



Identification of the Best Practical Education Evaluation Management Based on Virtual Applications in the Digital Era



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Abstract

This article identifies practical education evaluation governance by utilizing virtual applications when education is run in the digital era. The authors observed the learning phenomenon during the pandemic that, along with the government's policy of closing schools and reopening online classes, learning and evaluation also took place remotely. To discuss the results of practical investigations of educational evaluation governance by relying on virtual applications, we have obtained various supporting information that we found electronically on many educational evaluation literature sources relying on virtual applications from various publication sources in the form of books, magazines, newspapers and also scientific publications, namely the results of studies field recently. Based on the results of identification and discussion, we can summarize that evaluation is divided into formative and summative. We have found practical things in online learning evaluations, including online drag and drop activities, dialogue simulations, and online surveys. We hope that the results of this evaluation can add to the scientific treasures and efficient evaluations during the online learning period.

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1 Introduction

It has been more than a year since February 2019 the COVID-19 pandemic swept the world. However, the situation does not match the assumptions; especially for domestic conditions, the number of cases continues to grow (Muhammad et al., 2020; Putra et al., 2020; Aslan et al., 2020). Information on COVID-19 patients continues to develop consistently. Revealed by <https://covid19.go.id/peta-sebaran> on June 11, 2021, the spread of COVID-19 has reached 1.9 million affirmation patients. Although the public authorities are continuously implementing immunization programs in the districts, looking at the reports, in general, the numbers are still high. This implies that the local area must resolve the discipline of welfare conventions with great care and concern for one another. Inviting the emergence of the new academic year 2021-2022, public authorities stipulate that schools conduct eye-to-eye learning. This depends on the web-based proclamation of the Minister of Education and Culture Nadiem Makarim on March 30, 2021, which states, "So it will not be done in July 2021, but the goal is to pay attention to all schools learning eyes in July 2021. That is following the Decree of the Ministers" (Ana et al., 2021).

Seeing the information on the spread of COVID-19 that continues to grow, public authorities do not need to rush to teach face-to-face learning because this is contrary to efforts to break the chain of infection that has developed so far (Simamora, 2020; Manullang et al., 2021). If we look at the situation in the field regarding internet learning for about three semesters, there are many explanations behind the start of face-to-face learning, especially when public authorities are serious about immunization programs. Up close and personal learning is not returning to activities as usual as before the pandemic but becoming accustomed to adapting to new trends, especially the discipline of welfare conventions (Aguilera-Hermida, 2020). Close and personal learning is missed by students experiencing learning disorders and by the educators who are confronted with them—going through the same thing. Because Permendikbud number 81A concerning the Implementation of the K13 Curriculum, the realization of student focus must usually be called student-focused learning; in fact, the pandemic period that encourages distance or online learning is another test. In the world of practice wherein this learning, students can learn freely (Grol & Grimshaw, 2003; Smyth et al., 2014). Interprets that learning guidelines focus on students as a component of the 2013 Curriculum Learning must be followed by working on the following mentalities (Renzulli, 2021). Change from a one-way learning design (teacher-student association) to intelligent, intuitive learning educators in the local area.

It has been over a year since February 2019 the COVID-19 pandemic cleared the world. Notwithstanding, the circumstance does not match the presumptions; particularly for homegrown circumstances, many cases keep developing. Data on COVID-19 patients keep growing reliably (Singh et al., 2021; Sudarmo et al., 2021). Uncovered by <https://covid19.go.id/peta-sebaran> on June 11, 2021, the quantity of COVID-19 has arrived at 1.9 million certification patients. Albeit the public specialists are ceaselessly carrying out inoculation programs in the areas, taking a gander at the reports, overall, the numbers are still high. This infers that the discipline of government assistance shows should be settled by the neighborhood's incredible consideration and worry for each other. Welcoming the rise of the new scholarly year 2021-2022, public specialists specify that schools lead eye-to-eye learning (Bergek & Norrman, 2008). This relies upon the electronic decree of the Minister of Education and Culture Nadiem Makarim on March 30, 2021, which states, "So it will not be done in July 2021, yet the objective is to focus on all schools. Learning eyes in July 2021. That is as per the Decree of the Ministers". Seeing the data on the spread of COVID-19 that keeps on developing, public specialists do not have to race to help the eye to eye learning since this is Contrary to endeavors to break the chain of disease that has grown up until this point (Alqahtani & Rajkhan, 2020).

If we take a gander at the circumstance in the field regarding web learning for around three semesters, there are numerous clarifications behind the beginning of up close and personal learning, mainly when public specialists do not generally joke around about vaccination programs. Very close learning is not getting back to exercises as expected before the pandemic; however, becoming acquainted with adjusting to recent fads, particularly the discipline of government assistance, shows. Very close learning is missed by understudies encountering learning issues and by the instructors who are going up against with them—going through the same thing (Ardichvili et al., 2003; Reynolds, 1995; Begg et al., 1999). Since Permendikbud number 81A concerning the Implementation of the K13 Curriculum, specifically, the acknowledgment of understudy center should, as a rule, be called understudy centered learning, truth be told, the pandemic period that empowers distance or web-based learning is another test. In the universe of training, these learning understudies have a fantastic chance to learn openly (Adedoyin & Soykan, 2020).

Developmental appraisals help the learning system by inspecting understudy learning and offering input that directs the informative cycle. The essential objective of developmental evaluations is criticism instead of any grade (Zacharia et al., 2015). They are helpful for educators as they grant prompt evaluation of the obtaining of material and, subsequently, offer open doors for adjusting the training plan to accomplish learning goals. These appraisals are

valuable for understudies to guarantee they are getting the material accurately en route. Summative evaluations are conventional tests. They assist with deciding on understudy information at a specific moment. For instance, a youngsters' study hall incorporates government-sanctioned tests like state appraisals and significant tests that action educational responsibility and result in understudy course grades. Summative tests consider assessment inside and across school regions, districts, and states (Ghislat et al., 2021; Saiki & Biringen, 1996; Radianti et al., 2020). These additionally incorporate finish-of-unit or section tests and end-of-term tests. Summative tests generally fill in as a benchmarking apparatus and a proportion of understudy accomplishment on a unit-by-unit or comprehensive information test (Azar & Tan, 2020).

Based on the explanation above, where the importance of understanding the governance of educational evaluation, which is the best practice tested with success, various studies need to be carried out to prove and expand (Podsiadlik, 2021). What is meant by perspective in online evaluation management by relying on a variety of virtual applications because today, learning is after the school closure period and continues with re-learning as before; however, all applications that do support virtual learning are still relevant to be presented (Nilsson et al., 2016). Considering today, when talking about personal learning, we will imagine learning that allows it to be done independently, especially now that the Indonesian government is about relying on independent learning to learn, which means that students will be assisted by various applications that they can use for learning as well as in the process—evaluation (Yildiz et al., 2021). Because we believe that every learning that uses various methods, one of which is application learning, there will also be an application evaluation on that basis, a series of studies and ways to get objective evidence of how many designs have been implemented in various other educational contexts to be presented in a review are reviewed and revised. Moreover, interpreted so that it can be used in the broader context within the country in the context of Indonesian education, which today we know is still in a state of search for the right system and application to produce the maximum quality of learning and evaluation (Min et al., 2019).

2 Materials and Methods

In this section on methods and materials, the writers describe the chronology of the implementation and the stages of data collection carried out to answer the research problem, which aims to gain understanding in the form of evidence from field studies that have succeeded in practicing best article education evaluation management based on virtual applications during the pandemic by prioritizing digital-based learning (Hayat et al., 2021). The author believes that it has not been able to produce the desired evaluation without best practices in virtual education evaluation. Therefore, to answer this problem, we have conducted a series of literature searches on many literature sources in the form of evidence from field studies that have successfully recommended learning and evaluation virtually (Wasfy et al., 2021). So this situation can depend on secondary data, namely publications and various sources of information that can provide answers to this study with high validity (Nguyen et al., 2010). As for the research process we have carried out, which involves searching for accurate data on several publications that we believe to be students, namely those published between 2010 and 2022, which we then examine by involving sharp coding of data, critically evaluating the data and interpreting the data in depth to obtain conclusions data that answers the problem after the data is collected and analyzed (Moser & Korstjens, 2018).

Therefore, we try to design the report in the form of a descriptive qualitative design where we follow a phenomenological approach, which is a way to collect as much data as possible then we take essential points that will answer a phenomenal problem in the context of virtual learning and evaluation which has been very popular during learning—carried out online considering the policy of each country, namely closing schools but still activating virtual learning (Pokhrel & Chhetri, 2021). This is the background that has initiated this literature review we carried out with our aim again being to identify the best practices that have been carried out in evaluating learning during pandemic impact education and also this is a phenomenon that occurs, namely virtual learning, which is indicated by an evaluation where when learning is done digitally. That is, among other things, the process of carrying out the preliminary study of taking good data that we did from the beginning, namely the party's understanding and reviewing the understanding of the background and problems of the study, followed by data collection and analysis, the last of which is writing as a form of the final report (Mezmir, 2020).

3 Results and Discussions

Virtual learning evaluation

The COVID-2019 pandemic has constrained all learning cycles on the web (internet) utilizing Moodle, Google Classroom, Zoom, Google Meet, etc. Internet learning is more reasonable to apply to theoretical courses yet less appropriate to practical courses. The Catering Engineering Education concentrate on the program has numerous practical courses with the goal that there are numerous issues during the execution of web-based learning. The reasons for internet learning issues should be contemplated and assessed to develop the learning system further (Avelino et al., 2017). The attributes of fruitful web-based learning incorporate (1) having quality, intriguing and straightforward material (Low-quality e-learning content can expand information, yet no adjustment of perspectives and abilities in the working environment after learning. Experts' examination results show that brief video lengths are liked by understudies, decrease the mental burden, and are emphatically connected with cognitive learning results. Alcaria creates current assessment strategies in e-figuring out how to forestall inclination because of muddled composition, copyright infringement through peer appraisal, and friend audit. The attributes of effective instructors in internet learning are: (1) innovation proficiency; (2) ready-to-work showing innovation; (3) making, transferring, and offering quality video content to understudies (Anderson & Rivera Vargas, 2020).

Joshi (2019), uncovered three kinds of successful learning results appraisal in web-based learning to be specific: (1) an online portfolio that contains an assortment of exercises of understudies' best exhibition, then assessed toward the finish of the example; (2) online cooperation projects understudies show their abilities and dominance of information online through a common site; (3) Online reenactment, where understudies apply their insight and abilities to online reproduction media to acquire the expected outcomes. Evaluation of learning results sticks to the standards of educative, bona fide, evenhanded, responsible, and straightforward, which is done in an incorporated way (Sintani et al., 2021). Moodle gives a few selections of kinds of learning results tests; objective tests are the most suitable because the experimental outcomes are not affected by the disposition of the assessor, and the experimental outcomes can be downloaded straightforwardly. The understudies' capacity finding test showed an intriguing example of progress during the COVID-19 pandemic for quite some time. Before the pandemic, 22% of understudies did not take part in tests (score 0), and 35% scored <50. During the COVID-19 pandemic, just <10% of understudies were not effectively taking tests, and just 1.9% had Statistics scores <5. Because of this information, the Coronavirus pandemic has changed the learning style of PT Boga understudies who recently could have done without perusing like to peruse (Irawan et al., 2020).

Scholarly genuineness should continuously be reminded to understudies. The responses to the primary goal test found: date: begin time, end hour, time length, and a similar grade. Gotten from this episode, the instructor made the move of randomizing the goal test inquiries for the following week's task. Understudies who are exploitative are given criticism, so they generally keep up with their trustworthiness to be relied upon by others (Back et al., 2016). A comparative occurrence was found in the Statistics course task, where practically all understudies who submitted tasks scored 100. The third task worked out that one understudy sent a unique task from a companion's work without changing their name. Because of this case, it is better to assume the task for the Statistics course is given as an undertaking. The exploration information recreation to be broken down is ready by the actual understudies (Dadang et al., 2021). Tasks with similar responses are extremely simple to appropriate, reassuring understudies to deceptively act. Project tasks completed the assessment of the aftereffects of picking up cooking works during the Coronavirus pandemic. Practice appraisal is done with the accompanying standards: (1) aggregating a shopping rundown and regular work systems; (2) wearing full practice garments; (3) the fixings and flavors are finished and flawlessly organized; (4) reporting each progression of the cooking practice; (5) show the aftereffects of the food imaginatively (Moore-Adams et al., 2016).

Educational evaluation in digital approaches

Starting a new program or intercession takes time, energy, and critical monetary assets. Therefore, it is essential to know if the efforts are paying off, whether the program is usually highly implemented, and ultimately find it effective in gathering the desired results (Aungst & Patel, 2020). Outsiders or outside evaluators can help by answering these and other questions of interest. An impartial outside evaluator acts as a mirror, reflecting the client's data expected to answer critical questions and the survey's progress. WestEd evaluators begin by working with the client to develop a review plan that is sensitive to the specific situation, answers the client's questions appropriately, and maintains a

manageable distance relationship to avoid bias. Our evaluators collect and use the information to survey the program's setup and progress, track its fairs on target, and make proposals on program viability. By equipped with data from our assessment, program implementers and funders are better equipped to make critical choices about program improvement, extension, and management (Leurs & Smets, 2018).

The assessment may include a summative section that utilizes outcome information to measure program feasibility. The summative section may incorporate an overall effects plan, such as a randomized controlled introduction or semi-test plan, or it may use a longitudinal plan to follow member outcomes over the long term (Perera-Diltz & Moe, 2014). The developmental assessment section provides rich data that can guide improvements midway through implementation, generate an understanding of what was done and how, and provide considerable detail about the "why" of effective outcomes. The developmental part of an assessment may refer to meetings and center meetings with key program staff and members and survey reports on program curiosities. Criticism from outside evaluators is worthless unless it is given through significant and convenient correspondence. To improve independent direction, WestEd evaluators adapt their correspondence to the client's program and needs, providing appropriate data on an essential execution focus, not immediately after the task is completed. They also share information in various settings, from infographics, information dashboards, introductions, synopsis summaries, or more comprehensive reports. Numerous modern firms utilize advanced innovation to develop action plans and investigate new inventive contributions. These computerized plans of action regularly add administration components to actual items so that organizations can give tweaked arrangements (Bennett, 2010).

Models best practices in virtual evaluation

Following the public strategy, during COVID-19, the gaining framework should be done from home. As formal educational associations, schools should answer fittingly (Atmojo & Nugroho, 2020). Schools ought to trust that Corona does not spread in its present status however much as could reasonably be expected. One way is to change the case of eye-to-eye learning with distance learning. Like this, teachers have made different endeavors to track down the proper procedure to acquire from home (Suryaman et al., 2020). As expressed in Article 1 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it very well may be perceived that distance preparing is gaining in which understudies are disengaged from the educator and learning utilizes different learning sources through correspondence, information, and media advancements. Cell phones or agreements are not stocked in the tertiary class (Churiyah et al., 2020). This is proven by nearly everybody from elementary, middle school, secondary school to school age have it. They can utilize it, from the little ones to the more seasoned ones.

Cell phones or gadgets can be utilized as media or distance learning workplaces during the COVID-19 pandemic. The utilization of cell phones or gadgets requires different applications. This application is not recorded as a default application that can be downloaded on the play store page for the android client or the application store for the iOS (iPhone) client. As another choice, applications that can be utilized incorporate Whatsapp, Google Form, Quizizz, Edmodo, and Microsoft Office (Nadeak et al., 2021). During the COVID-19 pandemic, the pattern of learning and appraisal, regardless, can be completed effectively and beneficially. Assessment, regardless, can be finished from a distance.

With this quiz, students will feel tested because a score is obtained by taking notes quickly and accurately, so the speed will have its score. In addition, there will be competition because the quiz immediately creates a direct ranking among the quiz members. It is nice that there will be music to cheer teachers on and engaging and empowering images. The advantage of quizzes for students is that students cannot duplicate their friends because the questions given to students have been randomized. Questions can be timed so that students do not have the opportunity to ask questions of those around them or view their journals. After taking the test, students can find out the position they get from all students who handle the problem. Not only that, but students also know the right questions and answers to the questions they have completed (Abidah et al., 2020). The benefit of Quiziz for teachers is that there is a programmed evaluation. They are downloaded as a success record. The report is very detailed; each student will be accounted for his good and bad responses and the level of test achievement for all students. In addition, the side effects of each student test can be sent to the parents of students (Azlan et al., 2020).

Teachers make an internet-based test

Online tests can be effectively made utilizing an eLearning writing tool compartment like iSpring Suite. Spring Suite incorporates a test producer apparatus that offers 14 inquiry types. Teachers just need to pick the suitable layouts to

assemble a test for the understudies rapidly and without any problem (Pei & Wu, 2019). They can improve the test by giving definite response criticism, adding information slides, and making individual learning ways contingent upon how well every representative is performing on the test. Beginning another program or intervention takes time, energy, and essential financial resources. In this way, it is fundamental to know whether the endeavors are paying off, whether the program usually is profoundly carried out, and eventually track down its power in get-together the ideal outcomes. Pariahs or outside evaluators can help by addressing these and different inquiries of interest. An unprejudiced external evaluator is a mirror, mirroring the client's information expected to address basic inquiries and the study's advancement. WestEd evaluators start by working with the client to foster a survey plan that is touchy to the particular circumstance, responds to the client's inquiries appropriately, and keeps a good separation relationship to avoid predisposition. Our evaluators gather and utilize the data to study the program's arrangement and headway, track its fairs on track, and make a proposition on program suitability. Outfitted with information from our evaluation, program implementers and funders are better prepared to settle on fundamental decisions about program improvement, augmentation, and the board (Yulia, 2020).

The appraisal might incorporate a summative segment that uses result data to gauge program practicality. The summative segment might join a general impacts plan, such as a randomized controlled presentation or semi-test plan, or a longitudinal arrangement to follow part results over the long haul. The formative appraisal segment gives rich information that can direct enhancements halfway through execution, comprehend what was done and how, and give significant insight concerning the "why" of possible results. The formative piece of an appraisal might allude to gatherings and focus gatherings with key program staff and individuals, and the study provides details regarding program interests (Poolakkachalil & Chandran, 2019). Analysis from outside evaluators is useless except if it is given through enormous and advantageous correspondence. To work on free heading, WestEd evaluators adjust their correspondence to the client's program and needs, giving pertinent information on a fundamental execution center, not following the errand is finished. They likewise share data in different settings, from infographics, data dashboards, and acquaintances with rundown outlines or more broadened reports. Various current firms use progress to foster activity designs and research new creative commitments. These automated strategies consistently add organization parts to real things with the goal that associations can give changed courses of action (Syathroh et al., 2019).

International virtual assessment

Basically, at the world level, online assessment has started the launch of a web-based evaluation framework. This should be seen in the exercise completed by the University of Illinois at Urbana-Champaign, which initiated the development of internet-based assessments. Thus, online appraisal at the global level has yet to be ascertained (Murdaugh et al., 2020). The Program for International Student Assessment (PISA) is a top-notch assessment led like clockwork to test the scholastic exhibits of 15-year-old schoolchildren and is administered by the Organization for Economic Activity and Development (Chonkaew et al., 2016). The point of the PISA review is to analyze and view exhibitions of schoolchildren around the planet, with the ultimate goal of working on the technique and instructive results. A Learning Management System (commonly abbreviated as LMS) is a product application for documenting, organizing, following, announcing program preparation, online classes and exercises, e-learning projects, and preparing content. A solid LMS should have options to do the following: concentrate and computerize the organization, use "self-administered" and "independent" administration, collect and deliver learning content quickly, strengthen the drive for preparation on a platform based "multipurpose web," uphold mobility and guidelines adapt to substance and permit reuse of information (De-Marcos et al., 2014).

Learning Management System is a framework for overseeing the preparation and note-taking of instructions, programming for customizing programs via the web, and focusing on 'online' collaboration. LMS is usually used for registration robotization and representative registration in an enterprise setup. Aspects of studying organizational frameworks incorporate "student self-administration" (e.g., educators encourage self-enrollment), preparatory work processes (e.g., client alerts, director support, board holding records), and "web-based" learning arrangements (e.g., preparatory work). Reading and PC-based comprehension), evaluation "on the web," continued with proficient school board (CPE), cooperative learning (e.g., app sharing, conversation), and assets prepared by executives (e.g., teachers, office, hardware) (Olaniyan, 2014). Administrative companies also use LMS (e.g., financial administration and biopharmaceuticals) for consistent preparation. Educational institutions also use them to enhance and support study spaces that present project and course propositions to a larger population, for example, worldwide. Some LMS suppliers incorporate "executive framework execution," which includes representative assessments, board capability assessments, capability checks, progress management, and "multi-rater" assessments (e.g., 360-degree audits). The

current method uses ability-based figuring out how to track learning holes and guide the choice of preparing materials (Smith et al., 2011).

Online Interviews as an assessment

Educators can consolidate a video meeting inside web-based education to give learning a more private touch. During brief web-based interviews, understudies can exhibit their capability in language, music, nursing, and different courses, for instance, where the authority of explicit abilities is a significant necessity. At times it could be valuable to direct gathering interviews - for group project reports, for instance. The COVID-19 pandemic improved gaining exercises from up close and personal into online distance learning. In the meantime, instructors need to assess understudy accomplishments week by week in any event during the COVID-19 pandemic. Meetings can likewise incorporate a tutoring part empowering understudies to get prompt input from teachers and assist them with having a more capable outlook on their examinations. Teachers might conduct web-based interviews that impart online meetings with web conferencing instruments like Zoom. For best outcomes, invest in some opportunity to design the meeting before it starts. Set up the inquiries ahead of time and schedule a period for the gathering. Permit the internet-based students a method for furnishing criticism or connecting with the meetings (Sistermans, 2020).

Discourse Simulations as online assessment

A discourse reenactment is a method for preparing students for genuine discussions with clients, partners, and others. While making a discussion in light of a circumstance that an understudy might look at work, let them in on what is in store and give them a protected spot to rehearse their responses and reaction (Gundrosen et al., 2016). For instance, with exchange reenactments, teachers can assist understudies with dominating deals and client care abilities or test how well they are ready for a prospective employee meeting. These exercises can likewise be a decent learning support apparatus for experienced laborers who need to revive abilities they have not utilized in some time. How might teachers make a discourse recreation? Teachers can physically do exercises like exchange reenactments utilizing straightforward slides, yet it will take teachers time and work to expand PowerPoint. A few explicit instruments like iSpring TalkMaster (a piece of the iSpring Suite eLearning tool compartment) permit you to plan a discussion sim rapidly and without any problem. Begin by outlining the situation teachers need to make. Thoroughly consider the situation and content, pick a reasonable person and area from the inherent library or transfer our own, and make an exchange with iSpring by offering students a selection of reactions and giving input. Similarly, as with an ordinary test, students will focus on the correct responses and lose focus on erroneous ones (McGowan & Soczka Kaiser, 2014).

Virtual classroom best practical assessments during long-distance learning

Pen and paper pop tests are no more: approval/disapproval, hand signals, online surveys, conversation sheets, and visit boxes have become the new backbones of developmental appraisals in virtual study halls. These quick heartbeat checks assist educators with ensuring that understudies are accepting key ideas and recognize openings in their agreement. "Great instructors in each subject will change their showing in light of what understudies know at each point," says Vicki Davis, an overseer of educational innovation in Albany, Georgia, highlighting how significant continuous developmental appraisals are in the study hall (Çakýroglu, 2014). Instructors do not have to rethink their routine developmental evaluations, notwithstanding Mike Anderson, an instructive specialist in Durham, New Hampshire. He suggests that instructors change natural practices-like leave tickets and think-pair-shares-so they work practically. "Developmental evaluations could feel harder now in virtual study halls. Teachers cannot simply stroll around the class and investigate a child's shoulders-however, we do not know they need to be harder." In reality, large numbers of the famous advanced applications and destinations like Nearpod, Flipgrid, Padlet, and Seesaw can work pair with the dependable appraisals that instructors sharpened in their pre-pandemic classes. Nearpod, for instance, empowers instructors to install short tests, surveys, reviews, and games into an illustration with the goal that educators can check for understanding prior to continuing to the following idea (Dutton et al., 2018).

However, do not get carried away; Murphy et al. (2020), head of instructing and learning at the Singapore American School, stressed that educators ought to be mindful not to overpower understudies with an excessive number of virtual evaluations and an excessive number of new apparatuses. Zero in on a few apparatuses, probably, he suggests, and be sure teachers generally characterize a reasonable and separated reason for utilizing each. It is also essential to recall non-tech arrangements, similar to the straightforward yet priceless coordinated discussions that can yield data about

understudies' advancement and prosperity. In our distance learning climate, we risk being additionally secluded. By booking individual meetings with understudies, we can evaluate their learning and furnish input with a genuine human association (Ramlatchan & Watson, 2020).

4 Conclusion

This final section will present the critical conclusions summarized from a series of studies of various literature sources to understand the best practices in implementing virtual education-based evaluation and assessment management in Indonesia in the digital era. This best practice describes how the governance of education evaluation which is carried out virtually, primarily during school closures, responds to government policies regarding suppressing the number of pandemic victims and best practice when education is run virtually for other reasons.

We realize that this study is critical because when the government decides to conduct a virtual evaluation of education both in elementary schools and in high trees, there are many challenges faced, namely misunderstandings between policymakers and policy implementation in the field. Therefore, we view what we got from a series of virtual learning applications as an effort to carry out learning evaluations when learning is carried out virtually in Indonesia. We believe this finding is something that can help policymaking and also practice in the field when education cannot be carried out face to face, and the alternative is to do it virtually; if there is learning, there will be an evaluation, so we need a best practice on how to carry out learning and learning—also virtual evaluation.

Well, as for what we have obtained during the study. We saw that the virtual learning evaluation was conducted for the first time, which was echoed during learning due to the government's policy to study at home. So with all the limitations and simplicity, the evaluation has been carried out, but few studies have been conducted. A study that states the extent to which the level of success has been achieved during virtual learning and is also continued with evaluation. Furthermore, it will also be noted that this best practice model, which is implemented virtually, indeed encounters many obstacles and obstacles, so based on the critical points we found from the results of the study, the thoughts and practices of experts will see that virtual learning is beneficial because direct learning does not occur, this must be followed by understanding both in policymaking and in practice in the field so that learners this is an innovation that can be implemented as desired.

Furthermore, we also note that this digital learning evaluation requires teachers' understanding to know several applications that can be used so that later teachers can get various learning systems for existing evaluation systems so that the government's goal to carry out online evaluations can be continued. Finally, we will also look at how the teacher's flexibility to create and modify virtual-based learning and evaluation requires rather than the need to be able to handle this problem because everything is digital-based. Finally, we saw that this virtual assessment was carried out quite a lot internationally, considering that between countries and other countries, meetings could not be held 100%, therefore it was essential to carry out virtual what had been carried out in various countries, such as in the international student evaluation test, namely the PISA test.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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