

THE EFFECTIVENESS OF POSTGRADUATE STUDENT LEARNING ASSESSMENT IN THE DIGITAL AGE

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Abstract

Assessment of learning outcomes is one of the activities in the world of education. This activity is carried out consciously by the lecturer as the lecturer of the course to his students. One of the objectives is to measure and identify the progress and achievement of the learning objectives of the course. In other words, the assessment has a purpose to measure the success of learning for students. The problem is that the lecturers are less than optimal in measuring and assessing student performance both in class and in the field. This study aims to describe and find the ideal format of assessment in the learning process of graduate school students. The researcher uses a case study approach. Methods of collecting research data using the method of observation, interviews, and questionnaires. The sample in this study was the third semester students of the Postgraduate School of the Nusantara Islamic University. The results showed that in general, students agreed with the assessment format applied by the lecturer as long as it was carried out fairly. The components of the assessment were carried out internally and externally. Internal assessment is related to written agreements in the form of physical attendance in class, assignments, UTS, and UAS. Meanwhile, the external assessment is related to the attitude of students' performance towards their lecturers and activities during the learning process. In principle, the assessment is as from learning activities. Lecturers must be trustworthy and consistent in giving grades to their students, because based on the data of this study, it shows that 19.2% of respondents think that lecturers give grades to their students very objectively. Meanwhile 80.7% of respondents considered it objective, and none (0%) of respondents considered the lecturer's assessment to be less objective, not objective, and not very objective.

Keywords: Assessment, Learning, Digital Era

A. INTRODUCTION

Assessment is defined as a conscious activity carried out by a person or group of people about the quantity and quality of competence and factual performance. In an academic context, if the assessment of learning outcomes is carried out properly and appropriately, it can automatically measure the level of student learning progress. In addition, the assessment of learning outcomes is a feedback for lecturers to evaluate the effectiveness and success, as well as the completeness of student learning.

In Permendiknas Number 20 of 2007 concerning educational assessment standards, it is stated that educational assessment is the process of collecting and processing information to determine the achievement of student learning outcomes. In this context,

it can be said that assessment is an important component in the education system to determine the development and level of achievement of learning outcomes.

Ideally, assessments in any field are carried out using standard procedures and instruments. The standard procedure is an assessment procedure that is carried out using certain steps and fair treatment of students by considering the situation of time, place, and various variations in students. Meanwhile, standard instruments are instruments that are prepared using standard instrument development procedures and can be accounted for their level of validity and reliability. These two things are interrelated in creating the quality of the assessment. Validity refers to accuracy, while reliability refers to consistency.

Assessment refers to the process of assigning value to an activity, decision, process, person, and object. In a wider context, the assessment is not always carried out through the measurement process but can be done by comparing it with the applicable criteria without the need to take measurements first.

The development of science and technology makes it easier for students to get information both regionally, nationally and internationally. The presence of information technology makes the world more transparent and flexible. The digital era 4.0 is a general term in the world of technology.

The digital era reflects and signifies that human communication interactions are wordless. Access to information from various parts of the world can be done easily through the internet network. World not as wide as Moringa leaves are an expression for someone who wants to grow and expand networking in various digital activities.

In the perspective of the world of education, the digital era signifies an advancement of creative thinking because this digital activity makes work easier to do. In the teaching and learning process, both lecturers and students create teaching materials or discussion materials with various displays on the computer screen and focus. This is concrete evidence of the development of the world of digital technology.

Based on the description above, the following research questions can be formulated.

1. How is the ideal assessment format for Graduate School students?
2. What is the perception of Postgraduate students towards the assessment carried out by the lecturer in charge of the course?
3. What factors affect the quality of the assessment?

Research purposes

This research aims to:

1. Finding the ideal formal assessment of Graduate School students in the learning process.

2. To describe students' perceptions of the performance of lecturers in giving assessments to their students.
3. Finding factors that can affect the quality of giving grades to students.

B. LITERATURE REVIEW

Assessment is a conscious activity carried out by individuals and groups in order to make decisions about the learning outcomes of each student, as well as the success of students in the class as a whole. In general, someone understands that assessment activities are indicators or factual evidence of the success or failure of lecturers in educating or teaching students based on academic settings.

Basically, appraisal activity refers to the process of determining or assigning value to a number of goals, activities (performance), people or objects. As for Sudjana (1990), limiting it as a process of assigning values to certain objects based on certain criteria. To determine the value of a learning outcome, assessment is not always carried out through a measurement process but also assessment activities can be carried out by comparing the applicable criteria without the need to take measurements first. In other words, the assessment can be done through measurement and also comparing the applicable criteria.

Based on the description above, it can be understood that not all assessment processes are carried out through measurement, but most lecturers make assessment decisions through measurement. In this context, measurement in learning activities is defined as a process of comparing the level of success with a predetermined measure of success in learning. While assessment in learning is the process of making decisions about the value of success in learning through measurement or comparison activities with applicable criteria. So it can be concluded that the assessment can be interpreted as a systematic process to determine the value of something (goals, activities, decisions, performance, processes, people, objects, and others).

Assessment activities are carried out by utilizing assessment tools. A good assessment tool is one that is able to measure the success of the educational process precisely and accurately. The requirements for a good assessment tool are:

- 1. Validity:** Validity is the accuracy of the assessment tool in measuring the level of success in achieving learning objectives. In other words, an assessment tool is said to be valid if it can assess what should be assessed. The validity of an assessment tool can be viewed from 4 sides, namely (a) content validity, (b) construction validity, (c) current validity (concurrent validity), and (d) prediction validity (prediction validity) (Arikunto, 1990).
- 2. Reliability:** Reliability is usually referred to as constancy or consistency. The reliability of an assessment tool is important to note. A reliable research tool will give a score

that is relatively the same/fixed on each assessment implementation. The factors that affect the level of reliability of an assessment tool are:

- a. If the assessment tool given to students is too easy, too difficult, or unclear, it will have the opportunity to give an unreliable score.
- b. If the student participating in the assessment has too diverse characteristics, then this also has the opportunity to provide the most reliable score.
- c. If the assessment standards used in each of the assessment activities are not uniform, the resulting score will be unreliable.
- d. If the number of questions used to measure students' abilities is too few, then this has the opportunity to give an unreliable score.

There is a very close relationship between validity and reliability. A valid assessment tool can be ascertained reliable. However, a reliable assessment tool is not necessarily valid. An unreliable assessment tool is certainly not able to measure anything, or in other words the assessment tool is not valid.

Teaching and learning activities are an act of learning from educators to students. The general procedure of learning is carried out through three stages, namely: initial stage, core activity, and final activity. In other words, there are inputs, processes, and outputs. All of these stages, if carried out properly and structured, can improve the quality of teaching and learning, because the decision-making process for the assessment is carried out based on that activity. On a small scale, it is found that the components or learning works both in the classroom and in the wider class can be seen in the orientation of objectives, materials, educators, students, processes, results, and feedback.

The main targets in evaluation activities are product evaluation and process evaluation. Product evaluation assesses the extent to which students are successful in achieving goals, and process evaluation assesses whether the process is running optimally so as to enable the achievement of goals. Basically, student learning outcomes can be expressed in three aspects, which are often referred to as domains, namely: cognitive, affective, and psychomotor. The three domains are interrelated, and must be involved in every teaching and learning activity.

These three domains are important aspects that must be seen as a result of the teaching and learning process. Each domain has special characteristics. The cognitive domain was developed by Bloom, known as Bloom's taxonomy (1956). The second domain, affective, was developed by Krathwohl (1984), while the third domain, psychomotor, was developed by Simpson (1966), Kliber et al (1970), and Harrow (1972).

The reliability of a test is expressed by an index called the reliability index. In principle, the reliability of a test is expressed in two ways, namely:

1. Stability
2. Internal consistency

Stability states how far a test gives stable results about students' abilities. Stability index is obtained by giving the same or equivalent test to the same group. The scores of the two groups were correlated to obtain a stability index. While internal consistency is a comparison between the actual variance and the total variance.

The validity of the measuring instrument must be seen in three things, namely construction, content, and criteria. All types of validity must be observed for all types of tests, only the emphasis is different. Psychological tests emphasize test construction, learning achievement tests emphasize content validity, while selection tests emphasize criteria validity, especially predictive validity. In the teaching and learning process, students often want to measure the thinking ability of students. There are five components that can be used to measure students' thinking ability, namely: memory, analysis, comparison, inference, and evaluation. This thinking ability is very useful for solving problems that exist in the field. Lecturers will not teach how to solve problems in the field in detail, but only concepts, basic theories. Students must process it so that it can be used in solving new problems. However, the lecturer must be able to make questions that are application in nature. The following is an example of a sequence of reasoning abilities that can be used in planning a test.

Analysis: Knowing the programs of a process, analyzing the working principle of a system.

Comparison: Comparing properties of an object, component of a process.

Inference: Making conclusions, predictions, testing hypotheses and their explanations.

Evaluation: Evaluation of a procedure, credibility of a conclusion, significant findings.

The above category is another alternative to the division according to Bloom. Another important thing in the criteria reference test is the determination of standards or cutting scores. Some use a score of 80 and some use a score of 90 as the passing limit for a measurement scale of 0 to 100.

The validity of the contents of a test is seen from the grid or also called the specification table. In principle, the material for a test is a sample of the subject matter being taught. The sample selected must be representative of all the material being taught.

3. Practicality: Practical assessment tools can assist teachers in preparing, using, and interpreting assessment results.

Assessment in learning has its own purpose to achieve the expected results. The objectives of the assessment in the learning process are:

- a) Knowing to find out the position of students in the group/class, whether they are in the low, medium, or high category.

- b) As feedback for lecturers to determine the accuracy of the selection of methods and programs used in learning. Lecturers can conduct self-evaluation/self-introspection, to make improvements to improve the quality of learning.
- c) Diagnose obstacles faced by students in the learning process. Lecturers must be able to find causes and analyze obstacles or obstacles to student failure optimally.
- d) Get information that can be taken into consideration to place and determine the next steps for students to help their success.

Meanwhile, the assessment function in the learning process is as follows:

- a. As material for diagnosis and development. The results of the assessment can be used as a basis for diagnosing the weaknesses and strengths of learners, as well as the obstacles that accompany them. These results can also be used as material for developing the quality of learners.
- b. As a selection material. The results of the assessment can be used as a basis for selecting student placements according to the type of department or position.
- c. As a consideration for grade promotion. The results of the assessment can be used as a basis for determining whether the student concerned can advance to a grade or not. Its form is the value or score in the student report card.
- d. As a material consideration for placement. The results of the assessment can be used as a basis for selecting student placements based on their abilities.

Assessment is the last step to determine the extent to which learning objectives can be measured. The following will explain the principles of assessment:

- a) Assessment should have objective principles. In conducting an assessment, the lecturer should act fairly and wisely, the standard of assessment used by the lecturer must be the same.
- b) Assessment should have the principle of clarity. In conducting the assessment, the lecturer should understand everything clearly in order to make it easier to prepare the assessment tool to be used.
- c) Assessment should be done carefully. All components for assessing students have been carefully and thoroughly prepared by the lecturer. So that they do not feel harmed.
- d) Assessment should use the principle of representation. In assessing the material presented during teaching and learning activities in class, lecturers should be able to do it representatively.

- e) Assessment should be carried out using open principles. The assessment model is openly informed to students about the weight of the score for each question, so that they know the questions that must be solved first because of the high score.

Most of the tests that are widely used in universities and schools are learning outcomes tests that are carried out in class. This test has several objectives, namely: determining the level of student abilities, measuring student growth and development, ranking students based on their abilities, diagnosing student difficulties, evaluating teaching outcomes, knowing curriculum effectiveness (curriculum achievement), and motivating students. A test can often be used for several purposes, but will not be equally effective for all purposes.

C. RESEARCH METHOD

The researcher uses a qualitative research paradigm with a case study approach. Meanwhile, the data collection method used the method of observation, interview, and questionnaire. In other words, the data in this study were obtained through these three methods. From the perspective and social dominance, the data used as a source of analysis for this research is included in the realm of education. The sample or object of study under study was selected based on purposive sampling. Researchers took research samples from third semester students at the Postgraduate school of the Nisantara Islamic University in Bandung, West Java. Research activities were carried out in 2020-2021.

It should be explained that the data were collected using observation and interview methods in different contexts. Observations in this context are participatory and non-participatory observations. In other words, researchers position themselves as actors (participatory) and non-participating. Non-participatory observation is not directly involved or taking part in the learning process.

The samples selected from the social situation were used as data in this study. From the sample, the researcher describes things that can be interpreted according to the title and research objectives. The instrument used is in the form of notes during the observation. In the learning process, of course there are many events that must be passed and observed. These events occur based on academic settings, for example in the learning process, lecturers and students make agreements about procedures and implementation techniques. For example, the lecturer gives a syllabus to students. Furthermore, the lecturer offers lecture methods for one semester, whether class discussion or lecturing.

To expedite and simplify data analysis, researchers categorize. In other words, the data obtained through observation, questionnaire, and interviews are then coded and categorized, for example, data from lecturers will be categorized as data that reflects the learning process in the classroom.

If there are things that are not clear and require clarification, the researchers do the following: (1) Make an agreement to meet at a place (home). (2) Does not involve other people (only researchers with the concerned). (3) Conducted during free hours or time with consideration of the smoothness of the interview.

D. DISCUSSION

Both face-to-face and distance learning involve a minimum of two actors, namely the teacher and the learner. In this context, the two actors are lecturers as teachers and postgraduate students as learners. In teaching and learning interactions (learning) there are rules or rules and norms that apply to both lecturers and students. There are rules that are general in nature as stated (written) in campus regulations, for example, students are not allowed to enter the classroom to attend lectures if the student is wearing flip-flops without good reason. If the student forces himself to attend the lecture, the lecturer will give a negative assessment of the student.

In addition to general regulations, there are also special regulations, namely an agreement between lecturers and students before starting lectures. This special regulation is carried out or delivered at the first meeting, namely the introduction. Lecturers as course supervisors give two important points. The first is highlighting the topics that will be discussed at each lecture meeting. Both lecturers provide requirements to get the final grade of the semester. In this context, in general, lecturers provide formats or mandatory requirements to students as follows:

1. Attendance 10%.
2. 20% structured assignments
3. Midterm exam 30%
4. Final of semester examination 40%

Lecturers will explain to students about the four mandatory requirements. For example, if the attendance is below 80%, the student will not get the final grade. The lecturer gives the letter BL (not yet passed) or TL (not passed) in the column for filling in the final semester grades. So it can be concluded that if one of the four elements is not met, the lecturer will suspend the student's grades.

Based on the data obtained through a questionnaire, it shows that 78.9% of respondents strongly agree with the four requirements to get the end of semester grades. The researcher gave five options to the respondents and the results were 100% choosing strongly agree and agree. In other words, only 21.0% of respondents agreed. Meanwhile, those who disagree, disagree, and strongly disagree are zero percent.

The four components of this assessment can provide an overview of the development of the cognitive quality of students, although attendance only gets 10% but remains one of the main components because physical presence simply shows motivation in participating in the teaching and learning process in the classroom. Based on observations in learning,

it was found that there were some lecturers who made a commitment to students to always be present in lectures. The lecturer offers his students an agreement as follows:

If a student does not attend lectures for 5 times and above for no apparent reason, the final grade will be absent or not passed, even though you are working on and submitting structured assignments (weekly assignments and final assignments), taking midterm exams, and final semester exams. Do you agree?

In general, students agree when the lecturer offers these points. This becomes part of learning because physical presence in the teaching and learning process cannot be replaced by doing assignments. Thus, the lecturer as the supervisor of the course provides discipline and awareness to his students that attendance in attending lectures is important. If the student agrees, the lecturer will apply it.

There are two ways for lecturers to check for signs of student attendance in face-to-face lectures in class. First, the attendance list is submitted to students to sign on the lecture attendance list. This method has advantages and disadvantages. The advantage is that lecturers trust students to sign. While the element of weakness is that students can forge signatures for classmates who are not present. This matter can take place if the lecturer does not check back or call or mention the name of students who are not present. Second, the attendance list is controlled by the lecturer. In this case, the lecturer calls or mentions the names of students one by one based on the attendance list. Students who attend are marked with a checklist and students who are not present are marked with an X or A (alpha).

The second method also has advantages and disadvantages. The element of strength is that the lecturer is disciplined and cares about the physical presence of his students. While the element of weakness is that the lecturer does not trust his students. In other words, the lecturer has a sense of suspicion or avoids fake signatures for absent students by classmates who are present.

Giving students final semester grades is not only a cognitive element but also an affective element. In the context of education, it is stated that the cognitive element is related to intelligence or intelligence. Students answer questions in exam questions indicating their cognitive level. In this case, cognitive is in the head and can be known through the flow of thought. There are many questions that can measure the level of intelligence or to measure the extent to which students understand the material that has been taught in class.

Students believe that those who are active and diligent in class discussions will get good grades compared to students who are passive (only silent without responding or being loyal listeners). This method of giving the value of activity is considered one of the objectivity of the lecturer to his students. There are two ways or methods of assessment carried out by lecturers. First, the assessment is based on tests with a variety of tests, both multi-choice and essay. Second, the non-test assessment with a variety of approaches. Based on the data obtained through a questionnaire, it shows that 19.2% of

respondents think that the lecturer gives a very objective value to his students. Meanwhile 80.7% of respondents considered it objective, and none (0%) of respondents considered the lecturer's assessment to be less objective, not objective, and not very objective.

In principle, the assessment is as from learning activities. Lecturers must be a model for students in acting both verbally and non-verbally. Objective in assessing all aspects (cognitive, affective, and psychomotor) displayed by students is very important as a reward to them.

In the context of reinforcement (reward and punishment) it requires consistency and accuracy, as well as formatted records so that the points that are elements in the assessment can be accounted for. Thus, the lecturer has carried out the right procedure in assessing students in a sustainable and continuous manner. Determination of the components that become the assessment in the teaching and learning process is part of the task of the lecturer. This has become an open secret for students so that they try their best to give their best in front of their lecturers.

One example of a question that researchers always ask students is "What is your perception when your friend or someone mentions the word education?". Students' answers will be long because they relate to educational theory and students' perceptions themselves. This question should not stop at one student but should be given to other students as a comparison in understanding education. Lecturers must reprimand other students who answer in the language "My answer is the same as that of an earlier", because such an answer only follows and does not reflect a critical way of thinking about a problem.

Every positive action in the teaching and learning process has its own weight. This has become common sense for students. In other words, students assume that every positive action in class such as giving an idea or opinion related to the topic being discussed in the lecture will be assessed by the lecturer. Based on the observations of researchers and the results of interviews, it shows that students have a positive perception of what they do in the teaching and learning process, such as being diligent in giving positive comments, which will become separate judges, namely the assessment of activeness in discussions.

Lecturers who have high sensitivity and concern in assessing students will make separate notes as an inseparable part of learning. The notes referred to are the names of students who are always active in providing positive comments (ideas or opinions), students who are neat in presenting discussion material, and students who always behave politely both with their lecturers and fellow classmates. They believe this element to be a separate assessment by the lecturer.

Based on the data obtained through a questionnaire, it shows that 68.4% of respondents strongly agree with the lecturers who give assessments to students who are active in the teaching and learning process. While respondents who agree as much as 28.0%, and 1.7% who do not agree. From this data it can be concluded that the assessment of student

activity in the teaching and learning process is very important to be carried out by lecturers because students consider what they are doing or displaying as much as possible in the hope of getting their own assessment.

So crucial is the assessment function in the teaching and learning process in order to motivate students to display their potential to the fullest. Intelligent lecturers will always explore the potential of their students to be maximized in real activities. Giving the right assignments both in groups and independently is one example to encourage students to think.

Lecturers in conducting assessments based on the mandate of the curriculum. This is done to maintain a sustainable class assessment system. In simple terms, the characteristics of the assessment system are carried out to balance various aspects of learning: cognitive, affective, and psychomotor. Continuous use of various assessment models, both formal and informal. Assessment is a process of collecting lessons and using information about student learning outcomes by applying the principles of continuous assessment, authentic, accurate and consistent evidence as public accountability. The process of identifying competency attainment and learning outcomes presented through a clear statement of the standards that must be and have been achieved accompanied by a map of the progress of student learning outcomes.

The assessment is carried out in an integrated manner with learning activities by collecting all the information obtained during the learning process in the classroom. Face-to-face learning is carried out for 16 meetings, including mid-semester exams and end-of-semester exams. Mid-semester exams are given to measure whether the material that has been delivered/taught is understood or understood by students.

Mid-semester exams are conducted simultaneously at the eighth meeting. While the end of semester exams are held at the 16th meeting. The implementation of these exams is left entirely to the lecturers who support each subject. Based on observations on campus, it was found that there are two models of implementing this exam. First, it is carried out in a lecture classroom for approximately three hours and is supervised by the lecturer. The second model is a take home test question with a given time of one week.

In principle, the two models of administering the test have advantages and disadvantages. The advantage of giving exams in classrooms with a close book system and supervised by lecturers is that students cannot cooperate or copy books in answering exam questions, so that students can ensure that the answers to the exams are purely the result of students' own understanding. While the weakness is that students can experience stress in answering the exam questions. They feel compelled to do so with limited knowledge. Meanwhile, the advantage of giving take home exams with a duration of a week by lecturers to students is flexibility in maximizing answers by finding sources related to exam questions. The drawback is that the lecturer cannot confirm whether it is purely done by the student. Based on the data obtained from the questionnaire, it shows that 3.5% of respondents strongly agree that the exam is conducted in a classroom

supervised by the lecturer concerned. Respondents who agree there are 57.8%, disagree 12.2%, disagree 15.7%, and respondents who strongly disagree 10.5%.

In principle, giving exams in classrooms supervised by the lecturer concerned is appropriate for postgraduate students. This is done because postgraduate students prioritize critical thinking using various sources as a theoretical basis in answering exam questions. Thus, the lecturer can compare the answers between one student and another. In general, exam questions are given in the form of essays with an average number of questions above five questions. Based on the data obtained from observations in the classroom, it shows that each question refers to a topic that has been discussed either by students (class discussion without being accompanied by a lecturer) or discussed with the lecturer. In other words, the exam questions given to students are based on the topic of class discussion.

Giving grades by lecturers based on the competencies possessed by students. In general, lecturers assess their students objectively. In this context, students are assessed for their intelligence (mastery of knowledge that has been taught) through answers to exams and structured assignments. Another element in giving value is affective. This element is reflected in the behavior of students during the learning process. Lecturers have the ultimate goal in the learning process, namely the creation of students who master knowledge about education and have noble character. Students who achieve this final goal will be given a final grade of A. Meanwhile, students who are smart but have no morals (both fellow students and their lecturers) will get poor grades. Giving the final score must reflect his intelligence and morals. If the student is disrespectful or unethical to the lecturer, they must be given a bad grade so that they know that what are being assessed are not only thoughts but also morals.

The data obtained through the interviews above show that students do not mind if the lecturer gives bad grades to students who have no morals. This is in line with the data obtained through a questionnaire. In general, students have or believe that the final grades given by their lecturers are carried out fairly. The calculation or percentage shows that 93.1% of respondents think that the final grade given by the lecturer is fair. Details: 43.8% of respondents strongly agree (fair), 50.8% of respondents agree (fair), 5.2% disagree (fair), and none (0%) of respondents consider it unfair and very unfair. So it can be said that in determining the assessment, a lecturer must use three domains, namely the cognitive domain which is objective depending on the knowledge possessed by each student. The second is the affective domain or attitudes related to the character, ethics, and attitudes of students when they are following the learning process in class. The third is the psychomotor domain, namely seeing or assessing the competency skills possessed by students. These three domains can encourage the achievement of the true purpose of education is to make a complete human being.

The digital era makes it more challenging for us to be creative both in making lecture reports and research. Like to check for plagiarism, there is already an application. So we can see it easily. In modern terms it is called turnitin.

The data above shows that there is a difference between the years before the digital era. The lecturer will assess a student's final report whether it is purely the result of his own thoughts or the result of copy paste. So this digital era will be a blessing for someone who wants to move forward and be successful in achieving his positive goals. Leverage the digital moment (browsing the virtual world) to find and support bright ideas.

E. CONCLUSION

Assessment is an activity to make decisions about the learning outcomes of each student, as well as the success of students in the class as a whole. Assessment is also an indicator of the success of the lecturer in the learning process. One of the objectives of assessment in learning is to know the position of students in groups in their class. In addition, as feedback for lecturers to determine the accuracy of the choice of topics and methods used, to analyze student constraints in the learning process and to place information that can be taken into consideration for the next step.

Assessment should meet the following principles: objective, namely the lecturer acts fairly. Clear, namely the lecturer must understand the assessment procedure correctly. Carefully, namely the lecturer must prepare all components carefully. Representative, namely the lecturer must be able to conduct an open assessment and that is, the lecturer must always inform the students of the complete assessment procedure. In general, postgraduate students have a positive attitude towards lecturers in terms of giving grades. They believe that the assessment carried out has met objectivity and fairness. The assessment elements applied by the lecturer include the cognitive, affective, and psychomotor domains. Cognitive domain is related to brain intelligence. Lecturers can assess it through student activity in class discussions, structured assignments, and answering questions for the mid-semester and end-semester exams. The affective domain refers to the morals or ethics of students during the learning process. While the psychomotor domain is related to student skills in the learning process.

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