



Challenges for Elementary School Teachers in Attitude Assessment During Online Learning

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ABSTRAK

Saat ini, pembelajaran online bukanlah sebuah inovasi melainkan sebuah kebutuhan, apalagi dengan munculnya pandemi COVID-19 di penghujung tahun 2019, yang menyebabkan pemerintah di seluruh dunia menutup institusi pendidikan untuk mengatasi pandemi global tersebut. Penelitian ini bertujuan untuk menggali berbagai tantangan yang dihadapi guru dalam menilai sikap melalui pembelajaran online di sekolah dasar selama masa Covid-19. Penelitian ini menggunakan metode kualitatif dengan jenis fenomenologi. Pengumpulan data dilakukan melalui wawancara dan focus group discussion (FGD) melalui Google Meet dan WhatsApp serta kuesioner terbuka melalui Google Form. Teknik dalam menganalisis data adalah dengan menemukan tema-tema tertentu dan mencari hubungan antara tema-tema tersebut untuk mencapai pemahaman yang tepat. Hasil penelitian menunjukkan bahwa tantangan dalam menilai sikap yang dihadapi guru meliputi enam tema yaitu pemahaman, perencanaan, pelaksanaan, dan refleksi penilaian sikap, kondisi orang tua dan siswa, serta penguasaan media dan perangkat pembelajaran. Berbagai tantangan tersebut menunjukkan saran dan rekomendasi bagi sekolah dan pembuat kebijakan untuk meningkatkan kualitas praktik pengajaran.

ABSTRACT

At this time, online learning is not an innovation but a necessity, especially with the emergence of the COVID-19 pandemic at the end of 2019, which caused governments worldwide to close educational institutions to overcome the global pandemic. This study aims to explore the various challenges faced by teachers in assessing attitudes through online learning in elementary schools during Covid-19. This study used a qualitative method with a type of phenomenology. The data collection was carried out through interviews and focus group discussion (FGD) through Google Meet and WhatsApp and open questionnaires via Google Form. The technique in analyzing the data was finding specific themes and looking for the relationships between them to achieve a proper understanding. The results show that the challenges in assessing attitudes faced by the teacher included six themes, namely understanding, planning, implementing, and reflecting on attitude assessment, the condition of parents and students, and mastery of media and learning tools. These various challenges showed advices and recommendations for schools and policymakers to improve the quality in teaching practices.

1. INTRODUCTION

The 21st century is a century where technology begins to become an essential part of education (Nofrion & Wijayanto, 2018). Particularly, it is by the widespread implementation of online learning or e-learning with various models and methods. At this time, online learning is not an innovation but a necessity, especially with the emergence of the COVID-19 pandemic at the end of 2019, which caused governments worldwide to close educational institutions to overcome the global pandemic. In this case, UNESCO has recorded more than 100 countries implementing national closures, and this has certainly disrupted education (Amit et al., 2020; Suryaman et al., 2020). Online learning, which is originally only popular among secondary and higher education circles, inevitably serves as a way out for implementing education for early childhood education and primary education (Khan et al., 2021; Perrotta & Bohan, 2020). This is a form of solution taken by various countries to overcome the crisis that has occurred concerning the Covid-19 pandemic. The conditions that affected students and teachers could not meet face to face make online learning the way out. Since online learning provides access to all students who go beyond space and time, it provides flexibility for both teachers and students (Alqahtani & Rajkhan, 2020).

Online learning was established on March 24, 2020, based on a Leaflet of the Minister of Education and Culture in Indonesia. The learning process has been conducted by using the Distance Learning system or online learning. All levels and paths of education carry out this learning system. Learning using various

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devices is carried out, including by technology such as the internet, telephone, radio, TV or telephone messages, email communication, and interactive communication designs such as video conferencing during this pandemic crisis (Arlinwibowo et al., 2020; Basilaia & Kvavadze, 2020). However, it should be noted that in the implementation of online learning, there are various challenges. Teachers are faced with the challenges of changing the learning system from offline to online; it includes: (1) the use of technology, (2) individual characteristics, (3) culture, and (4) learning practices (Almaiah et al., 2020; Simamora, 2020). Indeed, in the classroom, teachers face this challenge too. Since education is a service effort and one of the most critical things in service delivery is how teachers carry out the classroom's learning process. Many teachers or students are still in the disruption stage where teachers face the technical aspects of delivery; they cannot ask more significant questions related to children's cognitive, social, and emotional needs in the online environment (McQuirter, 2020).

On the other hand, students are required to have the ability to have independent learning abilities, high maturity and discipline, high motivation, the ability to express and communicate in writing, the ability to organize time and organize an online learning environment (Shonfeld & Ronen, 2015). This condition encourages schools to collaborate with various parties (e.g., government, family, community) and form various policies to overcome all of the existing challenges (Young & Donovan, 2020). One of the activities that can affect students' results and satisfaction is learning evaluation. A systematic assessment will reveal a high level of satisfaction in learning activities and an improvement of the learning process (Fontanillas et al., 2016). Evaluations carried out relate to the realm of student skills, both cognitively, affective, and psychomotor, are still carried out during online learning implementation. This evaluation shows that assessment in education is a powerful tool for improving teaching and student performance since learning assessment is an essential tool for designing learning and encouraging students to be active in learning to increase student involvement and motivation (Deluca & Volante, 2016). The assessment conducted in Indonesia is an authentic assessment involving cognitive, affective, and psychomotor elements. Assessment is an important process in education. Assessment is used to measure the achievement of competency achievement indicators. Contributing assessment will help gather information on meeting students' individual needs with different experiences when schools are closed and analyzing students who will need very different academic and non-academic interventions and support (Lake & Olson, 2020).

Affective assessment as an important part of authentic assessment refers to the attitudes and behaviors that will be developed in learning and how students show the attitudes and behavior results during learning. Attitude assessment is carried out because it is seen as an important learning outcome, and this attitude can influence learning. The relationship between learning and attitudes is crucial because it theoretically confirms that attitudes could predict and reinforce the importance of developing and implementing learning that improves students' attitudes (Cahill et al., 2018). Attitude assessment can be done in various ways, including observation, self-assessment, peer assessment by students, and journals. The instrument used for observation, self-assessment and student assessment among participants is a checklist or rating scale accompanied by a rubric (Suarimbawa et al., 2017). The online assessment is inseparable from how the offline assessment is carried out. All offline assessment steps are still taken in the online assessment. The implementation of planning, the assessment process, and how the teacher addresses the assessment results must still be done (Adnan et al., 2019).

Some studies about assessments of online learning during the Covid-19 pandemic have been examined. The research on remote knowledge acquisition and assessment in higher education during distance learning has been explored (Jacques et al., 2021). Furthermore, discussions of formative and summative assessment readiness have also been discussed (Sharadghah & Sa'di, 2020) and implementation methods that are safe, valid, reliable, acceptable, feasible, and fair (Sajjad et al., 2020). Research on skills assessment through portfolio activities by highlighting the importance of creating a monitoring portfolio containing appropriate indicators, both quantitative and qualitative, to address the strengths and weaknesses of learning that depend on technology from education and not only from a technical perspective has been reviewed (Alrefaie et al., 2020). However, one of the assessments that should not be ignored is the assessment of student attitudes. During the Covid-19 pandemic, assessing student attitudes and behavior is also needed to face the current crisis. The character education crisis in Indonesia, which is still needed to develop students' attitudes, cannot be ignored. It is because the formation of children's character is formed through education. Among them can be seen in the form of thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs (Haniah et al., 2020). This situation shows that attitude assessment is still necessary and important in any learning situation. This condition also emerges as new challenges in the world of education in the elementary school of Yogyakarta. The challenge that arises is not only in the realm of school policy but also in educational practice that gets the most significant change. However, this does not mean that the teacher does not have many practice difficulties, but quite the opposite. The changes in the implementation of learning from offline to online can make it

difficult for teachers to make assessments. The teacher only provides assessments in the cognitive form, even though the affective domain is very important. Meanwhile, there is very little assessment of this attitude in Indonesia. Thus, this study seeks to uncover the challenges teachers face in conducting affective assessments through online learning and various solutions that can be used to improve these practices.

2. METHODS

This study intended to reveal facts by adopting qualitative research with a phenomenological type. Teachers' various challenges and difficulties in assessing elementary students' attitudes through online learning during the Covid-19 pandemic situation were attempted to be revealed in this study. This study involved 20 elementary school teachers (T1, T2, T3,..., T20) who taught both in public and private schools. The teachers were spread across five districts in Yogyakarta, Indonesia. These participants taught different grade levels in Elementary School. The participants have at least performed online learning for more than one semester. Thus, this research was conducted from the beginning of April 2020 to January 2021 by continuously updating the data related to the assessment's progress each semester passed by the teacher. The selection of participants was using a purposive sampling technique so that it can get the expected data. This research was set naturally and as it was. The participants' data involved were presented in the Table 1 by using coding as a form of confidentiality and security for each participant.

Table 1. Participant Identity

Code	Identity	Code	Identity
T1	Grade 4 teacher at Public Elementary School in Gunung Kidul Regency	T11	Grade 4 teacher at Private Elementary School in Yogyakarta Regency
T2	Grade 5 teacher at Public Elementary School in Gunung Kidul Regency	T12	Grade 1 teacher at Public Elementary School in Sleman Regency
T3	Grade 6 teacher at Public Elementary School in Gunung Kidul Regency	T13	Grade 5 teacher at Private Elementary School in Kulon Progo Regency
T4	Grade 3 teacher at Public Elementary School in Sleman Regency	T14	Grade 2 teacher at Public Elementary School in Sleman Regency
T5	Grade 5 teacher at Public Elementary School in Bantul Regency	T15	Grade 6 teacher at Public Elementary School in Sleman Regency
T6	Grade 4 teacher at Public Elementary School in Kulon Progo Regency	T16	Grade 2 teacher at Public Elementary School in Sleman Regency
T7	Grade 2 teacher at Public Elementary School in Sleman Regency	T17	Grade 4 teacher at Public Elementary School in Sleman Regency
T8	Grade 5 teacher at Public Elementary School in Bantul Regency	T18	Grade 4 teacher at Public Elementary School in Kulon Progo Regency
T9	Grade 6 teacher at Private Elementary School in Sleman Regency	T19	Grade 5 teacher at Public Elementary School in Sleman Regency
T10	Grade 4 teacher at Private Elementary School in Bantul Regency	T20	Grade 5 teacher at Public Elementary School in Sleman Regency

The data was collected through in-depth interviews and discussion group forums (FGD) by utilizing Google Meet and WhatsApp applications which were strengthened by open questionnaires via Google form. The data's credibility was acquired by updating the participants' condition while carrying out online learning in the period from the beginning of 2020 to 2021. The data collection instruments were based on these two techniques in the form of interview guidelines and questionnaires (Adnan et al., 2019; Alkharusi et al., 2012; Syaifuddin, 2020). The instrument contained research question points which consisted of four main topics, namely 1) Understanding of attitude assessment 2) Planning for attitude assessment. 3) Implementation of attitude assessment and challenges faced. 4) Reflection on the results of the attitude assessment. After that, the data was collected through an interview and FGD recorded using a mobile device. The questionnaire was collected through Google form then continued with the analysis of the collected data.

The data analysis was performed by adopting a model (Bogdan & Biklen, 2007). The collected data through recordings and questionnaires were written in the form of notes and then searched for themes that match the data. After that, the data were separated according to the purpose of data collection. Then, each data component was grouped into one suitable theme and then searched for linkages between the themes to provide a clear picture of the challenges and difficulties teachers face in online attitude assessment.

3. RESULT AND DISCUSSION

Results

According to data obtained from FGD, interviews, and open questionnaires, the challenge of assessing student attitudes in online learning during the Covid-19 pandemic experienced by teachers consists of six themes. First, the teachers do not fully understand what attitude assessment is. Second, the teachers do not plan for attitude assessment. Third, the teachers use a monotonous assessment model. Fourth, the teachers do not reflect on the attitude assessment that has been done. Fifth, it is about the condition of students and parents. Sixth, the technical challenges of using tools and media to conduct online attitude assessments. For more detail, the explanation of the research results is as follows.

Teacher's Understanding on Attitude Assessment

The interviews and FGD were gathered from 20 teachers. When the teachers were asked questions about what attitude assessment is, they answered it correctly but they still think that attitude assessment is difficult to apply in learning.

"Attitude assessment is an assessment to see children's behavior during the learning process, so that it can be measured during the learning." (T7)

"It measures the students' achievement of K.1 or K.2." (T18)

In the other hand, the participants still do not understand various models and techniques in carrying out attitude assessments. This situation leads to confusion in carrying out the attitude assessment itself. The confusion experienced by these teachers affects the teachers' beliefs and assumptions about attitude assessment. During the Covid-19 pandemic, teachers have an assumption and belief that it is difficult to assess attitudes. When the teachers were asked whether they have carried out the attitude assessment, based on the interviews and the open questionnaires, 18 teachers have done it, but it is only limited to observation. Meanwhile, the other two have not done it because it still could not be done yet. The analysis shows in Table 2.

Table 2. Analysis of Teacher's Understanding

Subtheme	Correlation Between Subtheme
1. Assessment to see children's behavior	Attitude assessment is an assessment to measure students' attitudes and behavior in spiritual and social competencies but teachers' beliefs and assumptions about attitude assessment still negative
2. To measures the achievement of K.1 or K.2	
3. To assess students' attitude	
4. Beliefs that attitude assessment is difficult to apply	

Table 2 shows that teachers still do not understand attitude assessment properly. Attitude assessment is a part of the authentic assessment that has been implemented in Indonesia since the beginning of Curriculum 2013. The government has provided various types of training and technical guidance related to the implementation of attitude assessment. Nevertheless, not all teachers have participated in the training. Based on the open questionnaire by the 20 participants, only three of them have attended special training on attitude assessment.

Attitude Assessment Planning

Planning regarding attitude assessment is contained in the lesson plan. According to the data gained from interviews, FGD, and open questionnaires, the teachers who carried out the lesson planning routinely only five people. The analysis of assessment planning is presented in Table 3. Meanwhile, the other 15 only chose sometimes and did not even plan the lesson plan or RPP. From the interviews teachers provides some answers,

"For the lesson plan, I did not make it." (T1)

"They sometimes make a short lesson plan, and sometimes not." (T14)

"I did not do the planning because of the difficulties in observing students" (T17)

Table 3. The Analysis of Assessment Planning

Subtheme	Correlation Between Subtheme
1. Difficulties in observing students	
2. Lack of understanding in online assessment	

3. Already used to never planning the assessment	Teachers rarely make a plan for attitude assessment because of the culture, difficulty managing time, and
4. Do not have time to plan an assessment	lack of understanding in online assessment.

This situation certainly affects the attitude assessment planning. In the analysis above, it is clear that the teacher does not carry out the planning properly. This condition will obviously cause disruption in implementation of attitude assessment.

Conduct of Attitude Assessment

Based on the interviews, the data shows that because the teachers do not understand and do not make lesson plans, the implementation of existing assessments is unstructured. Thus, the teachers are confused in making the assessment. Usually, the teachers only use photos or videos. Some teachers stated from the interviews that,

"Not yet, because we still cannot meet students directly or face to face." (T16)

"There is no insight into how the appropriate method for assessing children's attitudes. They did not know how to describe a child's attitude." (T18)

The models and types of assessment used are very limited. The data from interviews, FGD, and open questionnaires show that out of the 20 teacher participants; only 4 showed variations in the use of models and instruments for attitude assessment, namely observation, and questionnaires. Meanwhile, the remaining 16 used observations only. It causes the assessment was unable to describe the condition of the students' attitudes clearly. The teachers complained about the conditions that made them unable to meet students directly. The analysis from these results is in the Table 4.

Table 4. Analysis of Assessment Implementation

Subtheme	Correlation Between Subtheme
1. Lack of understanding and planning in applying attitude assessment during online learning	Attitude assessment difficult to apply because of lack of understanding, planning, and conducting online learning, no variations in model and instrument,
2. No variations of models and instruments for attitude assessment	
3. Teachers stated that they could not meet their students in direct meeting	

Attitude Assessment Reflection

From the interviews, FGD, and open questionnaires, the teachers do not reflect deeply on the assessment, so there is no detailed follow-up. All 20 participants only advised children who have not developed a commendable attitude or give praise to those who have developed a commendable attitude via WhatsApp in the form of chat. Teachers did not provide more variety in reflection because of their lack of understanding in many kinds of feedback and methods that can be used. According to the research data, a very few teachers have tried to overcome the challenges they face, but they have not found a suitable formula for assessing student attitudes until now. Based on the interviews and FGD efforts taken include discussions with peers and outreach to parents. From 20 participants only 3 teachers stated that they have made the effort to deal with their difficulty. But they have not found the right way out. So they find it difficult to carry out attitude assessments.

"I have tried to discuss it with other teachers." (T18)

"It has to establish a good communication with parents and students to get to know the child's character while studying from home optimally." (T20)

"My assessment is not good enough, and I haven't found the right formula for assessment." (T4)

Table 5. The Analysis of Assessment Reflection

Subtheme	Correlation Between Subtheme
1. Reflection by giving advice, praise, reward, and thanks.	Teachers do reflection by giving advice, praise, reward, and thanks in WhatsApp chat still did not vary in models because of lack of understanding.
2. Reflection through WhatsApp group chat.	
3. Lack of understanding in many kinds and method of feedback and reflections	

Table 5 shows that only a small proportion of teachers provide feedback. The form of the feedback given is also quite simple. The implementation of attitude assessment in learning is followed up with reflection. This process serves to determine the following action to be given to students concerning the assessment results gained. The attitude assessment results that the teacher has carried out should be reflected for follow-up so that the giving of feedback to students can be done appropriately.

Condition of Students and Parents

Based on the data gained by interviews, FGD, and open questionnaires, the condition of family harmony, the education level, and the economy owned by the family and students significantly affect the sustainability of responsibilities in learning. The teachers' stated many challenges regarding students and parents in the interviews process.

"There are some children's tasks that their parents do; they are written down, there are also parents who do not accompany them, so they end up being delayed. Moreover, some students are broken home, and then it takes a long time to collect the assignments." (T6)

"The role of schools in shaping student attitudes during the pandemic is almost non-existent. The school principal gives instructions to parents to carry out that character education. So, it is true that attitude and character education is taught at home because the teacher cannot control and cannot see them in the classroom." (T7)

"The school's role is limited to advising and motivating but does not have a big role in shaping students. It should be the obligation of parents, but parents sometimes cannot accept it. Perhaps it is because the parents have a low educational background, and they are busy working so that the child is not supervised and is left alone. They have advised their parents, but some do not want to accept it. The environment in the village is still traditional. It is difficult and slow to accept a change. There is no socialization to parents. Since schools are not allowed to be in groups, so there is no socialization." (T4)

"Neighbors do not lend a mobile phone when the students don't have one. The middle to the lower-middle-class economy, especially the quota, is initially a problem, but it is somewhat better after the assistance is received." (T1)

"The challenge in the form of the unstable character of students is difficult to assess." (T17)

From the open questionnaires all participants insisted that students' and parents' backgrounds are an essential factor for attitude assessment to be successful or not. Students and parents is one of the challenges faced by teachers. The analysis provided in Table 6.

Table 6. Analysis of Student's and Parent's Condition

Subtheme	Correlation Between Subtheme
1. Students' task done by their parents	Students' and parents' backgrounds in the form of parenting style, family harmony, the level of education and economy owned, living environment, students' development can shape student attitude and affect the learning process.
2. The student came from a broken family.	
3. Student's parents have a low educational background	
4. Students' parents came from middle to lower-middle-class economy	
5. Students' parents that busy, so they are neglecting their children's learning process.	
6. The role of schools in shaping student attitudes shifted into the parents	
7. The differences in students environment	
8. Students' unstable character development.	

Technical Use of Tools and Media

From interviews and FGD, the gathered information shows that the teachers feel forced to master the technical competence of online learning tools. Then, teachers find it difficult to carry out attitude assessments online. From the open questionnaire, only five teachers have skilled in the technical competence of using tools in online learning. The other ten teachers stated that they are in the middle competency, and the five others said that they are at a mediocre level. All 20 participants stated that there are difficulties with the difficulty of mobile phone signal or computer that is not suitable and comfortable for learning and lack understanding in using various applications from the students' parts. Based on these results, the technical use of tools and media in online learning is shown in Table 7.

Table 7. The Analysis of Technical Use of Tools and Media

Subtheme	Correlation Between Subtheme
<ol style="list-style-type: none"> 1. Teachers' ability to master technical tools. 2. Teachers' at late age cannot operate tools and media for online learning properly 3. Lack of understanding in many kinds and methods in using tools and media for online learning. 4. There is no motivation in learning how to use tools and media for online learning. 5. Technical challenges such as difficulties of signal, tools capacity, and knowledge to use various application from the students' side 	<p>Challenges in the technical use of tools and media in online learning come from teachers and students, including skills, internet networks, and tools.</p>

Discussion

The 21st century education suggests changes in various aspects. One of the aspects is the curriculum (Kim et al., 2019). To face these changes and challenges, Indonesia launched the 2013 curriculum. This curriculum is equipped with authentic assessments to measure cognitive, affective and psychomotor aspects (Sutama et al., 2015). Attitude is one aspect of the affective domain. Attitude assessment assesses students' attitude in the learning process, consisting of spiritual attitude (Competency-1/K. 1) and social attitude (Competency-2/K. 2), and focusing on how to foster students' behavior to build their character in the learning environment. This assessment contains the primary assessment and supporting assessment that can be performed through multiple methods, not only one or two ways in offline or online environments (Ulumudin & Fujianita, 2019). Based on the research results, teachers' understanding of attitude assessment is still inadequate. All the teachers still think that it is impossible to conduct proper attitude assessment in online environment. In the implementation 18 teachers have done it, but it is only limited to observation. Meanwhile, the other two have not done it. Understanding attitude assessment essential because without understanding it, the teacher cannot carry out the assessment well (Arrafii & Sumarni, 2018). It also confirmed that, ideally, teachers must understand and apply the measurement concept, including testing, assessment, examination, and evaluation, to determine students and the learning process (Wijayanti, 2019).

Teachers need the training to understand and improve views or beliefs on attitude assessment (Mardjuki, 2018). However, the data analysis shows that only a small proportion of teachers have attended the training. From 20 teachers only 3 that attended it. The inequality of training causes teachers not to have the provisions to understand attitude assessment because equitable training is a necessity. Increasing teachers' input, knowledge, and reference to improve assessment quality is needed (Natsir et al., 2018). Teachers require training on the application of attitude assessment. The unevenness of the existing training and guidance resulted in the teacher's insufficient understanding regarding attitude assessment. This condition shows the vital role of equal distribution of training for teachers. It is clear that every assessment requires planning. The teachers must take steps to plan the assessment to carry it out to suit the learning objectives. Learning to do the planning is a fundamental thing that must be done before implementing learning. An assessment must provide accurate information, encourage students in the classroom, motivate teachers in the classroom, improve institutions' performance, and improve education quality (Prihatni et al., 2019). If teachers do not perform the lesson planning, it will be difficult to determine the learning achievement. Therefore, the expected attitude assessment process is also not carried out, or if it is carried out, it cannot measure the objectives of the expected attitude assessment properly (Zaim et al., 2020).

The collected data shows that most of the teachers have not planned the lesson, so it can be ascertained that they do not plan the assessment. The large teaching load causes the absence of planning; thus, they do not have time to plan. However, it is circumvented by conducting a Focus Group Discussion (FGD) and colleagues to work together to make this plan. Previous research has shown that planning for online learning requires teamwork (Rankin et al., 2016). The research results revealed that 18 teachers carried out attitude assessment during the learning activities. Teachers with a lack of understanding and planning of attitude assessment will undoubtedly find it difficult to apply it. In fact, teachers' ability to prepare and implement the assessment was inseparable from teachers' preparation prior to their teaching in the classroom (Maba, 2017). It is also said that the knowledge and lesson plan are the essential factors for teachers to conduct better processes and result in the study because the most highlighting change in education can be observed in the measurement and assessments parts (Kinay, 2018).

The research results shows about challenge in which the teacher cannot meet or do face-to-face with students demands various assessment models used to minimize bias in assessing the attitude itself. Therefore, the collaboration between teachers, students, and parents to carry out assessments with self-assessment models and observations by parents is very important. In the attitudes assessment, various models are offered, including observation, journals, self-assessment, peer assessment (Amrullah et al., 2019). These models are complementary in nature. If the observation cannot be done by meeting in person, it can be performed online. Teachers' ability to determine suitable instruments for assessment is needed (Sutarto & Jaedun, 2018). The combination of each model can reduce bias in an online environment. From the results, very few teachers reflect and seek solutions to learning problems. This can have a big impact in solving learning problems. Several studies have suggested that providing feedback in online assessments that identify problems and provide suggestions to students is a significant predictor of the educator's performance and that affective feedback is positively related to the assessed performance (Lu & Law, 2012). Teachers' feedback can take many forms, from simple ones such as suggestions and praise to complex ones like grades and prizes (Wook et al., 2020). It also states that it is still possible to do many variations of feedback and in-depth analysis for learning reflections in an online environment. Reflection on attitude assessment is very important because it will determine the follow-up to student attitudes (Veine et al., 2019). The limitation of not meeting students in person is also a matter that needs to be reflected so that the teacher finds a way out for a better assessment.

From the research results, the students' and parents' backgrounds affect the learning process itself. Parents and students have an essential role in learning in elementary schools. This is because elementary school children still need assistance from their parents; they also have various characteristics that teachers must not only understand but also by parents (Santrock, 2011). Economic conditions and parental education greatly affect the formation of personality and support provided in education. The results also showed the lack of honesty and responsibility of students and parents. Academic integrity is important in online learning (Eaton & Turner, 2020). The thing that can be done is careful communication that teachers, parents, and students are one team (Zaccoletti et al., 2020). Then, it is clear that learning can be successful when school, family, and community work together.

The research results show that from 20 participants only 25% stated that they have adequate ability in operating learning media and tools. All the participants stated that it is difficult to overcome technical barrier in learning. The Covid-19 pandemic brings disruption to learning in elementary schools. Online learning that should be implemented effectively in secondary and higher education is now being implemented in elementary schools with parents' assistance (Gamage et al., 2020). The learning tools and media mastery is an important key to carry out the learning smoothly. Learning tools and media are important components in online learning. Thus, teachers are required to master the learning media and tools that will be used in online learning. The inhibiting factors such as lack of skills can be overcome by attending the training. Age is not an obstacle; the primary key in developing skill depends on your motivation (Pardimin, 2018). Then, it takes various efforts to foster motivation that is in the teacher.

From the students' side, it is necessary to communicate about the difficulties in the tools and media use for learning. This condition plays a significant role for the teacher to determine the learning plan. Furthermore, students' conditions act as a diagnosis for a better learning environment. Therefore, the students' and teachers' enthusiasm in the online learning environment can be optimized (Toom, 2015). It also needs to be underlined that establishing good communication with parents and students, and peers cannot be done instantly and must be done consistently. Since the problem will not be solved without this, it cannot be denied that today parents play an important role in shaping students' attitudes and character (Susanto & Suyadi, 2020). From this point, it is clear that boosting teacher motivation and enthusiasm in conducting online learning is needed to develop their skills by learning and increasing cooperation with students, parents, and the community. This is because teachers are the most important factor in the education process, so they must perform to the best of their educational activity abilities (Iliya & Ifeoma, 2015). This consciousness can lead to developing many efforts to support teachers in developing their knowledge and skill.

4. CONCLUSION

Currently, there have been many literature reviews on online learning during the Covid-19 pandemic. There are few studies on attitude assessment conducted. So, the study of attitude assessment in learning is needed. This research contributes to the field of learning assessment by analyzing the challenges faced by teachers and offering solutions that can be taken. The research results obtained based on the analysis conducted showed that teachers' challenges to carry out attitude assessments in online learning during the COVID 19 pandemic consist of six themes. They are teacher understanding, planning,

implementation, and reflection of attitude assessment, the condition of parents and student characteristics, and technical mastery of tools and materials. The root of these challenges is a lack of understanding and skill in conducting online learning, affecting the attitude assessment process. This challenge can be overcome by providing specific attitude assessment training for teachers to increase their understanding of attitude assessment. Equality in training is needed, so there are no teachers who can't learn how to conduct attitude assessments. Finally, it is to foster motivation from teachers to develop skills in mastering media and learning tools. It is useless if there is an occasion to learn about attitude assessment, but teachers lack motivation. It is also important to collaborate with parents and students and provide assistance during attitude assessment implementation. During this pandemic period, almost all the responsibility for character building for children is held by parents. It is not impossible for future students' character development to be determined by family education or parenting models. Based on these findings, what can be done in the future is to form policies that provide support and assistance to teachers to carry out attitude assessments, both in the real form of training and in the model form of growing motivation for teachers and providing proper education for parents and students. Therefore, the development of students' attitudes and character at home and attitude assessment continues even with online learning. This study's results are expected to be considered in the form of advice and references for schools and policymakers to improve teaching practices, especially in conducting attitude assessment for students.

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6. REFERENCES

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