

## Abstract

The learning system now evolving from electronic-learning becoming mobile-learning and mobile-learning become ubiquitous-learning. Ubiquitous learning is a technology which uses the ubiquitous learning, where learning is given against a user based on context-awareness. At this stage there is a learning assessment. Assessment is a thing that is important in the learning process because it can measure student comprehension and enhance the understanding of students of a content. Assessment in E-Learning is not done an analysis of the results of the assessment, so that students do not get feedback and just get information score only. Strategic context is one of context-awareness. Strategic context can provide learning strategies and content delivery strategies, where these strategies will be used as a learning plans for students. In this research will be made ubiquitous learning system development for the delivery of content based on context-awareness using CASPS have been modified. CASPS will perform analysis on the results of the assessment done by the students, so as to generate feedback and content his recomendation to the students. So that students will get the content to suit the ability assets based on the results of the assessment. Testing on the research done by providing remedial *quiz* with questions similar to the previous *quiz*, this is done in order to have the same measurement weights. The results of these tests can increase the value of the *quiz*, it represents the growing understanding of the user having been given recommendations based on content analysis assessment. The given content referring to learning outcomes that are in the tree of learning outcomes. But the addition of modules create a forum does not have a significant impact as a medium of learning for students because of the test results none of students conduct a discussion on that forum.

Keywords: ubiquitous learning, context-awareness, assessment, strategic-context, CASPS, feedback, content recomendation