



Implementation of Continuous-Assessment on Postgraduate Program

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ABSTRACT

Objective: The assessment approach is crucial to achieving learning outcomes. Continuous-Assessment (CA) is one alternative assessment that can be used to increase various skills. This preliminary study aims to: (1) formulate CA and project-based assessment in higher education; (2) describe the lecturer's and students' perception of CA in the postgraduate program; (3) map course assignments within the framework of CA at the postgraduate level.

Method: Data was collected through Forum Group Discussions (FGDs) and questionnaires. Data were analyzed both qualitatively and quantitatively.

Results: The results show that the conceptual study of the CA should pay attention to the purposes, improve the learning process, involve students fully and purposefully in their learning, and explore the factors that influence the learning process. The design of CA is realized as demand mapping for each course in the form of products or small projects as part of the stages for completing a thesis/dissertation. Most lecturers and students agree that the lecture process uses a CA design in which each course contributes to achieving the thesis/dissertation. A small number of them disagree and give some suggestions. **Novelty:** The novelty of this research is to produce a mapping of assignments from all courses, which leads to the completion of writing a thesis/dissertation.

INTRODUCTION

Assessment is an activity to collect, interpret, and describe various information qualitatively and quantitatively. The collection of this information is carried out through a series of measurement activities. An accurate assessment does not just collect as much information as possible but must also be stable to produce inferences (McCarthy & McNamara, 2021). Measurements must also be precise in producing an accurate assessment (Ramalepe & Zengele, 2014). For various learning outcomes, no single action, strategy, activity, or task can provide a complete picture of a person's abilities (Ramalepe & Zengele, 2014).

Assessment activities must be distinct from learning activities. A good assessment plan will be able to measure and collect information on learning outcomes comprehensively. As the learning paradigm shifts from teacher-centered to student-centered, the assessment approach has shifted to prioritizing learning assessment. It is more focused on assessing results but is encouraged to be more holistic and sustainable by emphasizing the importance of assessment for learning and assessment as learning. Continuous-Assessment (CA) can improve the quality of teaching and learning through feedback and increase students' motivation (Holmes, 2015; Salekin et al., 2020; Vahed et al., 2021). At the high school level, the school's CA can predict the results of national-level exams (Martínez et al., 2020; Nziku & Matogwa, 2021). While at tertiary institutions, CA is an effective and efficient strategy to provide feedback on student performance (Nziku & Matogwa, 2021).

Formative assessment in the form of authentic assignments through projects, practices, and various other performances is a form of assessment that has the potential.

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