EFFECTIVE ASSESSMENT SYSTEM FOR STUDENT ASSIGNMENTS IN AI RESEARCH AND HANDWRITING WORK

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Abstract: The use of AI in information tracking has been a determinant of learning success in college. AI makes it easy for students to access extensive and in-depth information quickly. Students also have the opportunity to explore different perspectives to discover the core of the subject they are studying. Through the use of the method of systematic literature review (SLR), it was found that AI is no longer just a tool but a research partner. Therefore, accurate follow-up is required for lecturers to evaluate the results of the students who make AI their team of work. One way of evaluation is to rewrite their findings on paper with handwriting. In conclusion, lecturers can position students' work into four groups, namely: (a) Exemplary, (b) Proficient, (c) Developing, and (d) Needs Improvement. This grouping will make it easier for the lecturer to follow up on learning. In the future, colleges need clear regulations on how to use AI in learning.

Keywords: AI, assignment, effective, handwritten, scoring.

Introduction

As generative AI models continue to evolve, there is an opportunity to further amplify their benefits for artistic creativity. By implementing strategies that harness the synergies between human and AI creativity, the impact of these technologies on the art world can be doubled (Epstein et al., 2023). In the world of education, the use of AI is inevitable to become part of students' daily activities in pursuing knowledge. A series of platforms and applications can be found on various websites and can be accessed for free. This changes the way students use and are now completing the tasks given by lecturers.

The task given by lecturers is to increase knowledge and train students' skills in work. Starting from the elaboration of learning objectives that must be achieved, providing evaluation tools to be taken, to materials that need to be mastered by students within a certain period. The use of AI shortens time, effort, and costs not only for lecturers themselves but also for students. There are several reasons why students use AI: these AI-powered tools can augment and amplify the creative process. AI also allows students to generate, manipulate, and refine their work in ways that were previously unimaginable. The use of AI can upgrade the potential to revolutionize the imaginative process. It also enables students to explore new realms of artistic expression as it unlocks creative potential. Unfortunately, some students are found to abuse this opportunity to make shortcuts to completing assignments without being based on responsibility to understand the material being studied. There is often copy-paste and when asked what tasks they collect, they cannot straightforwardly re-explain the problems that have been discussed.

There were some trends in assessing student's assignment, even though the course is a practicum, sometimes lecturers still ask students to produce reports in written form. Students are assigned to explain or describe the process of creating a particular artwork. Students explore various sources of information from the Internet to gain more benefits from learning. Students were asked to summarize and connect findings to their thinking. At this point, a proper

method is urgently needed to evaluate the work of students who have been spoiled by AI.

The primary goal of the assessment is to provide an appropriate recommendation to facilitate decision-making. Students are required to be able to evaluate what they have gone through during the search for data or information to complete the tasks assigned by the lecturer. This demand aligns with the higher-order thinking skills framework imposed on students in representing the material they have learned.

Therefore, there is nothing wrong if lecturers start guiding how to use AI effectively while maintaining the credibility of the data or reading sources being sought. Lecturers can guide students to use the appropriate prompts when researching the studied objects. If generative AI can be directed toward discovering reliable data, then students can learn better than just receiving information from a single source or from the lecturer alone. Some alternative platforms that are familiar to students for finding lecture reading sources while also summarizing and clustering the data are Gemini, Chat GPT, Canva, YouTube Summary, AI Top Tools, Claude, Flux Pro AI, Gling AI, Merlin AI, Upscale Media, Rytr, Ideogram, Playground, Veed. IO, CapCut, and Vozo AI. But of course, students' work does not stop at researching or finding data alone. Students must be able to evaluate and innovate based on the results of the data search and processing.

Rewriting by hand is considered the appropriate solution at present. This consideration is based on important studies that are the crucial points of this research, ranging from the utilization of AI, the methods used by lecturers to evaluate learning outcomes, and the importance of reflecting on learning outcomes through one's handwriting.

Methodology / Theoretical Study

This study used the systematic literature review (SLR) method. The goal of this method is to discover, study, assess, and interpret all existing research in the field of fine arts education that addresses research issues about the use of AI and the evaluation of learning outcomes in handwritten form. The research steps were as follows: (1) developing the research question; (2) conducting a systematic literature search; (3) screening and selecting articles deemed relevant to the study of AI utilization and evaluation using handwriting; (4) analysing and synthesizing the findings; (5) implementing quality control; and (6) compiling the final report. (Francis and Baldesari, 2006).

Assessment recommendations on the results of student summaries after researching using AI can be considered based on the rubric of Table 1.

Table 1. The rubric for a subject summary from Generative AI was written by hand.

	Needs improvement	Developing	Proficient	Exemplary
Accuracy of the summary	Not yet able to write explanatory texts, the search results via GenAI are not reflected in the writing. The ideas and information in the report are not well connected.	Starting to show the ability to provide written explanations. Some explanations have been seen to be interconnected.	The explanation in the writing has been presented. The reported sentence has shown a logical causal relationship accompanied by arguments that can convince the reader.	Skilled in writing explanations, he has logical arguments based on information searches and observations via GenAI, supplemented with relevant supporting facts.
Punctuation writing	Not yet using punctuation and capital letters or mostly not using them correctly.	Some punctuation marks and capital letters are used correctly.	Punctuation and capitalization have been used correctly.	All punctuation and capital letters are used correctly.
Conclusion:	Students are considered to have achieved the learning objectives if both criteria used as references have reached the minimum level of proficiency.			

Adaptation from: rubric for criteria of achieving learning objectives (Badan Standar, Kurikulum, dan Asesmen Pendidikan: 2022)

Discussion

Recently, Higher Education (Dikti) issued a Guide on the Use of Generative Artificial Intelligence (GenAI) in Higher Education (Dikti, 2024); the release of

this guidebook also indicates that the efforts to utilize AI in the field of education have been legalized. The book focus on utilized AI as: (1) Assisting in finding references or reading sources, using Gemini or Connected Paper; (2) Assisting in generating writing ideas, finding titles, developing writing, or creating outlines; (3) Assisting in writing and preparing multimedia presentations; (4) Assisting in producing study exercise materials, creating practice questions; (5) Assisting in understanding difficult material, (instagram@ibuiramira, 2024).

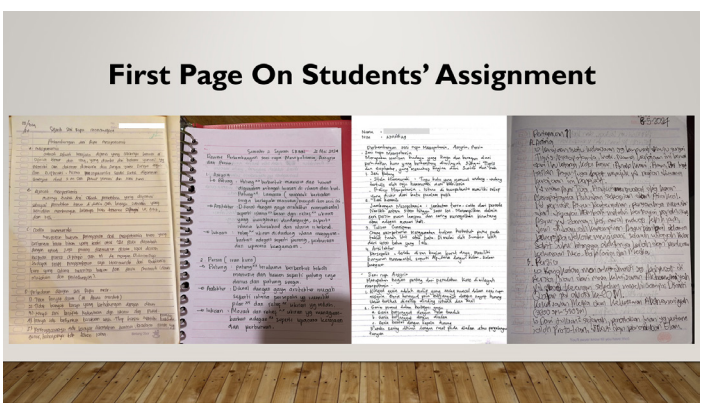
The use of AI in information search brings many benefits in addition to challenging students to find more and more complete data than what lecturers convey face-to-face (Kamalov, Clonge, and Gurrib: 2023). Utilization of AI in searching for information can personalize learning and allow students to progress through the curriculum at their own pace, to ensure that they fully understand a topic before moving on to the next one. For example by using the flip classroom method for a customized approach that can lead to better learning outcomes. Gaining this benefit also challenges students to implement personalized learning that often requires significant investment in technology, infrastructure, and continuing professional development.

Almost all higher education where lecturers teach art is also faced with citations where students use this AI to complete the tasks given to them. So it is fully realized that indeed educators cannot avoid the fact that this convenience can be used not only to improve knowledge and skills but also to add value in terms of the economy. The highlight of the use of AI does not give news of fear that machines will replace their profession, but people who are reliable in the use of these machines in the future will replace them.

Awareness of the use of AI in the world of education is so promising, that the government has finally legalized its use in the world of education. Therefore, it should be grateful, but at the same time, it needs to be fortified with additional methods and strategies to reinforce. Countering the ease and comfort that can make students complacent so that they do not want to work hard to maintain the information that they have explored through AI lasts for a long time in their memory. It is important for students to summarize everything that has been collected and grouped or arranged according to the required data clusters by writing it down by hand. This is not only a way to bridge what has been believed to be a barrier since the school of Confucianism spread around the world, as Lao Tse said, “I hear, I forget. I see, I remember. I do, I understand.” Silverman added, with a quotation: “What I teach others, then I will be an expert in the field taught.” It is important and fundamental for prospective teacher students, where their ability is the spearhead to raise their degree and those around them.

Science is growing, and the way to get it is easy and cheap, but if it is not shared with others it has no meaning and does not bring benefits.

Furthermore, when connected with Dale's Cone about a person's capacity to remember and process the information they get, it is realized that, if something is done by oneself, done by oneself, and implemented by oneself, the learning process will be complete. For now, if each individual who has mastered this knowledge from the beginning, then works in groups and collaborates, then the learning outcomes and benefits will be doubled. In addition to honing their collaboration skills, students also hone their communication skills. Through discussion and question and answer, each individual will show and display his critical thinking skills. Meanwhile, the field of fine arts, of course, will be directed to a higher level, namely creating. Creativity is honed very well after implementing various platforms or applications that use AI to represent their ideas. Thus, it is ensured that the data sought and processed using Generative AI, is expanded, deepened, filtered, and summarized by rewriting it in handwriting.



Picture 1. Student's assignment

The beliefs of Chinese and Asians in the past, in general, were not considered educated if they could not read, write, write poetry, and paint. For writing, nowadays many have left handwriting because everything is easy to use the Ms. Word program. So it has been proven that the easy generation has already relied on it to represent their ideas and thoughts quickly and accurately, not afraid of being wrong or having to be tip-ex. So rewriting search results using AI can also be used as an event to strengthen the capacity of a student as a prospective scholar.

Repeating and copying back in a more comprehensive summary format will leave more impressions to be stored in long-term memory than just reading, viewing, and editing on the AI platform. Lecturers can take advantage of this

situation to boost students' abilities better and faster. When the assessment is carried out and their learning results are obtained, of course, it is also easy to follow up for learning activities at the next stage. Lecturers must also accept that students may acquire more information than the lecturers. This is also a moment to make them partners in learning and raise them to become reliable peer tutors. Preparation to face all possibilities of applying AI in learning in higher education is a must. It's time for lecturers to provide opportunities for students to direct students to the field of knowledge they like the most and have the most potential to be strengthened when carrying out their profession after completing their education at the formal level.

Conclusion

Searching for information to complete assignments given by professors to students using AI is no longer a new thing. The use of AI has become as common as using laptops and mobile phones in students' daily lives. Especially since the Director General of Higher Education himself issued guidelines for the use of Generative AI in developing research and innovation skills, the use of GenAI has been considered legal. Therefore, lecturers must use effective strategies to evaluate the submitted assignments. The way to do this is to ask students to rewrite the summary of the material that has been collected through the AI-assisted data-gathering process in their own handwriting. When students are assessed at the exemplary level, it means they achieve a perfect score, and they can be relied upon as teaching assistants to help and guide their peers to collaborate for better results. If the students are proficient, they can be guided to improve their performance further by utilizing AI as a data search assistant. However, if the students are still at the developing level, they are asked to be more meticulous in reading and developing information obtained from various sources. Lastly, if their ability to use AI is at the needing improvement level, which also means needing assistance, they are directed to start data searching with an easy-to-operate and easy-to-use application, making it easier for them to summarize the gathered data in their own handwriting.