

Teacher's Perspective on Diagnostic Assessment Process During the Pandemic Covid-19

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ABSTRACT

Diagnostic assessment is an assessment process that aims to diagnose students' abilities and make learning improvements during the pandemic. The study aims to explore the assessment process during a pandemic, provide an overview of the diagnostic assessment process, and provide feedback on the results of the diagnosis assessment. This research was conducted with a qualitative approach using a phenomenological research design. This approach is considered appropriate to achieve phenomenal research objectives. The research subjects were 13 district and city elementary school teachers in the province of West Java. The selection of this location is determined by the value of the education index, which has increased in the last four years. The instruments used have been validated by experts and improved according to expert recommendations. (Focus Group Discussion) FGD is used to confirm the results of online learning observations. FGDs were conducted online with 13 teachers, and observations were made on five online learning processes. Data analysis using the Bogdan & Blenkinsop model was carried out with the stages of data reduction, presenting data, making conclusions, and verifying results. Based on FGDs, there are differences in the assessment process between district and city schools in West Java during the pandemic. This is due to the disparity in the availability of facilities that can be provided by schools in districts and cities, affecting the pattern or way teachers assess learning. The challenges for teachers are coordination with parents and the difficulty of developing diagnostic assessment instruments. Furthermore, the diagnostic assessment has not provided good feedback for students because the diagnostic assessment has not been planned and structured. Future research is expected to discuss and develop diagnostic assessment instruments to help teachers conduct online diagnostic assessments that can be used even after the pandemic and for the longer term.

Keywords: Assessment diagnostic, Elementary, Teachers' Perspective.

INTRODUCTION

To break the spread of the coronavirus disease 2019 knowing Covid-19, the government, through the Ministry of Education and Culture, issued Circular Letter 4 of 2020, which contains policies for implementing learning from home through distance learning. So, since the circular, the learning process at all levels of education has transitioned from classical or face-to-face learning to online or digital-based learning. Changes have also begun to provide that education does not lose its role in a world of uncertainty. Therefore, teachers, students, and all parties involved in education began to move slowly, treading their newfound path to achieve the same goal as before: education to improve civilization.

The online learning process differs from the classical learning process in several respects. Online learning can be more flexible in the implementation process than classical learning. Classical learning is bound by the dimensions of space and time, meaning that teachers and students must be in the same time and space to carry out learning activities (Widiara, 2018), while online learning allows teachers and students to interact in different spaces and times because it

is done through the internet network (Atiqoh, 2020). The transition of the learning process from classical to online has also caused changes in the curriculum, models, methods, media, learning patterns, and learning assessments. Since the Covid-19 pandemic began to spread in Indonesia, the Ministry of Education and Culture, Indonesia, issued Decree Number 719/P/2020 regarding Guidelines for Curriculum

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Implementation in Education Units in Special Conditions. The decision allows each education unit to use the curriculum while still referring to the National Curriculum, using the Emergency Curriculum or simplifying the curriculum independently (Istaryatiningtias et al., 2021).

The policy of implementing distance learning raises various reactions from teachers, students, and parents (Megawanti et al., 2020). This is because online learning was previously rarely done in Indonesia. Online learning is not new (Bartley & Golek, 2004; Schneider & Council, 2020), but even so, only a handful of educational institutions are used to doing it. Since the closure of educational institutions at all levels of education was implemented suddenly, many teachers have felt culture shock and experienced various obstacles in conducting online learning, especially for teachers who teach at the elementary school level.

The online learning process at the junior high school to college level may not cause much concern for teachers because, based on their age, and mental and cognitive maturity, they can control themselves and make plans to learn independently. However, it is different with elementary school students whose age and mental and cognitive maturity still need more guidance than adults in their learning. Piaget suggests that the stages of human cognitive development consist of four stages, namely sensorimotor (since 0-2 years), pre-operational (since 2-6 years), concrete operational (since 7-12 years), and formal operations (from 12 years and over) (Hummel & Huitt, 2003). Based on the stage of cognitive development, elementary school students are in the concrete operational stage. Therefore, children aged 7-12 years cannot be equated with adults' views. At the concrete operational stage, elementary school students can already think based on the rules of logical thinking, but the nature of students' logical thinking is still concrete (Sumardi, 2018). In other words, cognitive development in the concrete operational stage is still simple, requiring more guidance in learning, especially online learning. Students must be directed to not only have the ability to use software but also to use digital media ethically and responsibly to sort, select, and understand information and communicate (Yuniawatika & Kurniawan, 2018).

To fulfil the learning rights of elementary school students, whether they like it or not, teachers must try to improve themselves and hone their skills in organizing learning with good quality during the pandemic. One thing that affects the improvement of the learning quality apart from preparing the learning itself is the preparation of learning assessments (Sahin-Taskin, 2017). Learning planning is a significant part that must get more attention from teachers to achieve learning objectives. However, learning assessment also plays an essential role because it refers to evaluating, testing, and

measuring student performance according to the learning objectives set (Owolabi, 2016). The assessment also aims to determine learning outcomes (Aini & Sulistyani, 2019; Ernawati et al., 2019).

Learning assessments are being replicated during the online learning process to align with using a modified curriculum according to the situation and learning needs during the pandemic. Capay suggests that there is a large-scale replication of instructional evaluations to online evaluations (Cahapay, 2020). If examined from another perspective, replication in learning assessment is not a problem as long as the learning assessment does not lose its meaning. The problem when learning as-assessment is converted into online instruction is its effectiveness. Based on previous research, Forbes observed that since the pandemic occurred, many teachers have changed the rating scale from quantitative to qualitative, such as the "pass" or "fail" system (Farrington, 2020). This is done based on good intentions who want to reduce the burden of student learning. However, this has also become a debate because it can affect students' learning motivation to get high scores (Cahapay, 2020). Such a scoring system is considered a leniency error assessment construction because students are given high passing scores (Brookhart & Nitko, 2019). In addition, the change in the assessment system views teachers as educators who are too "generous" and makes students' grades doubtful. Such a grading system will lead to bias, where even though the score obtained by a student shows the status of "passing," we do not know whether the graduation obtained by the student has exceeded the competence of the assessment standards set or not. What is more, this situation seems to indicate that the assessment is carried out without prioritizing the results of the diagnosis of the student learning process and only refers to the final target of student learning outcomes that must exceed the average limit. Meanwhile, as we know, the assessment must be determined based on the diagnosis of the student's learning journey and development, regardless of how the assessment is carried out online or not.

Anticipate failures in the learning process and habits in determining student learning outcomes. An assessment is needed that can determine student performance in achieving predetermined learning competencies. One-way teachers can do this is by conducting a diagnostic assessment of students (Zheng & Chang, 2016). A diagnostic assessment is an assessment carried out specifically to find out the strengths and weaknesses of students and identify the competencies achieved by students so that learning can be designed according to the conditions of students (Banawi et al., 2019; Park et al., 2014). (Astuti, 2012; Sun & Suzuki, 2013) argues that a diagnostic test or assessment is a test carried

out to obtain data about student difficulties in learning. Furthermore, the function of diagnostic assessment are: 1) to find out whether the prerequisite materials have been mastered by students or not, 2) to determine the level of student mastery of the materials that have been studied, 3) to explore student misconceptions before instruction to guide subsequent instruction, 4) to classify students based on their ability to accept learning, and 4) determine the learning difficulties experienced by students to determine specific alternatives to overcome them (Arikunto, 2008; Lek & Van De Schoot, 2018; Wang, 2014).

Diagnostic assessment is critical in elementary schools because teachers can provide appropriate follow-up to overcome student difficulties by identifying learning difficulties and competencies achieved by students after learning. However, based on Astuti's research regarding "Development of Computer-Based Diagnostic Tests on Fractions for Grade V Elementary School," they only use the interview to find the difficulties of elementary school students (Astuti, 2012). Therefore, Astuti suggested using diagnostic tests as another alternative to help identify students' difficulties (Astuti, 2012). Furthermore, research conducted by Wirasini et al. showed that diagnostic assessment is one of the assessments that can determine the position of students when studying and affect the mastery of essential competencies in students (Wirasini et al., 2013). In addition, the Ministry of Education and Culture urges teachers to carry out a diagnostic assessment before learning begins in a pandemic situation like this (Firmanzah & Sudiby, 2021). So based on the things that have been described, diagnostic assessment is an important matter for teachers, and the researcher needs to explore the process of diagnostic assessment and the use of feedback on assessment results based on the teacher's perspective.

METHOD

Research Design

This research is qualitative research with a phenomenological research design. Phenomenology is a research design that reveals phenomena that occur in the field (Creswell, 2016). This research design was chosen to assist the researcher in achieving the research objectives. This study aims to look at the phenomena in the field regarding the assessment process during the pandemic, the diagnosis assessment process, and the utilization of the diagnostic assessment results.

Population and Sample/ Study Group/ Participants

The research subjects were elementary school teachers in West Java, totalling 13 teachers. One teacher in Bogor City, one in Cililin Regency, one in Cimahi City, four in Bandung

City, three in Bandung Regency, one in Sumedang Regency, one teacher in Majalengka Regency, and one teacher in Tasikmalaya Regency. Research subjects have 5-6 years of teaching experience and are selected based on specific criteria. The criteria are teachers who are considered to have good digital literacy. These criteria are used so that the data generated is not limited due to teachers' lack of digital literacy because in teaching during the pandemic, many use digital technology, so teachers must have good digital literacy (Binkley et al., 2014; Prestridge & de Aldama, 2016).

Data Collection Tools

We collected data in this study by conducting FGD (Focus Group Discussion) and online learning observations. This FGD focused on seeking general information regarding the challenges in conducting assessments during the pandemic, planning for diagnostic assessments, implementing diagnostic assessments, and utilizing the results. The instrument used for FGD is an interview validated by experts and corrected according to expert recommendations. Meanwhile, online learning observations were carried out to confirm the information generated from the FGD. The observation instrument is in the form of an observation guide developed from the results of the FDG.

Data Collection

FDG is carried out through ZOOM Meetings, and online learning observations are carried out by participating in Zoom Meetings on learning conducted by teachers. 13 teachers participated in the FGD, and five online learning processes were observed.

Validation and Analysis of Data

The data generated from the research is quite diverse, and it is necessary to map the data first in conducting the analysis. The analysis carried out in this study uses using Bogdan & Biklen model (Bogdan & Biklen, 1997). First, the researcher reduces the data generated from the FGD, then the reduction results are adjusted based on the emerging themes, conclusions are made from these themes, and the results are validated with the results of online learning observations.

FINDINGS

The findings in this study are divided into several main findings that describe the diagnostic assessment process, and the use of diagnostic assessments carried out by teachers. Findings come from FGDs, which are verified by online learning observations. The first finding compares the assessment process in districts and cities during the pandemic. The second finding is an overview of preparations, challenges,

and solutions for diagnostic assessments during a pandemic. The third finding is related to the implementation and use of diagnostic assessment results during the pandemic. The findings are presented in tabular form. For example, the first findings regarding comparing assessments in districts and cities during the pandemic are presented in Table 1.

The findings in Table 1. provide information about the differences in the assessment process at Regency schools and City schools in West Java during the pandemic. The difference in the assessment process can be seen in the facilities supporting the assessment process and how the teachers conduct the assessment. During the pandemic, the learning assessment process must consider several aspects. First, a digital assessment facility is essential to conducting an assessment during a pandemic. Second, there are disparities in the availability of facilities at schools in the district and the city. Third, the availability of facilities is the basis for forming patterns or ways for teachers to assess learning so that there are differences in how to conduct assessments in schools in districts and schools in cities.

The findings further explain how teachers prepare diagnostic assessments during the pandemic. Then see what the challenges are for teachers in conducting diagnostic

assessments during the pandemic and what teachers have done in responding to the challenges faced in conducting diagnostic assessments during the pandemic. The results are presented in Table 2.

The study results in Table 2. show that some teachers have not developed diagnostic assessment instruments. The instrument used is the result of adaptation or modification from other sources. There are several challenges in conducting a diagnostic assessment, but the highlights are coordination with parents in helping to carry out a diagnostic assessment and the limitations of diagnostic assessment facilities that are digital media. Teachers have attempted to address diagnostic assessment challenges by establishing progress monitors and creating special class coordination groups for parents to conduct diagnostic assessments.

The following study results describe the diagnostic assessment implementation carried out by teachers during the pandemic and the diagnostic assessment results during the pandemic. The study results about the implementation and utilization of diagnostic assessment during a pandemic are presented in Table 3.

Not all teachers carry out the diagnostic assessment process. The diagnostic assessment process is carried out

Table 1: *Comparison of assessments in districts and cities during the pandemic*

<i>Finding</i>	<i>Theme</i>	<i>Conclusion</i>
The assessment process with the media is carried out through Google Classroom, WhatsApp, Zoom, or Google Meet Especially for schools in the district, the facilities and infrastructure are not owned by students	Media supporting the assessment process in the City and District is not evenly distributed	The assessment needs to consider the tools in its implementation. The preparations needed are the preparation of digital assessment appointment devices and student digital literacy. Assessments in districts and cities are different. The difference lies in the availability of facilities owned by students in participating in the online learning and assessment process.
For schools in the city, the assessment is carried out by submitting material in the form of videos or texts, and then given questions or assessments are carried out with habituation, such as practice questions through digital media. For schools in the district, the assessment is not assisted by digital media, students come to school to deposit the assessment results twice a week, or the teacher visits students' homes where study groups are made.	The assessment process for schools in the City and District is done differently. Face-to-face learning/assessment process directly through approval.	
Students who came to school previously agreed to have limited face-to-face meetings between parents and school		
The digital literacy of students in the city is quite good, so it is possible to conduct an assessment using digital media	Digital literacy is capital in conducting assessments with digital media	

Table 2: Preparation, challenges, and solutions for diagnostic assessment during the pandemic

<i>Finding</i>	<i>Theme</i>	<i>Conclusion</i>
Diagnostic assessment instruments adapt or modify other sources	The diagnostic instruments used by the teachers were modified, and they found challenges in developing the instruments	Teachers are still not able to develop diagnostic assessment instruments. This is a challenge in itself in providing the instrument. Another challenge is coordination with parents to assist in the diagnostic assessment process and parental demands on students to become depressed. The teacher's solution to overcoming these challenges is to create a student progress monitor sheet and create a class coordinator for parents to make it easier to coordinate.
Teachers who are research subjects have not been to develop a diagnostic assessment		
The teacher's challenge is to coordinate with students' paren when doing an assessment	The assessment process challenges are coordination, parental pressure on students, and limited facilities.	
Facilities are a very noticeable obstacle when the assessment is carried out through digital media		
Ambitious parents put pressure on students so that students are not optimal when doing an assessment		
Parents assist assessment in low grades to do the work	Solutions in responding to challenges in conducting diagnostic assessments	
the teacher makes a monitor sheet to see student progress		
Created a class coordinator for parents so that they can help teachers to assess in the assessment process		

Table 3.: Implementation and utilization of diagnostic assessment during a pandemic

<i>Finding</i>	<i>Theme</i>	<i>Conclusion</i>
Some teachers have not carried out a diagnostic assessment, while a diagnostic assessment is carried out because of the demands of parents who want to know the development of students	Implementation of diagnostic Assessment	In practice, not all teachers carry out diagnostic assessments. Instead, teachers conduct diagnostic assessments based on themes after giving the material or using a straightforward question-and-answer process. The teacher uses the student's assessment results as material for discussion with parents during the semester and is not published to students.
Teachers who carry out diagnostic assessments are based on the theme	The process of assessing the diagnosis directly and based on the material/theme being studied	
The diagnostic assessment is given directly after the material is given		
A direct question-and-answer process carries out the diagnosis assessment via Zoom		
The results of the diagnostic assessment are used for classical discussion with parents at the end of the semester	Utilization of the results of the diagnostic assessment is only used as material for end-of-semester discussions with parents	
The results of the diagnostic assessment are not conveyed to students		
The results of the diagnostic assessment are not published to prevent bullying		

using diagnostic assessment instruments/questions and direct questions and answers without any instrument to guide the assessment. Diagnostic assessment is only done to see how

strong students are in understanding the content or material. There has been no teacher effort to see the skills or difficulties of students in learning. The feedback generated from the

diagnostic assessment is only used for discussion with parents without any improvement or basis for determining the appropriate learning approach.

DISCUSSION

Since the implementation of distance learning, learning assessment practices have undergone several adjustments. This condition causes learning and assessment to be done digitally. The digital assessment produces synchronous and asynchronous assessment patterns in learning. The synchronous form requires teachers and students to work together in a set time to conduct assessments through online applications such as Zoom or by telephone, where teachers can provide real-time assessments to students (Cahapay, 2020), while asynchronous assessments done with instructors assigning and providing support via email or other communication platforms (Basilaia & Kvavadze, 2020).

Assessment of learning during the pandemic is considered difficult by teachers. Assessment of learning during the pandemic is in line with (Joshi et al., 2020), which suggests that most teachers are not well-trained in teaching and conducting online assessments. Furthermore, one learning assessment during the pandemic has also become difficult for teachers because students feel bored with online learning and are bored and lazy with the daily tasks given (Putria et al., 2020). This indicates that both learning and assessment of learning during the pandemic are still not adequate. In line with this situation, it can be understood that the form of learning assessment is not a problem after various assessment practices have been adjusted to date. In addition, the main concern is how the assessment can facilitate and evaluate the learning process that has been carried out by teachers and students effectively (Yusron & Sudiyatno, 2021). By evaluating effectively, teachers and students can reflect on the shortcomings of learning. However, in this study, through the analysis of phenomenological studies based on the results of the FGDs, it can be seen that the assessment process carried out by teachers has not been carried out diagnostically by all teachers. Some teachers conduct diagnostic assessments based on themes or provide direct questions and answers. The diagnostic instruments used were not made by the teachers but were modified from existing instruments, and the implementation of the assessment was very limited due to the lack of preparation of digital devices and students' digital literacy skills.

Diagnostic assessment is a form of learning assessment that can provide an overview of the conditions regarding student difficulties in learning (Astuti, 2012), knowing the strengths and weaknesses of students, and identifying the

competencies achieved by students so that learning can be designed according to the conditions of students (Banawi et al., 2019). In the context of online learning in the pandemic era, diagnostic assessments are expected to be integrated with digital technology. Therefore, teachers must consider the availability of digital devices and students' digital literacy abilities. Both teachers and students need digital devices because, without digital media, the assessment will be complex. Pangondian et al. stated that among the factors that are the key to the success of online learning is the availability of facilities and infrastructure (Jamaluddin et al., 2020).

Although teachers and schools are well aware that one of the key factors for the success of online learning is the existence of facilities and infrastructure, this is a difficult thing to overcome, considering that the provision of facilities and infrastructure is not entirely the teacher's obligation. The most important obligation compared to teachers is providing online learning tools, but parents can still not guarantee this availability. Undeniably, not all parents can provide online learning facilities such as cell phones, credit, quotas, and a stable and good internet network (Putria et al., 2020). In addition, as is known, the conditions of the Indonesian territory are very diverse, so not all areas can be reached by internet services (Khasanah et al., 2020). Therefore, there are differences regarding the availability of facilities owned by each student in participating in the learning process and assessment in online learning. This is in line with Muhajir's opinion, which states that the picture of a relatively severe digital divide in Indonesia is that many students do not have online learning facilities, are unable to meet internet quotas, and good internet connections do not support their area. Muhajir, 2020). As in this study, this difference is more clearly seen when comparing the availability of online learning facilities between students or schools located in urban areas with other remote areas. Schools in the urban part of West Java can conduct digital assessments, where the assessment is carried out through the habituation of practice questions packaged through online forms, videos, and digital texts. The provision of learning facilities and digital assessments then positively impacts students' digital literacy abilities. Although digital literacy is an asset in conducting digital assessments, this also has a more meaningful impact on being able to deepen or even create digital literacy because of the habit of interacting with digital assessment tools.

In addition to the availability of digital devices, digital literacy is also very much needed so that the planned learning assessment can run smoothly. Digital literacy, according to Gilster (Hamdani & Priatna, 2020), is the ability to understand, obtain and use information from various digital sources. Meanwhile, according to Martin, digital literacy is an ability

that involves several types of literacy, such as technological literacy, information literacy, information technology literacy, media literacy, and visual literacy (Nahdi & Jatisunda, 2020). Online learning itself is a process of adapting to technology. Therefore, it is hoped that teachers and students can improve their technological abilities (Mahmud et al., 2021; Yuniarti et al., 2021). However, students' technological or digital literacy skills are not too worried (Fitrokhoerani & Retnawati, 2018). This is because technology has become a culture in students' daily lives, especially for Generation Z students attached to and familiar with digital technology (Hamdani & Priatna, 2020). However, it is different with teachers; teachers in Indonesia are still many who do not understand the use of technology. This can be seen in the teachers born before the 1980s (Syah, 2020).

Another thing that the teacher must pay attention to in conducting a diagnostic assessment is developing a diagnostic assessment instrument. It is undeniable that preparing an online learning assessment instrument in the pandemic era is still challenging for teachers. Assessment instruments are essential things teachers must prepare, both in online learning and classical learning as usual. This is because the quality of the learning outcomes assessment instrument affects the accuracy of the student achievement status (Budiman & Jailani, 2014; Wijaya et al., 2019). The preparation of a good assessment instrument can avoid the habit of evaluating student competencies. Students can be considered competent after being assessed with natural and permanent instruments so that the information is genuinely accurate. Apart from that, the assessment instruments are also essential because an assessment that is not equipped with the right instrument can lead to an assessment that tends to be subjective. What teachers can do to overcome these challenges; teachers can make a student progress monitor sheet. The sheet can be completed with a rubric that contains the competence of attitudes, skills, and knowledge of students.

According to Meutia et al., a Rubric is a description of the assessment of the dimensions to decide student performance or a value scale to assess the dimensions that have been set and standards to decide performance (Meutia et al., 2013). The assessment rubric must be prepared well to clarify the dimensions and level of student learning outcomes. One example of a student progress monitoring sheet is CBM (Curriculum-Based Measurement). CBM allows teachers to track student progress toward annual goals, offering several benefits to parents, students, and teachers in an easily communicated way (McLane, 2001). Fuchs & Fuchs argue that progress monitoring is carried out when teachers regularly assess students' academic performance weekly or monthly) for two purposes: to determine whether students

benefit appropriately from a specific learning program and to build more effective programs for students (Fuchs & Fuchs, 2001). Who does not benefit adequately from ordinary learning? The student progress monitoring sheet has proven effective in improving students' abilities. Based on Ysseldyke & Tardrew's research, when teachers monitor progress and instructional practices for students with high integrity, students' performance in mathematics increases significantly (Ysseldyke & Tardrew, 2007).

In practice, not all teachers in this study carried out diagnostic assessments and only used existing diagnostic instruments. It has been said previously that the assessment instrument should be made and adapted to the conditions of our students because an assessment that is not equipped with the right instrument and by the conditions can lead to an assessment that tends to be subjective. It is different if teachers develop their diagnostic instruments for their students. The instruments will serve as teachers' feedback providers (Lek and Schoot, 2018). On several occasions, for example, through this feedback, the teacher can observe the extent to which students have changed and rationally evaluate what causes these changes. However, more importantly than this, the ultimate goal of creating an assessment instrument and doing it is that it can provide teachers with awareness over time of how their assessment is changing and how they will compare it with other teachers to check accuracy—done in assessing students every day. This can reflect the “diagnostic competence of teachers” (Artelt and Rausch, 2014; Pit-Ten Cate et al., 2014). However, if you look at the implementation by teachers in this study, they carry out a diagnostic assessment based on the theme after giving the material or using a straightforward question-and-answer process. The results of the diagnosis assessment are then used by the teacher for discussion with parents at the end of the semester and are not published to students. This is the opinion of Sari et al. (2020), who say so, but it is a shame that the diagnostic assessment process carried out by teachers has not been able to show the “teacher's diagnostic competence” that has been stated previously.

Furthermore, student progress monitoring sheets produced through diagnostic assessments can be useful and affect student achievement in learning if communicated with parents as feedback. However, in conveying the results of student achievement, teachers should provide explanations while still paying attention to the condition of students in the learning process so that parents do not put too much pressure on their students to produce increased competence (Andrijati et al., 2020; Jailani et al., 2020). In addition, teachers can use student progress monitoring sheets to “experiment” with different instructional components for students who fail to

progress from their usual learning program to collect data. Then, the teacher can compare the previous monitor sheet with the new one to identify which components should be optimized to improve student competence (Fuchs & Fuchs, 2001).

CONCLUSION

Based on the analysis results above, conclusions can be drawn from this study, namely the description of the assessment process during the pandemic, the description of the diagnosis assessment process, and feedback on the results of the diagnosis assessment. During the pandemic, the implementation of learning assessments has differences in schools in the Regency and City schools in West Java. The difference in the assessment process can be seen in the facilities supporting the assessment process and how the teachers conduct the assessment. The visible difference is regarding the availability of facilities at schools in the Regency and schools in the city. For schools in the city, the assessment is carried out by delivering material in the form of videos, texts, and practice questions through digital media, while for schools in the Regency, the assessment is carried out not using digital media due to the problem of limited digital devices.

Regarding the diagnostic assessment process during the pandemic, based on the research findings, it was stated that teachers had difficulties developing diagnostic instruments, so the instruments used were adaptations from other sources. Teachers have several challenges in conducting diagnostic assessments, including coordination with students' parents and diagnostic tools assessment limitations. For example, diagnostic assessments just carried out better for schools in the city. They assessed by submitting material in the form of digital while using video or text. Meanwhile, for schools in the district, the assessment is not assisted by digital media. Students are ordered to come to school to deposit the assessment results twice a week, or the teacher visits students' homes where study groups are made. In addition, related to the problem of coordination with parents, in facing the challenge of carrying out the diagnostic assessment, the teacher has tried to make a student progress monitor sheet and coordinate with parents to form a specific group to help carry out the diagnostic assessment. The findings also show that not all teachers perform diagnostic assessments during the pandemic. The diagnostic assessment process is only carried out to see the level of students' understanding of the material that has been delivered, and the teacher has made no effort to look at the skills and difficulties of students in learning.

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