

Challenges and Opportunities of Online Assessment Implementation During Covid-19 Pandemic in Indonesia Based on Recent Studies

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ABSTRACT

Online learning has become a new trend in Indonesian educational practices due to the Covid-19 pandemic. Since the teaching and learning process changes from face-to-face to online, conducting online assessments has become a requirement. The shift brings some challenges and opportunities. This study attempts to describe the challenges and opportunities of implementing online assessment during the Covid-19 pandemic in Indonesia. A library research method was implied by analyzing related research articles conducted between 2020-2022. The research procedures adapt George's (2008) library research model. The findings reveal three challenges related to internet connectivity and the consequence of indirect interactions between the students and instructors. The first challenge is that online assessment is costly. Both teachers and students are required to pay the costs of internet access, own a digital device, and possess digital literacy. The second challenge is the possible problem of cheating and plagiarism. The next challenge is difficulty to follow students' progress, interact effectively with them, and handle less motivated and discouraged students. However, there are some opportunities as far as online assessment is concerned. There is more flexibility with time and space, direct and immediate feedback to students, strategies to deal with students' anxiety, encouraging autonomous learning, increasing knowledge and experiences in online language assessment, and time management skill.

Keywords: challenges, Covid-19, Online assessment, opportunities.

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I. INTRODUCTION

During the pandemic of Covid-19, online learning has become a trend in the Indonesian educational field. Since the government started Work from Home (WFH) and Learn from Home (LFH) regulations, every aspect, including the educational element, was changed from face to face into a fully web-based activity. This educational system is familiarly called online learning or distance learning. Online learning refers to using ICT or Information and Communication Technology in teaching and learning (Amos *et al.*, 2015; Bakia *et al.*, 2012; Madya & Abdurahman, 2021). As online learning is a new environment for most teachers, they are forced to use internet-based technological applications to teach. The students also have no choice but learn remotely by using some applications, like Moodle, Zoom, Google Meet, Google Classroom, and many other online learning platforms (Ali & Maksum, 2020; Zboun & Farrah, 2021).

Since the conventional teaching and learning process changed into online learning due to the Covid-19 pandemic, online assessments have become a requirement (Fitriyah & Jannah, 2021; Pokhrel & Chhetri, 2021; Rapanta *et al.*, 2020). The assessment process cannot be carried out directly in the classroom. One of the efforts is to prepare online-based assessments (Divayana *et al.*, 2021; Rapanta *et al.*, 2020). Online assessment refers to evaluating students' learning through distance assessment practices or remote assessment methods (Sewell *et al.*, 2010 in Widiastuti *et al.*, 2021). Some teachers said that implementing the online assessment is hard since several problems arise during its implementation, but some of them also cannot deny that the online assessment is beneficial for delivering learning materials and giving tasks to students (Yulianto & Mujtahid, 2021). It is also easy to be accessed and reviewed for exams (Alruwais *et al.*, 2018; Appiah & Tonder, 2018; Zboun & Farrah, 2021). Meanwhile, it is not as simple as expected since the transformation from face-to-face to online learning requires the improvement of educators' abilities in their calling through web-based

learning (Mallillin *et al.*, 2020). Concerning this, the transformation from a face-to-face assessment into a fully online assessment brings challenges and opportunities.

Some recent studies in various countries showed how online assessments become an opportunity or a challenge. A survey by Adedoyin and Soykan (2020) in Cyprus presented the challenges and opportunities of online assessments. The challenges are limited access to updated devices because of low socio-economic power, human and pet intrusion, and lack of digital skills. It was also found some opportunities of the online assessment, namely innovation in a research and technology field and also the socio-economic interventions through social support for students. Fuller *et al.* (2020) conducted a study in the U.K. to seek the opportunities and challenges in online assessment. Key difficulties include cheating, technology, and adapting to a new assessment tool and online environment. Moreover, it also argued that online assessment gives the opportunity to develop the assessment itself by focusing on a compassionate collegiate model of practice. In line with this, Guangul *et al.* (2020), in their study, examined the challenges of online assessment in higher education in the Middle East. It was found that the challenges of online assessment, in general, were academic dishonesty, coverage of learning outcomes, infrastructure, and commitment of students to submit their assessments. Another study by Joshi *et al.* (2020), in higher education in India found that online assessment is quite challenging for higher education students. The challenges revealed in the study were external distraction, institutional support barriers, limited awareness, lack of technical infrastructures, and lack of student motivation. Within those conditions, students are taught how to learn, provided a flexible way to learn the key concepts and related vocabulary, and also provided various ways to present their understanding (Basham *et al.*, 2020).

Based on these phenomena, the present study seeks the challenges and opportunities of the implementation of online assessment based on recent studies that were conducted in Indonesian schools during the Covid-19 pandemic. The research questions were constructed as follows.

- 1) What are the challenges of online assessment implementation during the Covid-19 pandemic in Indonesia?
- 2) What are the opportunities for online assessment implementation during the Covid-19 pandemic in Indonesia?

II. METHODS

This study was conducted as library research that focused on the challenges and opportunities of online assessment implementation in Indonesia. The data were collected from research articles published in either international or national accredited journals during the period 2020–2022. As stated by George (2008), library research is a kind of research that collects data by learning and understanding data having a close relationship with the problem from theories, books, documents, etc.

There were some procedures followed in conducting this library research according to George's (2008) model. The first procedure was identifying the topic of the research, namely the challenges and opportunities of online assessment implementation. The second procedure was formulating the

research questions, namely 1) What are the challenges of online assessment implementation during the Covid-19 pandemic in Indonesia? And 2) What are the opportunities for online assessment implementation during the Covid-19 pandemic in Indonesia? The third procedure was deciding on the research plan, which included skimming and browsing relevant information under the research topic by reading articles, books, websites, previous studies, etc. The fourth procedure was selecting the databases for searching for resources. The researchers used several databases to determine the research resources, namely Google Scholar, SINTA (Science and Technology Index), ERIC (Education Resources Information Center), and Publish and Perish. The fifth procedure was determining the criteria of the research articles that were used as resources. The research articles used were those which were published in reputable international journals indexed by Scopus Quartile 1, 2, and 3 and Indonesian national accredited journals indexed by SINTA, including SINTA 1, SINTA 2, SINTA 3, and SINTA 4 published between 2020 to 2022. The resources were retrieved by entering some keywords, such as “challenges of online assessment implementation in Indonesia,” “challenges of implementing assessment during the pandemic in Indonesia,” “educational challenges during Covid-19 pandemic in Indonesia,” and “opportunities of online assessment implementation in Indonesia,” “opportunities of implementing assessment during the pandemic in Indonesia,” “educational opportunities during Covid-19 pandemic in Indonesia.” From this process, 20 research articles were selected as resources in this study, including five research articles published in reputable international journals (RIJ) and fifteen research articles published in national reputable journals (NRJ), as displayed below in Table I.

TABLE I: ARTICLES USED AS RESOURCES AND THE JOURNAL TYPES/RANK

No.	Resources	Journal types/Rank
1.	Rachmawati <i>et al.</i> (2022)	IRJ/Q1
2.	Divayana <i>et al.</i> (2021)	IRJ/Q2
3.	Ningsih <i>et al.</i> (2021)	IRJ/Q2
4.	Syafrizal and Pahamzah (2020)	IRJ/Q2
5.	Nurkamto <i>et al.</i> (2022)	IRJ/Q3
6.	Kusuma <i>et al.</i> (2021)	NRJ/S1
7.	Saputra <i>et al.</i> (2022)	NRJ/S2
8.	Arifuddin <i>et al.</i> (2021)	NRJ/S2
9.	Widiastuti <i>et al.</i> (2021)	NRJ/S2
10.	Luthfiyyah <i>et al.</i> (2021)	NRJ/S2
11.	Fitriyah and Jannah (2021)	NRJ/S2
12.	Fathurrochman (2021)	NRJ/S2
13.	Fauzani <i>et al.</i> (2021)	NRJ/S2
14.	Zboun and Farrah (2021)	NRJ/S3
15.	Fitriady <i>et al.</i> (2020)	NRJ/S3
16.	Arrieta <i>et al.</i> (2020)	NRJ/S3
17.	Ukhrowiyah <i>et al.</i> (2021)	NRJ/S4
18.	Dwiyantri and Suwastini (2021)	NRJ/S4
19.	Wibowo and Novitasari (2021)	NRJ/S4
20.	Yulianto and Mujtahid (2021)	NRJ/S4

Note: RIJ=Reputable International Journal, NRJ=National Reputable Journal. Q1/S1 =Top Rank

The sixth procedure was reading the resources closely. The researchers focused on the challenges and opportunities of online assessment implementation during the pandemic in Indonesia. A challenge is defined as a task that requires effort, and it is difficult to deal with in order to be done successfully (Malone, 1981 in Çalıkoğlu, 2019). In this study, the data of challenges refer to difficult things that happen, for both

students and teachers, in the online assessment implementation, which requires some effort to deal with. Meanwhile, an opportunity is defined as an excellent chance to do an action that offers some kinds of advantages (Hulbert *et al.*, 1997). In this study, the data of opportunities refer to a good chance that can be taken from the online assessment implementation, which offers some advantages for students and teachers. The seventh procedure was gaining insights from the resources by reading critically. The challenges and opportunities were then mapped, categorized, and synthesized. The eighth procedure was elaborating the insights into arguments to create comprehensible opinions to answer the research questions. The last procedure was writing the article draft of the report, which includes the supporting theories and arguments based on syntheses in the findings.

III. FINDINGS AND DISCUSSION

Based on the analysis and synthesis of the twenty pieces of literature related to the implementation of the online assessment, the following findings are presented.

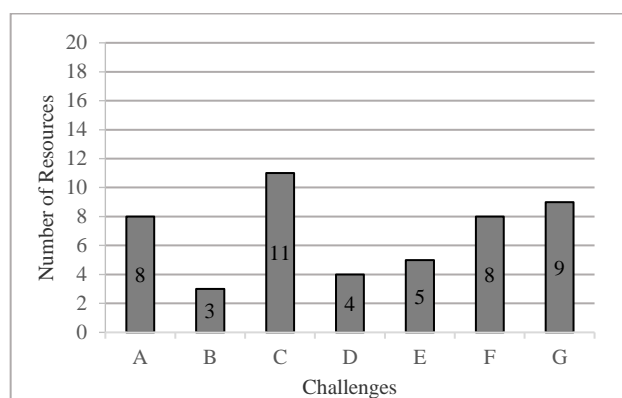


Fig. 1. Challenges of Online Assessment Implementation in Indonesia.

Description:

- A = Internet cost and connection.
- B = Limited access to digital devices.
- C = Lack digital literacy.
- D = Originality of students' work.
- E = Difficulty in following students' progress.
- F = Ineffective interaction between students and teacher.
- G = Less motivated and discouraged students.

Fig. 1 shows the challenges of online assessment implementation during the pandemic in Indonesia. From the total twenty articles reviewed, seven challenges were identified, namely internet cost and connection, limited access to digital devices, lack of digital literacy, Originality of students' work, Difficulty in following students' progress, weak interaction between students and teacher, and less motivated and discouraged students. Eight research articles (16.7%) found the challenge in the internet cost and connection. Three research articles (6.2%) found the challenge in the limited access to digital devices. Eleven research articles (22.9%) found the challenge related to the lack of digital literacy. Four research articles (8.3%) found the challenge in the Originality of students' work. Five research articles (10.4%) found the challenge the Difficulty of following students' progress. Eight research articles (16.7%) found the challenge of ineffective interaction between students and teachers. Nine research articles (18.8%)

found the challenge of less motivated and discouraged students. Each challenge can be elaborated and discussed as follows.

First, one of the challenges found is the lack of digital literacy (Arifuddin *et al.*, 2021; Fathurrochman, 2021; Fauzani *et al.*, 2021; Kusuma *et al.*, 2021; Luthfiyyah *et al.*, 2021; Ningsih *et al.*, 2021; Nurkamto *et al.*, 2022; Saputra *et al.*, 2022; Syafrizal & Pahamzah, 2020; Ukhrowiyah *et al.*, 2021; Widiastuti *et al.*, 2021). This challenge (22.9%) became the most common challenge of online assessment implementation in Indonesia. Here, students with poor ICT skills are disadvantaged in online assessment (Arifuddin *et al.*, 2021). Some students lack the understanding to use various applications and platforms (Fauzani *et al.*, 2021), or they also feel the challenges of filtering the digital information or confirming whether or not it is suitable or correct (Kusuma *et al.*, 2021). This challenge occurs not only for students but also for teachers. (Fathurrochman, 2021; Luthfiyyah *et al.*, 2021; Ningsih *et al.*, 2021; Nurkamto *et al.*, 2022; Saputra *et al.*, 2022; Ukhrowiyah *et al.*, 2021; Widiastuti *et al.*, 2021). Some teachers find it more challenging to respond to students' assignments on online teaching platforms (Saputra *et al.*, 2022). They may still use them to transform offline to online teaching environments (Nurkamto *et al.*, 2022). This finding is relevant to Ja'ashan (2020), who found that the technical challenge regarding e-learning was the main challenge at the University of Bisha, Saudi Arabia, for both teachers and students. It involved students' inability to access PDF, course notes, PowerPoint, online feedback, etc., and teachers' less than enough training and experience dealing with digital content.

Additionally, the challenge also came from the less motivated and discouraged students (Arrieta *et al.*, 2020; Fauzani *et al.*, 2021; Fitriyah & Jannah, 2021; Kusuma *et al.*, 2021; Nurkamto *et al.*, 2022; Rachmawati *et al.*, 2022; Wibowo & Novitasari, 2021; Yulianto & Mujtahid, 2021; Zboun & Farrah, 2021). Many students feel less motivated in an online class because they are bored of virtual interaction (Zboun & Farrah, 2021). They prefer to see their fellows and teachers physically in the classroom to be able to participate more. Subsequently, these less motivated students were often late in submitting the assignments or did not collect the tasks until the due date expired (Yulianto & Mujtahid, 2021). This is in line with the study by Meşe and Sevilen (2021) regarding their results of interviews and creative writing tasks of students in a private university in Turkey. In their study, most students believe that online education brings a negative impact on their motivation because of the lack of social interaction.

Moreover, another challenge found was the internet cost and connection (Arrieta *et al.*, 2020; Kusuma *et al.*, 2021; Nurkamto *et al.*, 2022; Ukhrowiyah *et al.*, 2021; Wibowo & Novitasari, 2021; Widiastuti *et al.*, 2021; Yulianto & Mujtahid, 2021; Zboun & Farrah, 2021). The internet connection problem has still become a hot issue in conducting online learning (Nurkamto *et al.*, 2022; Ukhrowiyah *et al.*, 2021; Yulianto & Mujtahid, 2021). Not all students have Wi-Fi in their houses, particularly in remote or rural areas. Additionally, the speed of internet connection is not always at their home. As a result, some students are less enthusiastic about doing online tasks due to the lack of internet

connection. Moreover, both students and teachers consume lots of internet data (Wibowo & Novitasari, 2021). Students sometimes complain about online assessments that need a lot of internet data. Some teachers also said about its costs and preferred conventional assessments to online assessments. Clarin and Baluyos (2022), in their study, also found the same challenge encountered by both students and teachers related to the poor internet connection as the main challenge to conducting online classes in the Basic Education department in Misamis University. They assumed that the internet provides the link for virtual classes.

The next challenge was the ineffective interaction between students and teachers (Divayana *et al.*, 2021; Fitriyah & Jannah, 2021; Rachmawati *et al.*, 2022; Sujana *et al.*, 2020; Ukhrowiyah *et al.*, 2021; Wibowo & Novitasari, 2021; Widiastuti *et al.*, 2021; Zboun & Farrah, 2021). One of the main differences between conventional and online learning can be recognized in the interaction between students and teachers (Widiastuti *et al.*, 2021). The online assessment seems to result in lower engagement and interaction due to no direct interaction (Fitriyah & Jannah, 2021; Nurkamto *et al.*, 2022; Wibowo & Novitasari, 2021; Widiastuti *et al.*, 2021). For instance, teachers cannot communicate or control the students with a poor signal directly, which leads to difficulty in conducting effective interaction. As what had been said by Miller in Gherheş *et al.* (2021), technology can ultimately be a tool but cannot replace face-to-face interaction where students and teachers use different intonations, body language, facial expressions, and many more to transmit various emotions. Meanwhile, on online platforms, like Google Meet or Zoom, the interaction produced is limited, and many students often feel more anxious to do a discussion on the online media.

Furthermore, teachers also found it difficult to follow students' progress (Arifuddin *et al.*, 2021; Kusuma *et al.*, 2021; Saputra *et al.*, 2022; Widiastuti *et al.*, 2021; Zboun & Farrah, 2021). Since the video conference is occasionally conducted regarding lots of internet data needed, teachers cannot know well the students' weaknesses and strengths or their actual progress. The tasks that are submitted cannot be guaranteed as students' original work. Saputra *et al.* (2022) found that although online tests, quizzes, and other digital assessments were effective in assessing students, it is still difficult to follow or track their progress. This became one of the high-ranking challenges found (Saputra *et al.*, 2022). Similar findings were also published by Kitishat *et al.* (2020) related to tracking the students' progress became one of the key issues in online education.

In addition, it was also a challenge to determine the Originality of students' work (Arrieta *et al.*, 2020; Dwiyaniti & Suwastini, 2021; Saputra *et al.*, 2022; Wibowo & Novitasari, 2021). Since there is no teachers' direct control, students can cheat by submitting tasks made by someone else, including their peers, or they can get it from the internet. It is because online learning allows students to access everything, including learning materials from thousands of sources on the internet. There is no original idea that comes from them. Therefore, students' work scores or grade do not reflect their true selves due to these academic dishonesty or cheating issues (Dwiyaniti & Suwastini, 2021; Saputra *et al.*, 2022). Verhoef and Coetser (2021) also found that some university

students in South Africa were dishonest in doing online assessments because of the lack of monitoring.

Last, the limited access to digital devices was also found as a challenge to online assessment implementation in Indonesia (Fathurrochman, 2021; Fauzani *et al.*, 2021; Widiastuti *et al.*, 2021). The challenges in the technical use of media and tools in online learning include limited access to computer and smartphone devices. As a result, many students who do not have Android phones cannot join in web-based learning (Fathurrochman, 2021). Similarly, according to Efriana (2021), some students do not have any digital devices; if any, they belong to students' parents. Students often take turns using their parents' devices to study online. To learn online, they sometimes use the devices after their parents come home from work in the evening or night, whereas students' schedules generally start in the morning until the afternoon.

The following diagram illustrates the opportunities for implementing online assessment during the Covid-19 pandemic in Indonesia, as summarized from the twenty research articles.

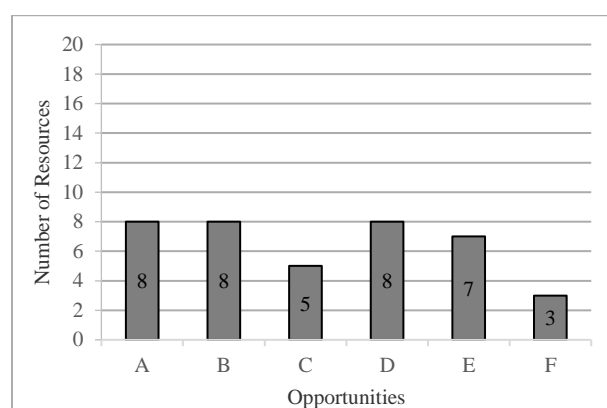


Fig. 2. Opportunities of Online Assessment Implementation in Indonesia.

Description:

- A = Providing flexibility.
- B = Promoting direct and immediate feedback.
- C = Decreasing students' anxiety.
- D = Improving students' autonomous learning.
- E = Increasing teachers' language assessment knowledge.
- F = Increasing time management skills.

Fig. 2 shows the opportunities for online assessment implementation in Indonesia. Six opportunities were identified: flexibility, promoting direct and immediate feedback, decreasing students' anxiety, improving students' autonomous learning, increasing teachers' language assessment knowledge, and increasing time management skills. 20.5% of the research articles report the opportunity to provide flexibility in dealing with time and space. The exact number of papers mention the chance to give immediate feedback, whereas 12.8% discuss the opportunity to decrease students' anxiety. In addition, 20.5% found the opportunity to improve students' autonomous learning, and 7.9% point out the chance to increase teachers' language assessment knowledge. Three research articles (7.7%) found the opportunity to increase time management skills. Each opportunity can be elaborated on and discussed as follows.

First, one of the opportunities for online assessment implementation in Indonesia found was providing flexibility (Arifuddin *et al.*, 2021; Divayana *et al.*, 2021; Fitriady *et al.*,

2020; Fitriyah & Jannah, 2021; Kusuma *et al.*, 2021; Ukhrowiyah *et al.*, 2021; Wibowo & Novitasari, 2021; Yulianto & Mujtahid, 2021). It is flexible for students to do the online assessment anytime and anywhere within the deadline. The virtual classes offer the flexibility for students to schedule their timeline, which can encourage their self-developing skills (Ukhrowiyah *et al.*, 2021). Online assessments are also beneficial for the teachers to evaluate the students anytime and anywhere. Students are delighted since they can do their assignments at home and they do not need to come to school or campus (Divayana *et al.*, 2021; Fitriady *et al.*, 2020; Kusuma *et al.*, 2021). The idea of online assessment flexibility is in line with Alruwais *et al.* (2018) for whom students prefer e-assessment since it helps them to learn and access the tasks or exams in their locations, especially in remote areas.

Another opportunity dealt with promoting direct and immediate feedback (Arifuddin *et al.*, 2021; Fitriady *et al.*, 2020; Kusuma *et al.*, 2021; Luthfiyyah *et al.*, 2021; Syafrizal & Pahamzah, 2020; Wibowo & Novitasari, 2021; Yulianto & Mujtahid, 2021; Zboun & Farrah, 2021). The digital assessment tools decrease the time and cost of input data manually since it offers automated or instant feedback and scoring. Therefore, students can have faster access to the results (Arifuddin *et al.*, 2021). The computerized system also allows measuring the learning more accurately. Students can practice several times about similar questions and realize their learning strengths and weaknesses (Arifuddin *et al.*, 2021; Fitriady *et al.*, 2020; Luthfiyyah *et al.*, 2021). Students' critical reflection does not only happen when they recheck their tasks, but it also occurs when they reflect on peers' comments and make comparisons with their friends' works (Kusuma *et al.*, 2021). For some teachers handling big classes, it is time-consuming to check, correct, grade, and give feedback to students' works individually. With the help of online assessments, such as online quizzes, effectively assists in providing immediate feedback and score. Some applications also already give the correct answers with a complete explanation. Hung (2021) found that integrating technology into assessments is a good solution during the pandemic. Students in VNU-University of Education showed that online assessment tools, such as Moodle, can increase students' and teachers' interaction and help them to give each other feedback immediately, especially in the discussion forums.

Online assessments also provided an opportunity to improve students' autonomous learning (Arifuddin *et al.*, 2021; Arrieta *et al.*, 2020; Fitriyah & Jannah, 2021; Kusuma *et al.*, 2021; Luthfiyyah *et al.*, 2021; Ningsih *et al.*, 2021; Syafrizal & Pahamzah, 2020; Ukhrowiyah *et al.*, 2021). Students with good preparations for online assessments become more autonomous and independent in learning. For example, students have to practice their speaking skills at home during the pandemic by asking them to submit a video. They will practice fluency or pronunciation before filming to speak fluently in their videos. This activity trains students to develop learning responsibility, which can lead them to become independent and autonomous learners. A similar finding comes from the survey by Bhandari *et al.* (2020), who figured out that students' regular events, like online group discussions, quizzes, online presentations, or peer teaching,

where students can actively develop self-directed learning. It motivates them to read on their own.

Another opportunity for online assessment is increasing teachers' language assessment knowledge (Divayana *et al.*, 2021; Dwiyantri & Suwastini, 2021; Fathurrochman, 2021; Fauzani *et al.*, 2021; Luthfiyyah *et al.*, 2021; Syafrizal & Pahamzah, 2020; Yulianto & Mujtahid, 2021). By designing online assessments, teachers will be more up to date with the teaching trends based on students' needs. They are not only required to update their pedagogical knowledge but also technological knowledge due to the development of technology use in assessing students during online learning. Teachers can explore more ways to give online assignments. In their research, Zhang *et al.* (2021) mention that the practices of online assessment train teachers to be adaptive and context-dependent. Teachers may undergo many plan changes to adjust to different assessment needs and to be ready for unexpected problems.

The next opportunity was to decrease students' anxiety (Arrieta *et al.*, 2020; Kusuma *et al.*, 2021; Syafrizal & Pahamzah, 2020; Wibowo & Novitasari, 2021; Zboun & Farrah, 2021). Many students indicate that they tend to be more relaxed and enjoy completing online assignments or tests. This makes them less anxious (Zboun & Farrah, 2021). They have less anxiety because they do not get direct observation which may put them under pressure. The tasks which require them to do videoing also cause them to become more confident in front of the camera since they used to do it. As the study by Phanphech *et al.* (2022) suggested that online learning has to be continually developed since it can reduce students' anxiety.

Last, increasing time management skills were also found to the opportunity for online assessment implementation during the pandemic in Indonesia (Fitriyah & Jannah, 2021; Ukhrowiyah *et al.*, 2021; Wibowo & Novitasari, 2021). Online assessments become more efficient since there is a deadline for each task. Since students get lots of assignments from every subject and teacher, they are forced to schedule their timeline as effectively as possible. This promotes time management skills where students should manage their burden and take responsibility for it. As a result, students subconsciously build their self-developing skills for real-life (Ukhrowiyah *et al.*, 2021). This is supported by Batbaatar and Amin (2021), who found that online learning significantly influences undergraduate students' time management during the pandemic.

IV. CONCLUSION

In conclusion, the online assessment implementation has challenges and opportunities for both students and teachers. The online assessment during the Covid-19 pandemic has provided opportunities to conduct the learning activity successfully, including providing flexibility in dealing with time and space, promoting direct and immediate feedback to students, decreasing students' anxiety, improving students' autonomous learning, increasing teachers' language assessment knowledge and time management skill. Although the online assessment is said to be very easy and exciting, providing those opportunities, it is clearly stated by some literature reviewed that the online assessment as a part of

learning activity during the pandemic is quite challenging. The teachers and students share the same challenges, such as extra expenses for internet costs and connectivity and access to digital devices. Teachers and students may lack digital literacy, increasing the online assessment challenges. Another challenge of online assessment is the questions about the Originality of students' work, monitoring students' progress, conducting effective interaction between students and teacher, and handling less motivated and discouraged students.

Concerning challenges and opportunities, teachers should be able to adapt their offline teaching practices to online learning. Before employing the assessment tools, teachers must know the student's condition and characteristics. The type of assessment used must be in line with the student's needs to help them to reach their language learning goals. They also need to be open-minded, flexible, and easy to adapt to facilitate and assist the students. Students should also continually adjust their way of learning through online communication technology. Additionally, the stakeholders, like the institutions, schools, and policymakers, should also make a suitable and proper assessment and do needs analysis as needed. The findings provide better online practices for schools, policymakers, and future research.

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