ISSN: p-2540-8763 / e-2615-4374
DOI: 10.26618/jed.v%vi%i.7185
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Teacher Problems in Implementing a Web-Based Assessment System in Referral Schools in West Sumatra

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History: Received 03/03/2022 | Revised 12/03/2022 | Accepted 02/04/2022 | Published 30/04/2022

Abstract. Technological developments certainly affect various areas of life. Among these aspects of education can not be separated from the development and progress of technology. One of the advances applied to the education system is the change in the assessment system carried out by teachers in schools, from manual switching to web and IT-based. In this change, there are several problems and constraints that need to be adjusted. The purpose of this study was to find out the problems of teachers in implementing web-based assessments and the teacher's steps in dealing with the problems of web-based assessment in West Sumatra reference high schools. This study was analyzed using the structural functional theory proposed by Talcott Parsons known as the AGIL scheme. This study used a qualitative approach with an intrinsic case study type. The selection of informants was done by purposive sampling with the number of informants 65 people. The data was collected by means of active participation, observation, in-depth interviews and documentation study. To obtain the validity of the data, triangulation was carried out, namely, triangulation of sources and triangulation of techniques. The data obtained were analyzed using the Miles and Huberman analysis model (data reduction, data presentation, and conclusion). The findings of this study are: (1) the obstacles faced by teachers, such as: teachers experience difficulties when inputting grades, it takes a long time, problems with the e-report, system and internet network, lack of student motivation to learn and compete, loss of teacher enthusiasm for teaching; (2) the school's strategies as a form of adaptation to the implementation of E-report cards are: ranked score raport, intervention from the school, the school's target is to graduate students to state universities. The results of this study are useful as input for schools that have used the e-report card assessment system, so that the assessment can be carried out properly and can be accounted for.

Keywords: *E-report; Assessment System; Reference School; Web*

Abstrak. Perkembangan teknologi tentunya mempengaruhi berbagai bidang kehidupan. Di antaranya pada aspek pendidikan juga tidak lepas dari perkembangan dan kemajuan teknologi. Salah satu kemajuan yang diterapkan pada sistem pendidikan adalah perubahan sistem penilaian yang dilakukan oleh guru di sekolah, dari penilaian manual menjadi berbasis web dan berbasis IT. Adanya perubahan ini, muncul beberapa masalah dan kendala yang perlu disesuaikan. Tujuan dari penelitian ini untuk mengetahui problematika guru dalam melaksanakan penilaian berbasis web dan langkah guru dalam menyiasati problematika penilaian berbasis *web* di SMA rujukan Sumatera Barat. Penelitian ini dianalisis dengan menggunakan teori struktural fungsional yang dikemukakan oleh Talcott Parsons yang dikenal dengan skema AGIL. Penelitian ini menggunakan pendekatan kualitatif dengan tipe penelitian studi kasus intrinsik. Pemilihan informan dilakukan secara *purposive sampling* dengan jumlah informan 65 orang. Pengumpulan data dilakukan dengan cara observasi partisipasi aktif, wawancara mendalam dan studi dokumentasi. Untuk mendapatkan keabsahan data dilakukan triangulasi yaitu, triangulasi sumber dan triangulasi teknik. Data yang diperoleh dianalisis dengan menggunakan model analisis Miles dan Huberman (reduksi data, penyajian data, dan penarikan kesimpulan). Temuan penelitian ini adalah: (1) kendala yang dihadapi guru seperti: guru mengalami kesulitan saat penginputan nilai, membutuhkan waktu lama, masalah pada sistem e-rapor dan jaringan internet, kurangnya motivasi siswa untuk belajar dan berkompetisi, hilangnya semangat guru untuk mengajar; (2) strategi yang dilakukan sekolah sebagai bentuk adaptasi terhadap pelaksanaan E-rapor adalah : pengkatrolan nilai rapor, *intervensi* dari pihak sekolah, sasaran sekolah adalah meluluskan siswanya ke perguruan tinggi negeri. Hasil penelitian ini berguna sebagai masukkan bagi sekolah yang sudah menggunakan sistem penilaian e-rapor, agar penilaian dapat terlaksana dengan baik dan dapat dipertanggungjawabkan.

Kata Kunci: *E-rapor; Sistem Penilaian; Sekolah Rujukan; Web*

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INTRODUCTION

One of the biggest challenges and problems faced by Indonesia is the world of education. In addition to trying to create a good and advanced quality of education, on the other hand, there are still many areas of education that must be improved, developed, and re-evaluated. One of the main problems of education today is regarding the assessment system carried out by teachers and schools. So that it affects the student's predicate as well as for the identity and existence of the school itself. Referring to Regulation of the Minister of Education and Culture (Permendikbud) Number 53 of 2015 dated December 11, 2015 concerning the assessment of learning outcomes by educators and primary and secondary education units, Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning national assessment standards, and Minister of Education and Culture of the Republic of Indonesia Number 3 of 2017 regarding the assessment of learning outcomes by the government and the assessment of learning outcomes by the education unit. The government is collaborating with the Directorate of High School Development who developed a web-based assessment application for the 2013 curriculum that is directly integrated with the Basic Education Data (Dapodik) to manage assessments appropriately, quickly, and accurately which refers to these regulations (Panduan Sukses Pengunaan E-rapor, 2017).

To strengthen this research study, it will be analyzed using a functional structural point of view that is relevant to the problems in web-based assessment, namely the e-report system. In the last five years (2017-2022) several schools have implemented the latest assessment system launched by the government, namely web -based assessment through e-reports. E-report is a multi- user application consisting of 5 user components, namely admin, subject teachers, homeroom teachers, guidance and counseling teachers, and students. Each component has the authority or access rights of each user. Based on the guide document for the use of E-reports, it is stated that the E-report application is a web -based software for compiling reports on the achievement of student competencies by the education unit level developed by the Sub-Directorate for the High School Curriculum (Psma.Kemendikbud.go.id, 2017). E-report itself is a form or format for assessing student activities in both academic and non-academic schools that are web - based and based on information technology. Where the teacher is the spearhead of the implementation of the web-based assessment.

E-report is an application for processing knowledge values, skill values, and attitude values that have been carried out by educators so that final grades and descriptions are formed automatically according to student

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acquisitions for each assessed basic competency (Prabowo & Agustina, 2017). Student grades are processed conventionally, namely by means of each subject teacher writing student grades into a sheet of paper (Allolangi & Agustang, 2022) and then depositing it to the homeroom teacher and each teacher inputting each data into the e-report application. Therefore, the school has difficulties in managing grades, even though the management has been organized but it is still not optimal (Rivai & Purnama, 2015). The teacher processes the data in the assessment book or main book. Data processing often occurs repetition of recorded data. Repetition of data causes less efficiency in bookkeeping and errors often occur in the relationship of one data to another before the teacher enters it into the e-report system (Saraswati, 2013).

From 2017 until now for the 2021/2022 academic year, e-reports still use an offline input system, so they can only be done in one place, namely in schools under the supervision of the admin. The e-report system is carried out from admin to subject teachers, homeroom teachers, and students (Permana & Setiawan, 2017). The teachers only input the value in the form of numbers according to the results obtained while the description of the results will be inputted automatically, so the teacher does not need to be complicated in writing a description of the student's grades. The data entered will be inputted and synchronized directly to the education office and Dapodik.

Permendikbud Number 53 of 2015 and Permendikbud Number 23 of 2016 concerning assessment of learning outcomes by educators and education units and regarding educational assessment standards, state that with the e-report that the assessment system can facilitate teachers in filling out student assessments in the form of task assessments, daily tests, mid-semester and end-of-semester examinations. For example, teachers no longer need to process grades twice (from manual form to processing in the form of report cards), helping teachers describe the values of knowledge, social, spiritual, and skills that are directly synchronized to Dapodik. Minimizing errors in value processing, because through e-report data students are directly formulated and processed by a computer system (Buku Panduan E-rapor, 2017).

In fact, there are discrepancies in the process of implementing the assessment. Based on an interview with Norma Yunita[1], there is a dual role in the access rights of authority carried out by the admin, because many teachers do not understand how to operate the e-report system properly and correctly. The dual role is carried out by the admin as the party who is considered to understand the e-report the most, filling in the grades that should be done by the teacher instead shifts to the admin. In addition, there is

[1] Admin e-rapor SMAN 1 Pariaman

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no socialization on how to use the e-report system at the high school level. If it is only in the form of a simple workshop, even then it only conveys theory, not direct practice (Aristoteles et al., 2013).

Most teachers find it difficult to carry out the assessment process requested by the e-report. Many teachers do not understand how to do a good and correct assessment in accordance with established national standards. There are many things that need to be studied more deeply related to this problem. This is the strength of researchers to understand the assessment system that is carried out by teachers properly and correctly, especially assessments that use technology. The topic that the researcher will develop in this research is Teacher Problems in a Web-based Assessment System (At Referral Schools in West Sumatra), which is about teachers and the student learning assessment process, because there are still many things that researchers still need to understand and explore in this topic. In this case, the researcher will examine the problems experienced by teachers in web -based assessment as a whole. Researchers are optimistic that the results of this study can also contribute to the world of Indonesian education, especially in the field of web -based assessment.

(Ningsih et al., 2020) also looks at the problems of teachers in using information and communication technology (ICT) and their implications in elementary schools. The purpose of this research is to find out the problems/obstacles faced by teachers in using ICT. Where are the problems/constraints that occur in the use of ICT in elementary schools such as: time consuming, limited number of infocus, students' lack of focus on material, unavailability of internet network and unavailability of infocus screens. The same thing was also developed by (Kamiludin & Suryaman, 2017) regarding Problems in the Implementation of 2013 Curriculum Learning Assessment. The purpose of this study was to determine the implementation of learning assessment, teacher problems in carrying out learning assessments, and teacher steps in dealing with problems. The implementation of the 2013 Curriculum learning assessment is not up to standard. Six teachers became informants, only one teacher managed to implement according to the standard. Not far from this problem, (Yulianto et al., 2018) regarding the Web-Based Assessment Academic Information System at SMA Mandiri Balaraja - Kab. Tangerang. The scoring system is still manual and not yet computerized. This causes difficulties in carrying out the assessment process, because many require files to be recorded. The web-based value processing academic information system answers these problems, because it can be accessed online anywhere and anytime with an internet network. The method used in this research is the waterfall model. The purpose of

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this research is that a web -based academic information system will be better applied to the student assessment system at SMK Mandiri Balaraja.

In contrast to the study above, the researcher will conduct research with the aim of what are the problems of teachers in web -based assessment (referred to schools in West Sumatra) as a result of implementing the 2013 curriculum; What is the role of schools in the obstacles experienced by teachers in the process of inputting grades, describes the problems of teachers in web -based assessment (referred to schools in West Sumatra) as a result of implementing the 2013 curriculum. The problem is seen as a whole and coherent both from internal and external parties. This research is also influenced by limited resources and lack of soft skills regarding technology.

This research will be analyzed using the AGIL approach proposed by Talcot Parsons. The theory of structural functionalism proposed by Talcott Parsons is considered relevant in studying the implementation of E-reports, according to this theory society is a social system consisting of parts or elements that are interrelated and unite in balance. Changes that occur in one part will also bring changes to other parts. Conversely, if it is not functional, the structure will not exist or disappear by itself (Ritzer, 2011). This flow departing from a basic assumption that society is a system consisting of parts that are interconnected and functional between one part and another. If there is a part that is not functioning properly, then it will affect all parts in the system. Basically, the view of functionalism sees society as consisting of parts or elements that are united in balance (equilibrium). Changes that occur in one part will also bring changes to other parts, that each structure in the social system is functional to other systems.

Similar to the implementation of e-reports at reference high schools in West Sumatra, there was an adjustment to changes in how to fill in student report cards, which were usually manual, turned into web and technology-based ones, so the school adjusted the scoring system for inputting grades by calculating student grades before each the teacher inputs the value into the e-report. So that the goals, vision, and mission of the school are still achieved and maintained. In order to achieve this goal, each school component must be integrated and well patterned, namely between the principal, admin, subject teachers, homeroom teachers, BK teachers, and students. So that the goals, vision, and mission of the school are still achieved and maintained. In order to achieve this goal, each school component must be integrated and well patterned, namely between the principal, admin, subject teachers, homeroom teachers, BK teachers, and students. During the process the teacher experienced problems and obstacles to meet and achieve the goals set by

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the school. And how the school or teachers overcome these obstacles, this will be highlighted by researchers whether what is done by the school is in accordance with the e-report assessment launched by the government.

RESEARCH METHODS

This research is a qualitative research, is research that uses a scientific background, with the intention of interpreting the phenomena that occur and is carried out using existing methods (Moleong, 2012). In this study, the author seeks to understand the processes and symptoms that occur in the field related to teacher problems in the implementation of e-reports. The interactions that occur in the field are objective and empirical. This research is categorized as an *intrinsic case study*, namely a study conducted to get a better and comprehensive understanding so that this case is indeed interesting to study or can be said to contain intrinsic interest (Yin, 2018). This research was conducted at a reference school in West Sumatra among them; SMAN 1 Pariaman, SMAN 10 Padang, SMAN 1 Padang Panjang, SMAN 02 Bukittinggi, SMAN 02 Payakumbuh. The reason the researcher chose the reference high school in West Sumatra as the research location was that problems were found in the process of implementing and implementing it as a web-based assessment system.

The data collection technique used in this research is by using observation, in-depth interviews, and documentation studies. The research instrument used was a questionnaire and interviews related to the problems experienced by the teacher. Questionnaires are used to obtain data about teacher constraints and the role of schools in these constraints. A total of 65 informants were obtained by *purposive sampling* which was then processed and analyzed using the Structural Functional AGIL theory from Talcot Parsons. The data obtained in the field were analyzed using an interactive analysis model consisting of 3 (three) components, namely data reduction, data *display* (data presentation) and drawing conclusions.

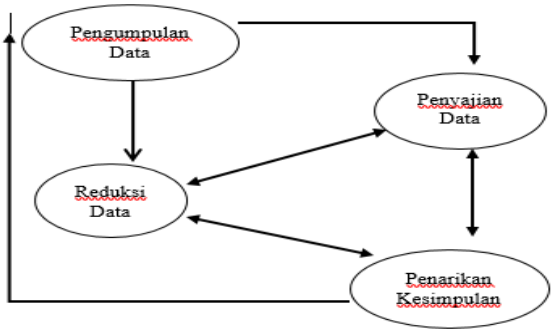

Figure 1. Miles and Huberman interactive model qualitative data analysis
Source: Bungin, 2018

DISCUSSION

According to Parsons, in order for a social system to work properly, there must be at least four functions that must be integrated. These four functions must be possessed by all systems in order to *survive* , as is the case with the implementation of E-reports at piloting

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state high schools in West Sumatra. These four functions must be implemented in the teacher assessment process and school assessment system so that all existing systems in schools survive. The process of implementing the E-report, of course, must also apply the AGIL principle in the implementation of the school assessment system, especially for piloting schools that must be able to adapt to system changes that occur in schools. *Adaptaion* process is a system that copes with complex external situations. The system must be able to adapt to the environment and adapt the environment to its needs (Ritzer & Goodman, 2007). Actions that carry out functions by adapting to the environment and can change the external environment, such as in the process of implementing E-reports by changing the way of learning, doing remedials repeatedly, ranking report cards, and intervention from the school.

The implementation of the E-reports carried out at SMA Negeri 1 Pariaman, SMAN 10 Padang, SMAN 1 Padang Panjang went quite well, but there were some obstacles faced by teachers when inputting grades into the E-reports, slightly different from the assessment at SMAN 02 Bukittinggi, SMAN 02 Payakumbuh experienced a major problem with school facilities and infrastructure, namely the lack of computers in the school so that teachers had to take turns to input student scores into the e-report . Other difficulties are also experienced by piloting schools, such as teachers having difficulty inputting grades, taking a long time, teachers who are not technologically savvy, limited availability of computers, problems with the E-report system and internet network. However, the school continues to take action so that these obstacles can be overcome so that the system continues to run well. This is called *Goal Attainment*, where a system must define and achieve its main goals. The main purpose of the e-report assessment system is to graduate students to state universities with satisfactory results, and data that is synchronized to Dapodik is also grades with good and satisfactory results.

In order for the implementation of the E-report assessment to run well , each user or e-report component must be able to work together and be well integrated. So that the system continues to run smoothly, the cooperation carried out by the principal, deputy, admin, subject teachers, homeroom teachers, BK teachers, and students must be well coordinated. This is called *Integration*, that is, a system must be able to manage and maintain the relationships that make up its component parts. The system must also be able to manage and manage the other three functions (A, G, L). Such as maintaining the relationship pattern of the parties involved and responsible in the E-report.

Basically the view of functionalism sees society as consisting of parts or elements that are united in balance (*equilibrium*). Changes that occur in one part will also bring changes

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to other parts, that each structure in the social system is functional to other systems. To keep these changes functional, *Latency* (pattern maintenance) is needed, a system must be able to equip, maintain, and improve both individual motivation and the cultural patterns that create and sustain motivation. Each system must maintain itself as much as possible in a state of balance (*pattern maintenance*) (Ritzer & Goodman, 2007).

Difficulty When Entering Values

When the process of inputting grades into E-reports, most teachers find it difficult, besides the input process which is known to be quite complicated, coupled with the socialization carried out by the school to the teacher assembly, it can be said to be less than optimal. Why is that, socialization is only carried out from curriculum representatives to the teacher assembly through IHT (*In House Training*) for 2 meetings. The activity was attended by the principal, vice principal, and all subject teachers.

The activities carried out are in the form of conveying information that schools must carry out an IT and computer-based assessment system, namely the E-report application. In the training, the teacher admitted that he was not given direct practice, only in the form of theory and material. This is one of the reasons why teachers have difficulty inputting grades into E-reports. The teacher first practiced directly how to process, form, and input grades into e-reports during the odd semester exams for the 2016/2017 school year. This was stated directly by one of the teachers at SMAN 1 Pariaman Mislalita “Yes, it was shown using infocus and explained by the curriculum representative. There is no practice, only theory. As for the practice, but not directly into computer labor, only the representatives explained. And even then just fill out the assessment form only. The practice goes directly to the laboratory accompanied by an ICT teacher, and even then when entering students' semester MID scores in the 2016/2017 academic year".

Figure 2. Value Input Process**.** Source: Research Documentation

Judging from the statement, the resources owned by SMA Negeri 1 Pariaman are not ready for the evaluation of e-reports, so the teachers find it difficult and burdened. The lack of socialization that teachers get, has resulted in many teachers not understanding the steps and workings of E-reports. From the obstacles faced by educators at SMA Negeri 1 Pariaman, the need for adaptation *proposed* by Parsons in his AGIL theory. Parsons stated that a system must cope with a critical external situation. The system must adapt to the

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environment and adapt the environment to its needs (Ritzer & Goodman, 2007). For this reason, at SMA Negeri 1 Pariaman, teachers who find it difficult to input grades need help from other people. The adaptation is done by means of teachers who have difficulty will be assisted by the e-report admin and several other teachers who are technology literate.

Other adaptations made by teachers to overcome problems, it is not uncommon for teachers to also often incur costs to pay for other people who are more IT and computer savvy.

Need a Long Time

The obstacles faced by teachers at piloting schools for e-reports, both subject teachers and homeroom teachers, apart from experiencing difficulties when inputting teachers, also had problems with time. For inputting data into e-reports, the teacher spends a lot of time entering grades into the e-report format that is already *linked* to Dapodik. Teachers feel that the time given by the school is too narrow, especially for teachers who teach more than 24 hours and teach classes up to 15 classes, which makes the teachers nervous.

Anxiety arose following the issuance of Permendikbud 23 of 2017, in which high school teachers with the status of ASN (State Civil Apparatus) are required to be in school for 40 hours a week. If the teacher teaches 40 hours, then there are 20 classes/classes managed by the teacher. If 36 students meet the maximum limit for high school, then a week the teacher will face 720 students. If the teacher teaches 720 students, how many grades will the teacher enter in one semester for processing report cards? First, daily test scores: 720 student x 4 KD* = 2,880 grades, this is in the range 1-100. Assignment score: 720 student x 4 KD* = 2,880. UTS score: 720 student x 2 KD* = 1,440. Skill score: 720 student x 4 KD* = 2,880. Semester score: 720 student x 4 KD* = 2,880. So the number of values that must be entered into the e-report is 12,960 values (Singgalang, 2017).

If an old value is checked and entered for one minute then the time taken to check and enter a value of 12,960 is 216 hours, or 9 days and 9 nights. If the teacher teaches 40 hours how many assessments should be done? The limited time given by the school to enter grades into the e-report was also conveyed by Eva Elvina Sam, a PAI teacher from the results of the interview, “Oops, it took a long time. The time is overnight, about a week. Out of time for value alone. One week more on average. Not the other teacher's business. We teachers also have many activities. Not only processing and value entry. Even at night we were still at school to enter grades even until 9 (nine) at night. The assessment is a lot, long to be filled. Many of the fields are filled in. such as a portfolio. There are many cognitive divisions, there are practice, UH, UTS, assignments, semesters, there are 5 for

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cognitive assessments. There are 4 portfolios. There are 3 KD UTS, how many must be filled in. Sometimes there are 7 KD for one semester plus 3 KD UH. There are 27 fields to be filled for one by one student. A lot of work, how much to fill. Redundant, the work is redundant because what will be taken remains the final value. But teachers are required to work that much to determine only one final grade." This is accompanied by a complicated input process, because the teacher must enter per item of assessment that has been carried out for one semester. Starting from the assessment of knowledge, skills and attitude assessment of students. At a minimum, the teacher must fill in 27 assessment columns for each student. Apart from that, teachers cannot be equated with other formal workers such as structural apparatus. This policy treats teachers as "college workers". Said the PAI teacher.

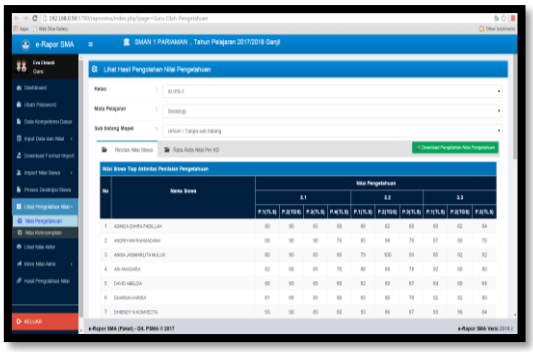

Figure 3. Knowledge Value Processing.
Source: Personal documentation

Almost all the teachers interviewed said that those who made this policy did not understand education and did not understand the teacher's duties as educators. Most teachers admitted that they were pressured by the policy, if only the final assessment would be sent to Dapodik, there was no need to go through an assessment which was a very long process. The existence of an e-report assessment system makes teachers work more extra than usual.

Problems with the E-report System and Internet Network

In the process of implementing the e-report, the obstacle for teachers is not only from the components or users of the e-report. Constraints are also caused by the existing systems and networks in the e-report. Network limitations and data errors at Dapodik resulted in fatal obstacles for teachers. The data that has been inputted by the teacher may be lost when the score has been sent, so the teacher has to start over from the beginning.

The teacher admits that he inputs repeatedly if the data in the e-report does not match the plan that has been recapitulated by the teacher. Teachers also find it increasingly difficult if the internet network on the e-report is also problematic, to enter only one assessment the teacher takes up to one minute, if the network is problematic for only one grade the teacher even takes up to 2-5 minutes for one assessment. While the value entered by the students is very large, there are at least 27 assessment columns that must be entered by the teacher. If one assessment only takes 2 minutes, then 27 assessments for one student

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take 57 minutes or approximately 1 hour for one student.

To overcome this, teachers are often assisted by Dapodik admins and operators, so that all work can be completed on target. Therefore, in reference high schools, latency is needed (latency or pattern maintenance) in the implementation of e-reports so that the school's vision and mission are carried out. There is cooperation and linkage between all school components and e-report users so that teacher difficulties can be minimized.

Maintenance of patterns *(latency)* is where a system must complement, maintain, and improve both individual motivation and cultural patterns that create and sustain motivation and ensure the continuity of actions and systems in accordance with rules and norms. (Ritzer & Goodman, 2007). In the implementation of e-reports in SMA piloting, there are also rules that regulate, namely the referral school program and cultural culture that binds the school components and e-report users. School as a social system must be patterned properly so that the goals, vision, and mission of the school are still achieved and maintained.

Lack of Student Motivation to Learn and Compete

The implementation of e-reports does not only affect the teacher, but also affects the spirit of learning and student motivation. One of the reasons is that students' abilities do not match their final grades because of the graded or pulley value system. For students who have abilities above the KKM standard, they feel very disadvantaged because the assessment they get must be the same as students who study mediocre. Because in the final score they will still get the lowest score of 83 for class X, 84 for class XI, and 85 for class XII with a KKM of 75/76/78.

Students' enthusiasm and motivation decreased due to the impact of students' final grades being too high. The process undertaken by students is not the same as the results obtained, giving rise to an attitude of laziness and uncompetitiveness with other students. For students who study seriously, take this as a form of breaking their enthusiasm in learning, because no matter how hard a student learns, there is no difference and an added value with students who only study mediocre. This is the reason for the decline in students' enthusiasm for learning, because there is something that is contrary to their original goal, for students who are not too demanding this process is beneficial, while for those who are concerned with the process of learning they feel disadvantaged and not treated fairly. So that there is no longer a competitive attitude in students. The reduced motivation of students to learn and compete, has resulted in teachers being constrained in achieving the target value of e-reports that have been set by the school (Pratomo et al., 2021). So the need for

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integration between teachers and students in the teaching and learning process.

Loss of Teacher's Motivation and Enthusiasm to Teach

The change in the assessment system from an IT-based manual not only affects students' motivation and enthusiasm for learning, but also affects the motivation and enthusiasm of teachers to teach well. The teacher admitted that a lot of energy and time was wasted because of the new assessment system implemented at the school. They also feel that the right to plan, carry out and evaluate the assessment is not entirely theirs. Because it is limited by the demands and school policies that must be carried out by teachers.

The policies in question, such as having to *rank* and control students' grades so that they remain in accordance with the number targeted by the school. Therefore, the teacher must helter-skelter to collect grades, look for students to do remedial actions, give additional assignments to students so that the grades of students who fall can rise. Teachers feel cheated by the grading system in place. Teachers have to work two to three times to input grades into the e-report format. Teachers are too busy collecting grades to be entered according to the available format, so teaching properly and correctly is no longer a teacher's priority. The teacher only tries to collect all the student scores which will later be inputted into the E-report. As a result, teachers teach only modestly. The enthusiasm of teachers to teach began to decrease, because the rights and authority of teachers began to fade, especially in assessment. Because everything has been taken over by the school. The obstacles experienced by teachers at reference high schools in West Sumatra can be described as follows:

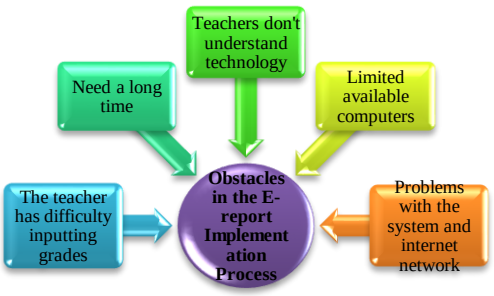

Figure 4. Constraints in the E-report Implementation Process. Source: Research Documentation

Ranking/Controlling Report Scores

It is a form of school adaptation to optimize the implementation of web-based assessments through e-reports. In addition to making learning tools as a mandatory task for a teacher, teachers are also required to implement e-reports. Teachers are required to raise and elevate student grades, so that grades are not reported low. So that teachers are increasingly overwhelmed when entering grades at the allotted time. Behind all the difficulties experienced by teachers in using the e-report application, researchers see that this is a test of the teacher's academic honesty in giving grades to students. Based on several comments that appeared during interviews

ISSN: p-2540-8763 / e-2615-4374
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conducted, there were those who commented that they were held hostage to the Minimum Completeness Criteria (KKM) and the number of report cards that had been set by the school which could not be smaller than that.

To do that, there is a dilemma faced by teachers when student scores do not reach the KKM and school targets, even though the teacher has implemented remedial measures. Some teachers admitted that it was the teacher who was *confused* when the student's grades were low and had not reached the target, while the students just relaxed. Teachers should chase students and ask them to be remedial. Filling in the scores on the e-report that has been installed and then filled in *offline*, after the student scores are filled in completely *online*, then uploaded to Dapodik by the admin. Once the value has been uploaded it cannot be fixed again. Therefore, the school and teachers do some kind of way to keep the incoming student scores good, one of them is by ranking the student report cards. Happy Yanti, a geography teacher, said, "If a student's score doesn't meet the target, then the student's score has to be pulled up. *To rank* students' grades, make the intervals whether the interval is 5 or even up to 10. There are also teachers who give original grades until they are on target".

In the AGIL Scheme proposed by Parsons (Ritzer & Goodman, 2009) there is an *adaptation function* , a system must be able to cope with a critical external situation. The system must adapt to the environment and adapt the environment to its needs. To adapt the environment to the needs of the school, the way the school does it is by *upgrading* the student's grades. With the aim that the system continues to run towards balance. Because in Parsons' study stability is the main priority in his analysis rather than the social changes that occur. Changes that occur in one part will also bring changes to other parts. If you want the system to be in *equilibrium*, then change must be functional.

There is School Intervention

To overcome various obstacles in the process of implementing E-reports as well as a form of adaptation to changes in the assessment system in schools, the school and teachers carry out some kind of way so that the school's vision and mission can still be implemented. As a reference school, it prioritizes the good name of the school and is always an example for other public schools in the local city. E-report is one of the programs that must be implemented by the reference school, success or failure depends on the implementing school.

To overcome all the obstacles experienced by teachers and all the weaknesses of the E-report system, the school took a policy to directly intervene in overcoming the difficulties experienced by teachers. Together with the E-report admin, the school answers and resolves all teacher

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complaints, but the policies are taken by the school. The intervention carried out by the curriculum representative was carried out before the report cards were printed and before the admin synced to Dapodik. The school will take over the assessment if the teacher does not carry out his duties according to the rules that have been made.

In the AGIL scheme, this is called the implementation of the *goal* attainment function, a system must define and achieve the main goal. The way schools can maximize their goals is by *intervening* on the assessments that have been carried out by each subject teacher, so that schools can achieve the standard values that have been set by the school.

The School's Target Is Graduating Its Students to State Universities

Which school does not want all of its students who graduate to be able to continue to the next level of education, namely entering state Universities. Schools are very supportive of students' wishes, so several ways are taken to help students enter state universities, such as doing additional study in the afternoon, bringing in sources from outside related to information on well-known PTNs in Indonesia and collaborating with school alumni to guide and protect their juniors.

The estuary of all activities, assignments, evaluations carried out by schools and teachers is to graduate students to PTN through the SNMPTN route. Especially schools play with students' academic achievements through PDSS. All the hassles and obstacles that teachers experience in the E-report assessment process, the ultimate goal is to graduate their students to the State Universities they want. So that in the E-report assessment system, the school has enforced a value control policy by the school.

Studying the structural functional theory of Talcott Parsons, the existence of a *goal* attainment function in the school's goal is to graduate students to college. Where a system must be able to define itself what the main goals they want to achieve. The estuary of the E-report assessment system will culminate in the final student assessment results which will influence and assist students in preparing for entry to well-known universities. So that schools help in the form of planning, implementing, and evaluating assessments for students' final grades.

CONCLUSION

The implementation of web-based assessments at several reference schools in West Sumatra encountered several obstacles during the process of collecting grades, processing grades, and inputting grades in the e-report system. The outline of the obstacles that can be drawn from web-based assessment research through e-reports include; (1) obstacles faced by teachers such as: teachers having difficulty inputting grades, taking a

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long time, problems with the e-report system and internet network, lack of student motivation to learn and compete, loss of teacher enthusiasm for teaching; (2) the strategies carried out by schools as a form of adaptation to the implementation of E-reports are: ranking report cards, intervention from the school, the school's target is to graduate students to state universities which is a latent factor in the occurrence of problems in the assessment process.

When it is implemented, teachers experience difficulties, which are influenced by the lack of socialization received by teachers and the average age factor is above 40 years, so that teachers do not master the system and workings of e-reports. While the e-report work is required to have a good use of computers, while most of the teachers at SMAN 1 Pariaman and at SMAN 2 Bukittinggi, many are technology stuttering. In the implementation of this e-report, the school also carried out several strategies so that the e-report could be carried out as expected. By ranking grades and intervening on teacher assessments, so that students graduate to state universities.

E-report assessment is also one aspect of the learning evaluation process. When the assessment process must have specific principles of assessment, which is carried out as a whole and continuously, the results of the assessment are used to determine follow-up, the assessment must be in accordance with the student's learning experience. In the implementation of the E-report at the piloting SMA, West Sumatra, the results of the continuous assessment were not realized, because the teacher had a very small role to play in finalizing the final grades of students. So that there is no feeback to the learning process or follow-up to the learning process. The assessments obtained by students are not in accordance with the learning experience taken by students, because in fact the values obtained by students are not in accordance with the abilities possessed by students.

During the observation activities, the researchers also found a school strategy to rank and increase student grades. Suggestions for further research on studying more deeply about the strategies adopted by schools to rank student grades in report cards and the impact of implementing e-reports as an evaluative study.

Based on the research that has been done, the researcher provides several recommendations, namely: to the school to give more time when inputting grades into e-reports, open links and online systems for inputting e-reports so that they can be inputted at any time, provide assessment formulas to teachers, provide special training for teachers who are still technologically savvy.

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