to the students' mastery of a specific subject. Assessment for learning is the assessment done to gain an understanding regarding the students' knowledge and skills in order to improve them (Yambi, 2018). This kind of assessment will be able to find the students' strengths and weaknesses, so the teacher can provide feedback for the students to improve their knowledge and skills. Assessment as learning is the assessment used as a reflection for the students (Rosana et al., 2020). This assessment will provide the students with information related to their learning process, learning strategies, and learning mechanism. In this assessment, the students can conduct a self-assessment where they assess their own learning process, or they conduct a peer-assessment where the students assess their friend's learning process. Therefore, the students will be able to monitor their own learning process whether it is from self-assessment or peer-assessment.

Assessments in a mixed learning setting combine face-to-face interactions with online learning assessments. Palloff and Pratt (2009) discussed many ideas for assessing online learning. The first requirement is that the assessment design be learner-centered and include self-reflection. The second is that the design and scope of rubric levels used to conduct evaluations add to everyone's conversation, assignments, projects, and teamwork. The third is assessment, which entails collaborative evaluation via public working papers and comments from the teacher and other students. The fourth is that assessments must motivate students to build abilities and provide feedback by providing recommendations for providing effective feedback. The fifth is that evaluation approaches should be contextually appropriate and aligned with learning objectives. The sixth is that assessment designs must be straightforward, simple to comprehend, and capable of being conducted in an online context. The final one is that the teacher must solicit students' ideas on how the next evaluation should be conducted.

Empirical Review

There are several empirical studies related to blended learning and assessment conducted in blended or online learning. The studies are explained as follows.

The first one is I-Chen et al. (2020) who researched about the teachers' readiness and perception of blended learning, especially using online learning UROX (Unirazak online experience). They did a qualitative research using interview to collect the data. The data found was the teacher's perspective about blended learning was both positive and negative in nature because of the various constrains and limitations. It is the same as the application of UROX in blended learning. The implementation of UROX has its own benefits, such as the online test created by the teacher can be marked automatically based on the rubric and marking scheme set by the teacher, and the students also provided access to upload video or audio reflections. However, this online platform was time-consuming to learn and navigate. Based on the planning and implementation of blended learning and UROX platform, they stated that the teacher was somewhat ready to apply this approach.

Then, Ashraf et al. (2021) investigated blended learning's gaps, trends, and future directions. This study presented a systematic review, namely one that adheres to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) standards. They discovered that blended learning was mostly researched in higher education and was initially focused at students. Additionally, the majority of blended learning research came from rich countries, and cross-collaborations to support blended learning adoption occurred primarily in developing countries. The most common difficulties encountered by instructors, students, and institutions at the time were a lack of ICT skills and infrastructure. The future directions of blended learning included facilitating the design and adoption of blended learning as a viable solution to severe health concerns, such as the COVID-19 pandemic.

There was also Zou et al. (2021) who researched about the students and teachers' readiness, challenges, and implications of implementing online learning for English college students. This study was using a mixed-method of quantitative and qualitative in which questionnaire was used to collect the data. The results showed that the teacher used MOOC platform, Icourse163 MOOC platform, QQ, WeChat, VooVmeeting, Tencent Classroom, and Dingtalk, but tended to choose the platform that they are most familiar with. The assessment done was formative assessment

(assignments) and summative assessment (final achievement test). The students were said to be ready in online learning in term of having the technology to support them. However, the students were said to be ready moderately in term of motivation, and not-quite ready in term of self-directed learning. On the other hand, the teachers were found to be ready in term of technical readiness, lifestyle readiness, and pedagogical readiness. The challenges for the students in online learning were related to internet connection, limited interaction, distractions, low motivation, and lack self-discipline. The challenges for the teachers were related to internet connection, teaching environment, students' disengagement, tracking the students' learning process, workload, students' assignment.

Meanwhile, Bentri et al. (2019) studied an assessment model for blended learning that accommodates the instructional domain. This research and development project utilized the ADDIE paradigm, which placed a premium on the three domains of learning, namely cognitive, psychomotor, and affective. The three dimensions were assessed using self-assessment, peer-assessment, and lecturer-assessment questionnaires that could be used in both offline and online learning. This study employs two types of tests: test and non-test. These examinations comprised an objective test, a constructed-response test, a direct test, a scientific analysis, a performance assessment, a rubric, a portfolio, an exhibition, a questionnaire, and an interview. Additionally, based on the findings of this study's need analysis, the evaluation tools utilized in blended learning may include a multiple-choice question, a short-answer question, a rubric, a portfolio, a survey, an interview, or an observation.

Arianti and Hermayawati (2019) had also researched to developed an e-assessment for blended learning with the intention of adapting the students in answering online HOTS questions while learning English. They used ADDIE model to produce the product which is focused on the ninth-grade students. They found that HOTS questions in assessment instrument were necessary to prepare the students in facing the 21st century challenges, improve the awareness of the students of real-life problem, and improve the quality of the assessment. The product of e-assessment produced in this study was used mostly as a simulation of taking national examination, so the assessment was focused as assessment of learning.

Yuliyana et al. (2021) evaluated the suitable evaluation practices for elementary pupils participating in blended learning. This was a research and development project in which assessment instruments were developed using the ADDIE development approach. The findings indicated that evaluation in a blended learning setting must incorporate both face-to-face and online assessment. Assessment must be student-centered, including opportunities for self-reflection and instructor input. Additionally, the evaluation must incorporate three types of assessments to optimize its effectiveness: self-assessment, peer-assessment, and teacher-assessment. Additionally, formative and summative evaluations were used to assess blended learning. Formative evaluation occurred during the learning process, whereas summative evaluation occurred at the conclusion.

Additionally, Prihantoro (2021) conducted research on the three educational evaluation paradigms. This study conducted a literature review to learn about the evolution of three educational evaluation paradigms: assessment of learning, assessment for learning, and assessment as learning. He discovered two distinct stages in the evolution of the educational paradigm of evaluation, namely early development and advanced development. The first or early stages of development concentrated on orienting educational evaluation around learning activities rather

than on the evaluation itself. This initial development resulted in the assessment as learning paradigm, which demonstrated the distinctions between the three paradigms of educational evaluation. The next step is to implement assessment as learning alongside assessment of learning and assessment for learning in a variety of subjects or courses across several countries. This application generates scientific empirical evidence demonstrating the application's strengths and flaws, particularly in assessment as learning and its future development.

According to the research discussed previously, teachers and students were willing to participate in the teaching and learning process using a blended learning strategy (Ashraf et al., 2021; I-Chen et al., 2020; Zou et al., 2021). Although difficulties and limitations persisted throughout the blended learning process, the deployment was nonetheless successful. Previously, research on assessment in blended learning focused primarily on producing suitable assessment (Arianti & Hermayawati, 2019; Bentri et al., 2019; Yuliyana et al., 2021) rather than simply defining what constitutes proper assessment (Prihantoro, 2021). Little emphasis has been paid to the studies on instructors' readiness to administer assessments in blended learning. Thus, the purpose of this study was to ascertain instructors' readiness to implement assessment in a blended learning environment.

Method

The Design of the Study

This study employed a qualitative research methodology to examine the teacher's readiness to assess students during the blended learning process. The data were gathered via interview, which is typically used to elicit information about participants' experiences, perspectives, and attitudes concerning a particular study subject or phenomenon of interest (Ryan et al., 2009). The research topic in this example was how prepared teachers were to assess students' success in a mixed learning environment. Constant comparative analysis was used to analyze the data. The data were examined using the constant comparative approach in order to triangulate the data's diversity. This triangulation enriches the study findings by tying together disparate strands of evidence to foster a better grasp of the case (Baxter & Jack, 2008). Additionally, by employing the constant comparative approach, raw data can be sorted and classified into groups based on their attributes, and then organized in a systematic manner in order to build a new hypothesis. However, this study was not designed to develop a theory; rather, it sought to explain teachers' preparedness to assess students while they learn in a blended learning environment.

Population and Sample

This study's population is composed of English teachers in Bali, and many of those teachers will serve as the study's sample. The sampling was done using random sampling, which ensures that each sample has an equal chance of being chosen. A random sample of English teachers is intended to be a representative sample of the total population of English teachers in Bali. Five teachers were chosen as the sample for this study using a random sampling technique. All of the teachers picked were from various schools in Bali that used a blended learning approach.

Data Collection Procedures

The data for this study were gathered through an interview. As a result, an interview guide was required. The interview guide's components were intended to assist the researcher in conducting an interview in an orderly fashion. The interview guide items were judged by an expert judge to determine the validity of the questions in relation to the study's research topic. The interview was semi-structured in order to allow for greater flexibility during the interview process (Ryan et al., 2009). The interview's adaptability enabled the interviewer to adhere to the interview protocol while also pursuing spontaneous issues brought by the interviewee. Six questions were asked of the interviewee in the interview guide, all of which pertained to the teachers' preparation and readiness for assessing students.

Five English teachers were interviewed. Due to the researcher's restricted time and distance from the subjects, the interviews were done via WhatsApp. The interview transcripts, interpretations, and categorizations were used to ascertain the teacher's readiness to provide assessment in the blended learning context.

Data Analysis Techniques

The data for this study came from interview transcripts. This is a qualitative study. As a result, the data were qualitatively interpreted and analyzed. The outcomes of the interviews were transcribed and evaluated prior to data analysis. The data were then classified into several categories relevant to the research issue. Following that, the data was processed using the constant comparative approach, which compares individual data points to other data points in order to develop concepts. According to Miles and Huberman (1994), data analysis consists of three key activities: data reduction, data visualization, and data verification. Data reduction is the process of transcribing, simplifying, and focusing the data that will be analyzed to answer the research question. Data reduction was used to exclude unrelated data that emerged in the interview findings. Data visualization is the process of showing data in a chart or graph to demonstrate possible relationships or connections. To assist the reader in comprehending the data, the categorization data was displayed in chart or graph form. Verification is the process by which data reach possible conclusions based on their interpretation. After displaying the data, it was discussed in terms of past research or theories that substantiated the findings.

Procedure of the Research

The procedure of the research can be seen in the figure below.

Figure 1. Procedure of the Research

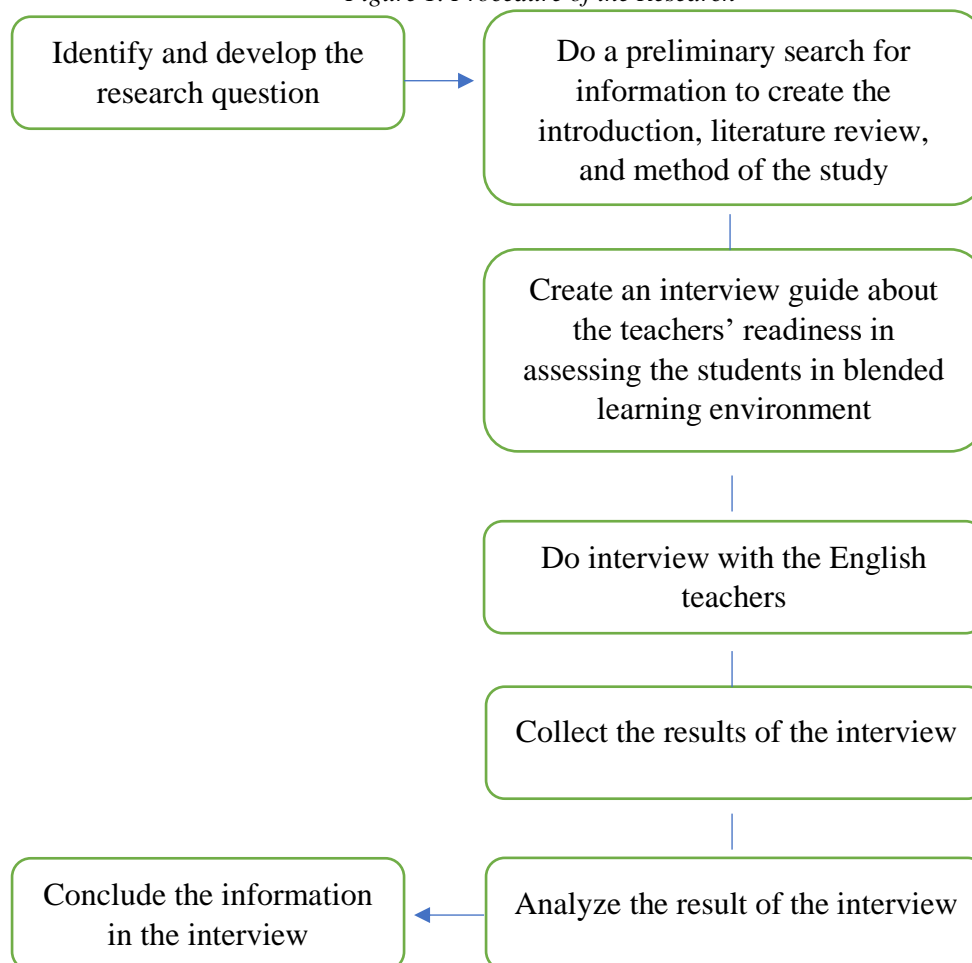


Figure 1. shows that the procedure of this research started from identifying and developing the research question which is the topic of this research. This study investigated about the teachers' readiness in assessing the students in blended learning environment, especially for English teachers. Then, a preliminary search of information regarding assessment, assessment preparation, and blended learning was done. The information collected was used to create the introduction, literature review, and method of this research. This study was a qualitative research which used interview to collect the data from the teachers. Therefore, creating an interview guide was required. The creation of the interview guide in this study was assisted by expert judge to validate the items in it. After finishing it, the interview was conducted with the English teachers chosen using random sampling. After that, the results of the interview were collected. The results of the interview were

first transcribed, then interpreted and classified into some categories to better analyze the data. Finally, the analysis of the data was explained and concluded in this study.

Finding and Discussion

In reference to the objectives of the present study previously mentioned, there were six questions asked in the interview. The six results of the interviews were explained in six categories. The detail data were explained as follows.

1. The Preparation in Blended Learning Implementation

Before implementing blended learning in the teaching and learning process, the preparation of it is a must to better anticipate the outcome of the learning process and make sure the process happened effectively. The figure below tells us the preparation done by the English teachers before implementing blended learning approach.

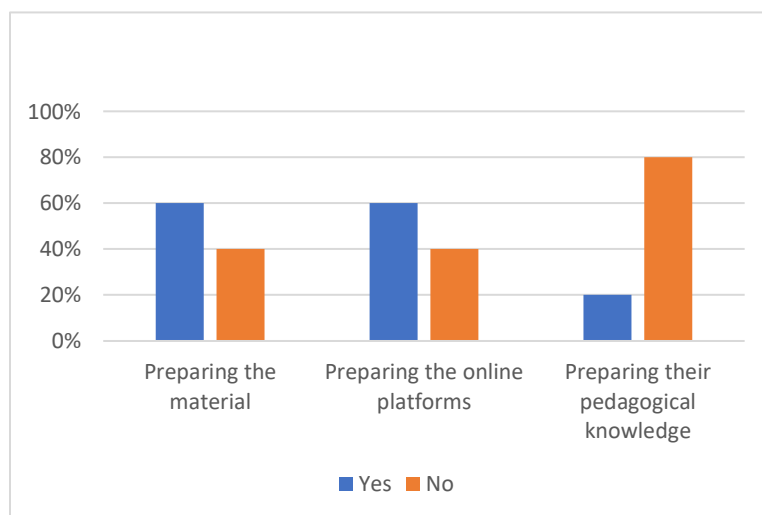


Figure 2. Preparation in Implementing Blended Learning

Figure 2. shows what was prepared by the teachers before implementing blended learning approach. Based on the interviews, three things were prepared by the English teachers before teaching in blended learning environment, namely the material, the online platform, and their own self in term of pedagogical knowledge. Most of the teachers thought that preparing the material and the relevant online platforms were important before teaching, while few stated to prepare their pedagogical knowledge again before teaching. After explaining about the teachers' preparation in implementing blended learning, the following data was to explain the teachers' preparation in assessment.

2. Aspects of Assessment

The aspects of assessment are related to what will be assessed by the teachers during the learning process. The following figure tells us the aspects that would be assessed by the English teachers in blended learning.

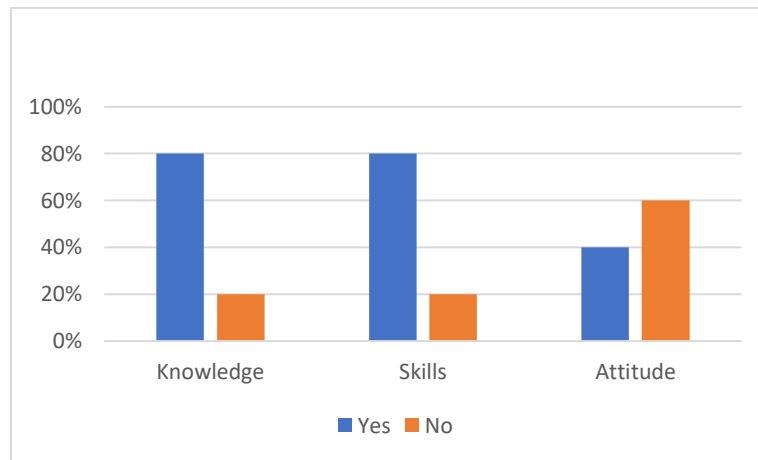


Figure 3. Aspects of Assessment

Figure 3. shows the aspects of assessment done by the teachers. They assessed the students' knowledge, skills, and attitude using the assessments they have prepared before. From the data above, the aspects that would be assessed the most were their knowledge and language skills.

3. Types of Assessment

The types of assessment chosen by the teachers will determine how they are going to assess the students' knowledge and language skills.

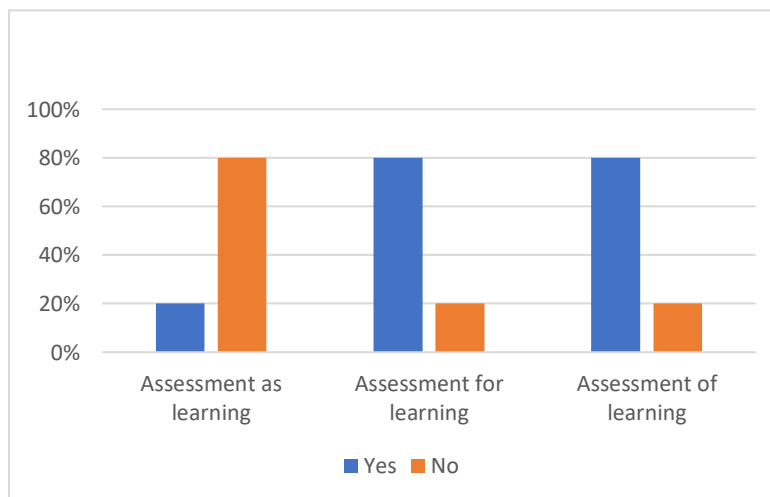


Figure 4. Types of Assessment

Figure 4. indicates that there are three types of assessment prepared by the teacher in blended learning environment, namely assessment as learning, assessment for learning, and assessment of learning. The assessment prepared by the teacher mostly consisted of assessment for learning and assessment of learning. Meanwhile, assessment as learning was given little attention. In addition, the teachers explained that they used performance test to assess the students' language skills and formative test in conducting assessment for learning, and used summative test to apply assessment of learning.

4. Online Platforms Used in Blended Learning

The online platforms that planned to be used in blended learning approach were the online platforms commonly used by the English teachers previously.

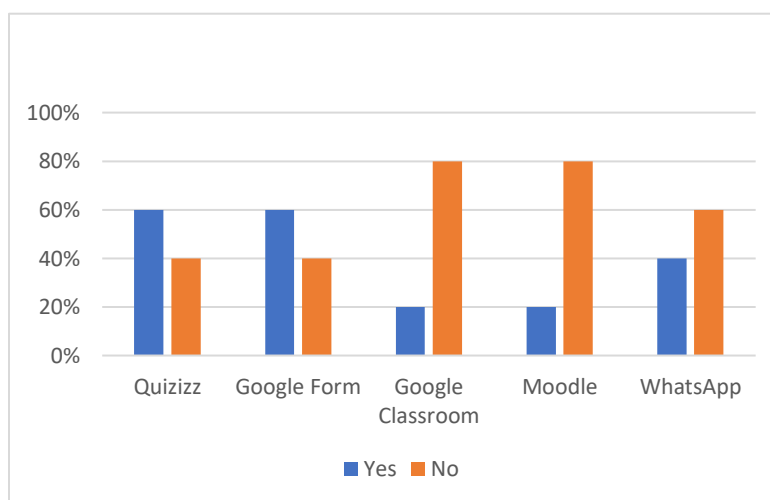


Figure 5. Online Platforms Commonly Used by the Teachers

Figure 5. indicates that teachers used various online platforms in conducting assessment. They were Quizizz, Google Form, Google Classroom, Moodle, WhatsApp. These were the online platforms the teachers planned to use in blended learning environment. The most common online platforms used by the teachers were Quizizz and Google Form.

5. The Ways to Assess the Students

The ways to assess is how the teacher will assess the students in the learning process. One of the ways to assess the students are through individual work and group work. The data was shown in the figure below.

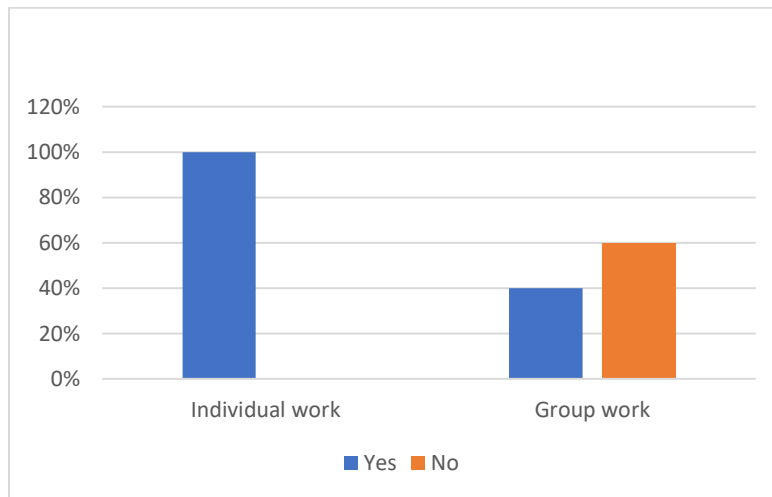


Figure 6. Ways to Assess the Students

Figure 6. reveals the ways to assess the students were through individual work and group work. From the data provided, we can see that individual work was most preferred by the English teachers in assessing their students both in knowledge and skills.

6. Challenges in Assessment in Blended Learning Approach

When conducting the teaching and learning process, challenges or problems might appear. The figure below shows us the challenges that probably would appear while conducting assessment in blended learning approach.

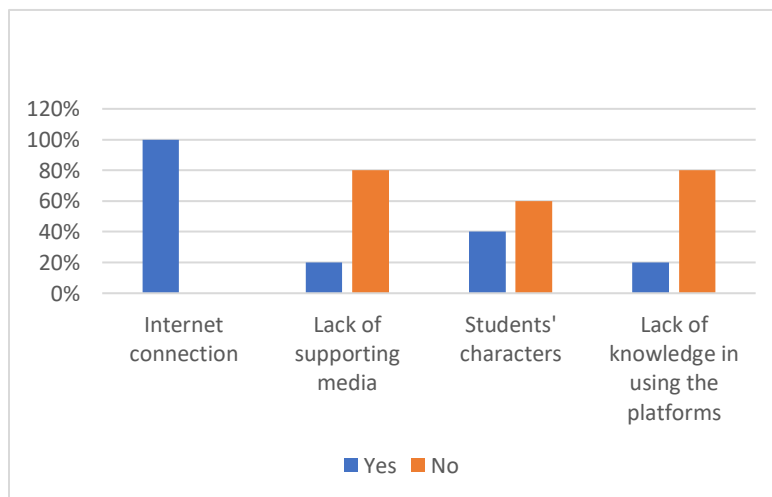


Figure 7. Challenges in Implementing Assessment in Blended Learning

Figure 7. reveals the challenges that the teachers found in implementing assessment in online learning previously applied that might appear while implementing it in blended learning approach. There were four challenges mentioned by the teachers, namely internet connection, lack of supporting media, students' characters, and lack of knowledge in using the online platforms.

From the data collected, internet connection was the most mentioned problem that was predicted by the teachers.

Based on the data explained above, the English teachers were categorized as “ready” to implement blended learning approach in the classroom and assessing the students using this approach. The teacher categorized as ready was first from the preparation of implementing blended learning approach, the teachers had prepared the material, online platforms, and pedagogical knowledge to teach in blended learning approach which are some of the main things required in blended learning (Carman, 2005; Keengwe, 2013; Suhartono et al., 2019). There are some things categorized as important in blended learning, such as the instruction that combine both the offline and online learning, self-paced learning, collaboration that combine various strategies and technologies, assessment, and performance support materials (Carman, 2005). The teachers’ preparations had already included the material, the technological support, assessment, and pedagogical knowledge as a teacher both for offline and online learning. Suhartono et al., (2019) also agreed that the teacher can prepare the print-out material, exercises, and tests for offline learning and video, online exercises, and online tests for online learning. In addition, the tools are the learning material and online platforms and the teachers perform different roles by knowing the pedagogical knowledge were also essential in implementing blended learning (Keengwe, 2013).

Then, in regards to the preparation of doing assessment to the students, all of the teacher stated that they already have the assessment with its scoring rubric to assess the students in blended learning approach. Assessment is a crucial part in blended learning to find out the outcomes of the learning process (Bentri et al., 2019; Yuliyana et al., 2021). The teachers had prepared three types of assessment, such as assessment for learning, assessment of learning, and assessment as learning. Although, assessment as learning was still given little attention because the teachers more focused on assessing the students’ knowledge and skills. Prihantoro (2021), Yambi (2018), and Yuliyana et al. (2021) conveyed that the three types of assessment must be applied equally to maximize students’ learning outcomes. Assessment for learning was used to assess students’ achievement during the learning process, especially their language skills using performance test. Assessment of learning was used to assess students’ knowledge at a specific time, for example summative test was used by the teacher to assess the students at the end of term. And assessment as learning was used as a reflection for the students to monitor their learning progress which can also be used to assess their attitude during the learning process. This is in line with Bentri et al. (2019) and Palloff & Pratt (2009) that blended learning is a learning approach that focused on students-centered learning, so self-assessment is essential in this approach. Besides, the assessment can be individual or group work. Group work can teach the students one of the 21st century skills, namely collaboration which will help them in their career in the future (Parra, 2013).

Furthermore, the teacher must combine online platform in the teaching and learning process in blended learning (Alam & Agarwal, 2020; Keengwe, 2013; Komang et al., 2014; Simarmata et al., 2010). The teachers had prepared some online platforms that they usually used in assessing the students, such as Quizizz, Google Form, Google Classroom, Moodle, WhatsApp. Komang et al., (2014) agreed that technology and online platforms were important in blended learning in order to applied effective blended learning process. Technology and online platforms ease the teacher in teaching in the classroom as well as long distance with the addition of time flexibility. Simarmata

et al., (2010) and Alam and Agarwal (2020) supported it by stating the learning instruction should be provided both in offline and online learning in blended learning. Furthermore, the most preferred online platforms used by the teachers are Quizizz and Google Form. Quizizz, Google Form, Google Classroom, and WhatsApp among other online platforms are some of the platforms that are good online assessment platforms and usually used to assess the students from various grades (Khlaisang & Koraneekij, 2019; Luthfiyyah et al., 2021; Nugraha et al., 2021).

Besides that, there are some problems or challenges predicted by the teachers to appear when implementing blended learning. The challenges were related to internet connection, lack of supporting media, students' characters, and lack of knowledge in using the online platforms. The most challenges in implementing blended learning stated by the teachers were the problem with internet connection which was in line with other researches (Agung & Surtikanti, 2020; Kihoza et al., 2020; Nugraha et al., 2021). The internet connection problem was also said to affect the students during the online test, particularly in term of motivation (Nugraha et al., 2021). Furthermore, the challenges are divided into some part, such as lack of faculty support (infrastructure), large class size, lack of technological support and technological resources, and lack of knowledge or skill in using the technology (Alvarez, 2020; Hofmann, 2011; Namyssova et al., 2019). This is also in line with Hofmann (2011) that the lack of knowledge in using the technology will affect the success of implementing blended learning. He explained that if the students or the teachers lack knowledge in the technology and application used during the learning process or test, it would slow down the learning process. Therefore, the learning process would not be effectively conducted.

Based on the explanation above, the requirements for blended learning implementation included the materials and instruction, the technological support and skills, a self-paced learning, collaboration of various strategies, and assessment (Carman, 2005; Suhartono et al., 2019). The English teachers had prepared almost all of those requirements beside a self-paced learning which required the students to paced their own learning and teacher giving instruction, advice, or self-assessment as a guide. Furthermore, the teachers had prepared relevant assessment for the students, such as assessment of learning, assessment for learning, and assessment as learning though assessment as learning was still given little attention. Thus, the teachers were considered as "ready" to implement assessment in blended learning environment.

Conclusion

Preparing the learning process and assessment are important to produce more effective learning outcomes. From the data obtained, the English teachers had been well prepared before teaching and assessing the students in blended learning environment. The focused of preparation in teaching process was preparing the material and the online platforms. In the preparation of assessing the students, the teacher prepared the relevant assessment which consists of assessment of learning, assessment for learning, and assessment as learning to assess their knowledge, skills, and attitude. However, assessment as learning was given little attention by some teachers. Thus, it is suggested to prepared assessment as learning when assessing the students since assessment as learning, particularly the self-assessment, is essential in maximizing the outcomes of blended learning approach (Yuliyana et al., 2021; Zou et al., 2021). Furthermore, the ways to assess the

students were through individual work and group work that were supported by combining online platforms, such as Quizizz, Google Form, Google Classroom, Moodle, WhatsApp. The online platforms most preferred by the English teachers were Quizizz and Google Form. Besides that, there were some problems predicted by the teachers that would become a challenge for them in teaching using blended learning approach, and most agreed that the most challenging issue was the internet connection. This study could become a reference for the teachers to prepare the assessment in blended learning approach. However, because of the limited time, other researches can be conducted to find more detailed data especially in the form of quantitative data to better support it.

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