

Students' perception of e-Assessment for English as a Foreign Language in

Higher Education

A Thesis

Presented to the Department of English Language Education as Partial

Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in

English Language Education



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STATEMENT OF WORK'S ORIGINALITY

I sincerely declare that this thesis entitled "Students' perception of e-Assessment for English as Foreign Language in Higher Education" was written entirely by me. This thesis does not contain any work of others except those cited in quotation marks and references, as a scientific paper should.

Yogyakarta, 25 July 2024

The Writer



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MOTTO

“In our darkest moments, we must focus on seeing the light” - Aristotle

DEDICATION

I dedicate this work to myself for completing the thesis and university with numerous challenges and hardships while studying and working on the thesis, my family for all the blessings, lecturers for all the guidance, and friends for their support.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises and gratitude to Allah SWT for all the blessings and guidance who has given me the ability and strength to complete this. I would like to show my gratitude to those who have accompanied me along the process.

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Yogyakarta, July 25th 2024



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**Students' Perception of e-Assessment for English as a Foreign Language in
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ABSTRACT

The purpose of this study is to identify students' perceptions of e-assessment in higher education. The respondents of this survey study are students of English Education in one of the Islamic Private Universities in Yogyakarta. This study uses a Quantitative approach in the form of a survey study. The instruments for data collection is The Model of Acceptance and Usage of e-assessment (MAUE) questionnaire that consists of 40 items and is divided into 8 domains (awareness domain, compatibility domain, perceive of useful domain, perceive of ease domain, peer influence, and superior influence, self-efficacy, resource facilitation, and IT Support domain) delivered using google form. This instrument is the result of the development of the technology acceptance model (TAM) from Davis (1985) by Sadaf et al (2012) and then adopted by Kundu & Bej (2021). The result shows that students have a high perception of the IT support domain ($M = 4.29$ & $SD=0.77$), compatibility domain ($M = 4.1$ & $SD=0.74$), and self-efficacy domain ($M = 4.05$ & $SD=0.75$). The lowest domain is peer influence and the superior influence domain is ($M = 3.51$) and ($SD=1.09$). This study implies that students should embrace their perspective on e-assessment.

Keywords: E-assessment, English as a Foreign Language, Higher education, The Model of Acceptance and Usage of e-assessment (MAUE)

CHAPTER 1

INTRODUCTION

1.1. Background of the study

E-assessment refers to the use of technology in assessing student's learning process (Jabari & Farrah, 2021). In addition, Alruwais et al (2018) explained that designing, assessing, collecting response and feedback processes in digital form are defined as an e-assessment. Crisp (2011) also explains that all stages from constructing assessment to providing feedback are assisted using digital devices. Thus, it can be said that e-assessment is the entire assessment process that is applied using technology in digital form. During COVID-19 condition, e-assessment has been an applicable option for this situation that involves benefits and challenges. Amirian et al (2023) considered the accessibility of e-assessment as the most beneficial for students and possible to use for the long term. On the contrary, students still become anxious when faced with internet connection problems during the e-assessment process. Moreover, the effectiveness of online assessments is found in accessibility, improving students' confidence, and personalizing feedback (Yulianto & Mujtahid, 2021). Therefore, students can anticipate the problems that might be found while working on e-assessment.

However, the application of e-assessment in higher education also faces several challenges. Guangul et. al (2020) found Project-based is the most preferred option, this is because students have concerns about the quality of online assessment results and

the possibility of cheating. The challenge also found in Amirian et. al (2023) is the accessibility to the internet during online exams adds difficulties to preventing cheating. Another study found that using computers also increases students' stress levels (Huda & Siddiq, 2020). It also makes the students feel difficulties concentrating and prefer to do paper-based tests. To sum up, those challenges may trigger other challenges during the implementation of e-assessment. Therefore, it is important to understand students' perception of e-assessment for EFL to make sure the assessment enhances students' learning.

1.2. Identification of the Problem

The Covid-19 causes the use of e-assessment in many subjects. This condition also brings many challenges through the e-assessment application for teachers and students. Although e-assessment involves benefits, the challenges that arise from the implementation of e-assessment should not be ignored. Moreover, the challenges such as the differences in internet accessibility and difficulty in monitoring could trigger other challenges in the e-assessment process.

Based on the challenges in using e-assessment there are several existing issues: Firstly, the accessibility of internet and devices still becomes an obstacle both for teacher and students. Secondly, students fear online assessment, particularly when it comes to technical errors. Thirdly, limited experience in using e-assessment.

1.3. Problem Formulation

What are students perceiving e-assessment for English as a Foreign Language in a higher education setting?

1.4. Objectives of the Study

The purpose of this study is to identify students' perceptions of e-assessment in higher education settings.

1.5. Significance of the Study

The result of this study could be beneficial to several sectors as follows:

- Students can improve their awareness to manage e-assessment and find solutions to deal with the challenges, for instance, they can discover an effective learning strategy for them.
- Teachers can take the result of this study as a consideration in decision-making and evaluate selecting effective e-assessments for students.
- The outcome of this study can be part of the evaluation of distance learning systems for the institution. Especially in infrastructure and regulation that are provided by universities.

CHAPTER II

LITERATURE REVIEW

2.1 E-assessment in Higher Education Setting

The process of gathering evidence to describe a person's knowledge and skills can be defined as assessment (Green, 2014). There are formative and summative types of assessment. Green (2014) explains that formative assessment is a type of evaluation that takes place in the middle of the learning process, for example, asking students questions about the topic during the learning process. The result of this assessment can help to build students' comprehension in the future. Moreover, summative assessment is conducted at the end of the learning process, usually within a semester. A final exam is typically given to evaluate how far students' understanding has progressed. In the other study, limited time and inadequate teacher articulation when providing direct feedback are seen as issues for the students throughout the evaluation process in assessment (Flórez & Sammons, 2013). However, Cazan & Indreica (2014) found that students have lower anxiety and a high level of self-efficacy toward assessment rather than e-assessment.

E-assessment is the other version of assessment. Crisp (2011) states that e-assessment is an assessment that involves the student's deep and authentic assessment experience with digital devices. Besides, e-assessment can be applied to many formats of the assessment in many digital devices. The author also details that e-assessment can be applied to devices such as laptops, smartphones, iPads, or any gaming devices.

Moreover, the form of the assessment can be text documentation, sound, video, image, simulations or games, role play, and also student discussion in a synchronous or asynchronous way (Crisp, 2011). This study focuses on e-assessment as a part of the learning process. Therefore, the concept of e-assessment refers to the definition from Crisp (2011) as a meaningful process of collecting student responses and delivering feedback. In the EFL context, students are already familiar with Moodle Quiz, which is why they do not feel any significant challenges when using it in online listening tests (Lien & Phuong, 2019). In the writing test, Altameemy et al (2021) found that students view online assessment as an effective, easiest, and necessary to assess their writing skills.

Before the outbreak, Shojaei & Motamedi (2014) explained that limited access to facilities already exists. Otherwise, e-assessment also has several benefits such as providing rehearsal, direct feedback, revision, and connection to many resources. Since the COVID-19 outbreak appeared and the number of case findings began to increase, Indonesia declared large-scale social restrictions by issuing Government Regulation No. 21 of 2020 in the context of handling the COVID-19 outbreak. In the conditions of the COVID-19 outbreak, e-assessment has become an option for carrying out the learning process at a distance. Therefore, this research discusses the experiences of students facing e-assessment during this pandemic.

Next, Crisp (2011) classifies the potential benefits of using e-assessment into four sections: efficiency, effectiveness, authenticity, and engagement. Each section has focus points. In terms of efficiency, there are timeliness, flexible delivery, automatic

processing responses, and effective storage results and grades. The effectiveness includes immediate feedback. Authenticity benefits are access to people and resources, can be designed to simulate real words, and can set complex tasks. Multi formats and self and peer review belong to the engagement (Crips, 2011)

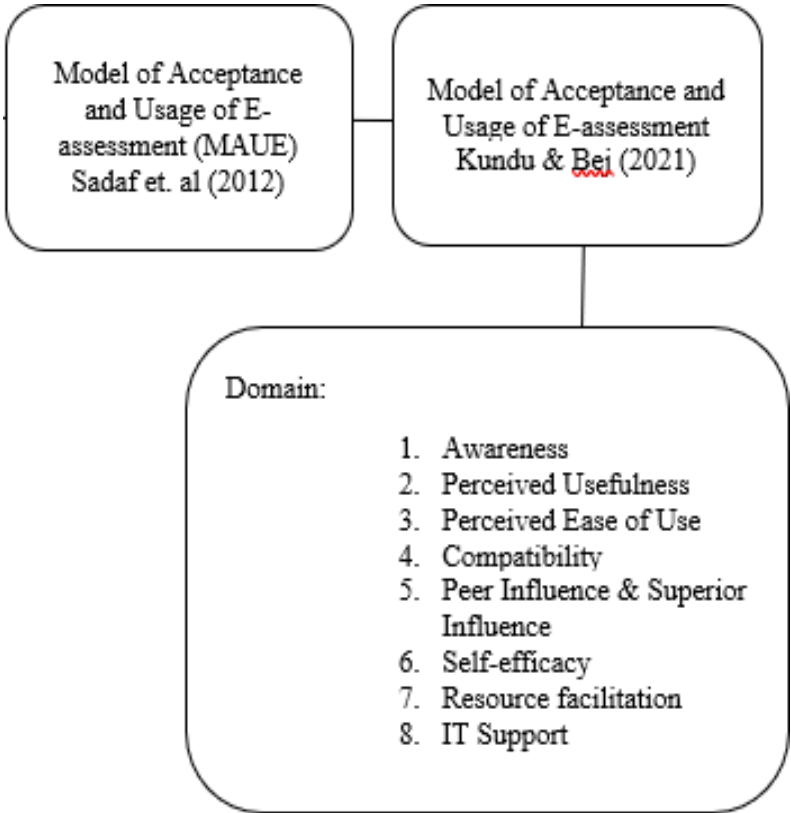
The use of e-assessment should get more attention because some students still have technical problems (Huda et al, 2020). In line with the previous statement, Crips (2011) states that teachers should observe the format before applying the e-assessment. Teachers should note the student's capability and accessibility on using devices to do the e-assessment.

2.2 Relevant Study

Arnab Kundu and Tripti Bej published research in 2021. This research uses quantitative methods and delivered 40 items of the MAUE (model of acceptance and usage of e-assessment) questionnaire to collect 200 Indian students' perceptions. The results show that students have positive perceptions towards perceived usefulness, perceived ease of use, compatibility, peer influence and superior influence, and self-efficacy domain. However, students tend to have low perceptions about awareness, resource facilitation, and IT support.

Jabari & Farrah (2022) explore students' perceptions of e-assessment on EFL Palestinian. This study uses the model of acceptance and usage of e-assessment (MAUE) as an instrument. The finding shows that the compatibility domain is the most frequently found and resource facilitation is the least domain.

2.3 Research Flow



CHAPTER III

RESEARCH METHODOLOGY

The third chapter discussed research methodology that include research design, population, and sample, data collecting technique, and data analysis.

3.1 Research Design

This research was designed by using a survey study. According to Creswell (2014), Survey design can provide a numerical description of a population's behavior or opinion. The purpose of this research is to explore the students' perception of e-assessment in higher education settings.

3.2 Population and Sample

This research applies non-probability sampling. According to Turner (2020), the sample criteria are determined by the researcher. It means that not all the population has an equal chance of being selected as a sample. The type of non-probability sampling adopted is convenience sampling. Moreover, Turner (2020) defines this type selects the easiest and most accessible sample in a population. By considering a more diverse experience in the use of e-assessment in the period before and during COVID-19, students in the English Education Department class of 2018 were selected as the intended respondents. Due to the pandemic, researchers experienced difficulties in collecting data from respondents. This study has a limited sample

with only 39 respondents out of 128 English Education students in batch 2018. The research was conducted through an online survey and distributed to the 2018 batch Whatsapp group and in private chat.

3.3 Data Collecting Techniques

3.3.1 Instrument

In this survey study, an online questionnaire was used as the data collection method. The “Model of Acceptance and Usage of E-assessment (MAUE)” was used as a questionnaire that has been adopted by Kundu & Bej (2021) from the concept developed by Sadaf et.al (2012). This questionnaire has 40 statement items divided into three major parts including attitude, subjective norm, and behavioral control. Arnab categorized attitude into four domains namely, awareness domain, perceived usefulness domain, perceived ease of use domain and compatibility domain. Moreover, Kundu & Bej (2021) combine peer influence and superior influence in one domain to discuss the impact of social factors that may be faced. Meanwhile, for behavioral control, there are self-efficacy domain, resource facilitation domain, and IT support domain to determine the user's perception in dealing with the ease and difficulty of implementing e-assessment (Kundu & Bej, 2021).

Table 3.1 Perception of e-assessment Questionnaire

Distribution items for Perception of E-Assessment

Awareness Domain

- 1 I am well acquainted with e-assessment.
 - 2 I feel I am an expert in e-assessment process.
 - 3 E-assessment has been a regular phenomenon in my college/university.
 - 4 I am provided regular information on e-assessment by my college/university.
 - 5 I feel I am aware of pros and cons of e-assessment.
-

Perceived usefulness domain

- 6 I feel online assessment is just as secure as paper-based assessment.
 - 7 I am confident that my grades for online assessments are secure.
 - 8 I there is less scope to adopt malpractices in e-assessment than with paper-based assessments.
 - 9 I feel online exams are fairer than paper-pen exams and free from human errors.
 - 10 I feel the technology used in online assessments is reliable from security concerns.
-

Perceived ease of use domain

- 11 I feel stress using a computer during examination.
 - 12 I can solve simple technical problems during ICTs use.
 - 13 I fear that e-assessment in my university will ruin my career.
 - 14 I feel more comfortable in paper-pen mode of assessment than e-assessment.
 - 15 I feel problems in concentrating on the online questions.
-

Compatibility domain

- 16 E-assessment is appropriate for my subject area
- 17 Online exams don't just test my knowledge of the subject, but IT skills as well.
- 18 Online exams will help me in preparing myself for online recruitment

examinations.

- 19 Online exams are easy to assess, time saving and easy to evaluate.
 - 20 Being objective or multiple-choice type, e-assessment is unable to reflect my true level of knowledge
-

Peer influence & Supervisor influence

- 21 During COVID my peers have adopted e-assessment with a compulsion
 - 22 My university offered e-assessment as the only option left with us during pandemic.
 - 23 In normal times I used to like paper-pencil mode of assessment.
 - 24 I was also comfortable with paper-pencil mode prior to COVID intrusion
 - 25 COVID pandemic compelled me to make myself adopt with e-assessment.
-

Self-efficacy domain

- 26 I believe the potential for immediate feedback with online exams could help me learn more.
 - 27 I believe e-assessments can do things quickly that paper based assessments can't.
 - 28 I believe e-assessment add value to my learning and future career.
 - 29 I believe by making quick assessment online exams provide help to the overall teaching- learning.
 - 30 I believe online assessment should go hand-in-hand with elearning (e.g., using Dashboard).
-

Resource facilitation domain

- 31 E-assessments use less paper, which is important to me.
- 32 I feel technical problems make online exams impractical.
- 33 I feel there are serious health and safety issues with online exams.
- 34 I feel online exams are more easily accessible than paper based exams.

35 I feel my college/university don't have adequate e-assessments infrastructure.

IT Support domain

36 I can use ICT tools e.g., computer, software, internet efficiently

37 I feel I am not ready for a computer-based examination.

38 I have a computer for personal use at my home.

39 I regularly use internet, email, social networks, YouTube etc

40 I feel I have adequate computer knowledge to face e-assessment.

Table 3.2 The Likert scale score

Likert-scale	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Based on the table above, this questionnaire uses a Likert scale 1 as strongly disagree, 2 as disagree, 3 as neutral, 4 as agree, and 5 as strongly agree.

3.3.2 Validity and Reliability of The Instrument

According to Widoyoko, (2020), instrument validity relates to the accuracy of the instrument in measuring the data. If the result of the data processed on the instrument is valid, then the instrument is also valid. Besides, Machali, (2015)

explains that the instrument is valid if Pearson Correlation > R. Tabel (N 39 = 0.316) can be concluded as valid. In addition, a judgment from the supervisor is required to check the construct validity of an instrument or framework (Sugiyono, 2019). The results of the validity test of the MAUE questionnaire, there are 26 valid items and 14 invalid items processed in SPSS 26. [Appendix 1](#).

Reliability tests are needed in quantitative research to ensure that the instruments have consistency in measurement results. Widoyoko, (2020) defines that consistent instrument results indicate that the instrument is reliable. Furthermore, if the Cronbach Alpha value > 0.6 means the instrument is reliable. It shows below that the Cronbach Alpha value is 0.772, which means that the questionnaire used in this study is reliable.

Figure 3.3 Result of reliability test

Case Processing Summary

		N	%
Cases	Valid	39	100.0
	Excluded ^a	0	.0
	Total	39	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.772	40

3.4 Data Analysis Technique

In this step, researchers use Microsoft Excel and SPSS 26 to process the data. This process used to determine the perception of students toward e-assessment, therefore descriptive analysis applied to analyze frequency, mean, and standard deviation. The following below are stages of data analysis in this study:

1. Reviewed the Model of Acceptance and Usage of E-assessment (MAUE)
2. Adapted the MAUE questionnaire
3. Translated the items of MAUE questionnaire into Bahasa Indonesia
4. Reviewed the translated items
5. Check the validity of the translated MAUE items
6. Check the reliability of the translated MAUE items
7. Distributed the MAUE questionnaire items to English Education students through Google Form
8. Used SPSS 26 to conduct descriptive analysis by determining the highest and the lowest domain based on the mean score

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presented the result of research findings to determine the perception of EFL students in English Education class of 2018 towards e-assessment at one of the private universities in Indonesia.

4.1 Research Finding

Mean Score of Questionnaire Items

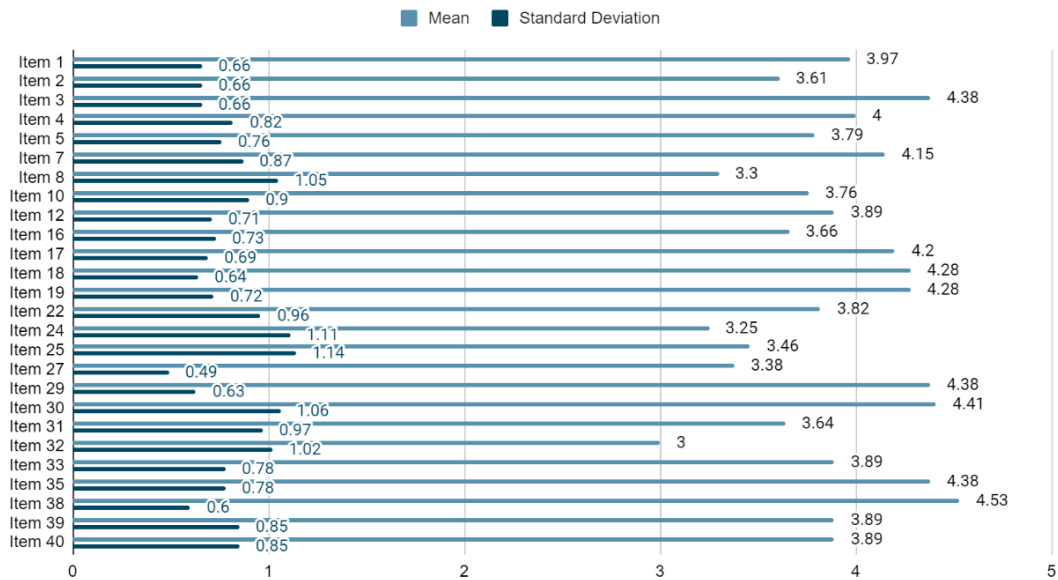


Chart 4.1 Mean scores of valid items

From all the items above, the most frequently found perception is item 38 'I have a computer for personal use at my home' with mean ($M = 4.53$) and standard deviation ($SD=0.60$) being the highest mean item. Secondly, item 30 'I believe online assessment should go hand-in-hand with e-learning (e.g.,

using Dashboard)' frequently found perception with mean and standard deviation (M = 4.41) (SD=1.06). The next three items have the same mean value (M = 4.38) including item 35 '*I feel my college/university don't have adequate e-assessments infrastructure*' with mean (M = 4.38) and (SD=0.78) after that, item 29 "*I believe by making quick assessments online exams provide help to the overall teaching-learning*" with a mean score of (M = 4.38) and standard deviation (SD=0.63), and the last item 3 "*E-assessment has been a regular phenomenon in my college/university*" with standard deviation and mean (SD=0.66) (M = 4.38). Two items in the compatibility domain showed the same mean score (M = 4.28) including item 19 with standard deviation (SD=0.72) "*Online exams are easy to assess, time-saving and easy to evaluate*" and item 18 "*Online exams will help me in preparing myself for online recruitment examinations*" with standard deviation (SD=0.64). Another item in the compatibility domain, with a mean of score (M = 4.20) Item 17 "*Online exams don't just test my knowledge of the subject, but IT skills as well*" with a standard deviation (SD=0.69). Then, item 7 in the perceived useful domain with mean of the score (M = 4.15) "*I am confident that my grades for online assessments are secure*" with standard deviation (SD=0.87). Next, item 4 in the awareness domain has a mean score (M = 4.00) and standard deviation (SD=0.82) "*I am provided regular information on e-assessment by my college/university*".

On the other hand, three perceptions are least frequently found. The results of these three items include item 32 “*I feel technical problems make online exams impractical*” with a mean and standard deviation (M = 3.0 and SD=1.02), then Item 24 with a mean (M = 3.25), “*I was also comfortable with paper-pencil mode prior to COVID intrusion*” with standard deviation (SD=1.11). The third is item 8 “*There is less scope to adopt malpractices in e-assessment than with paper-based assessments*” with a mean (M = 3.30) and standard deviation (SD=1.05).

Mean Score of Domain

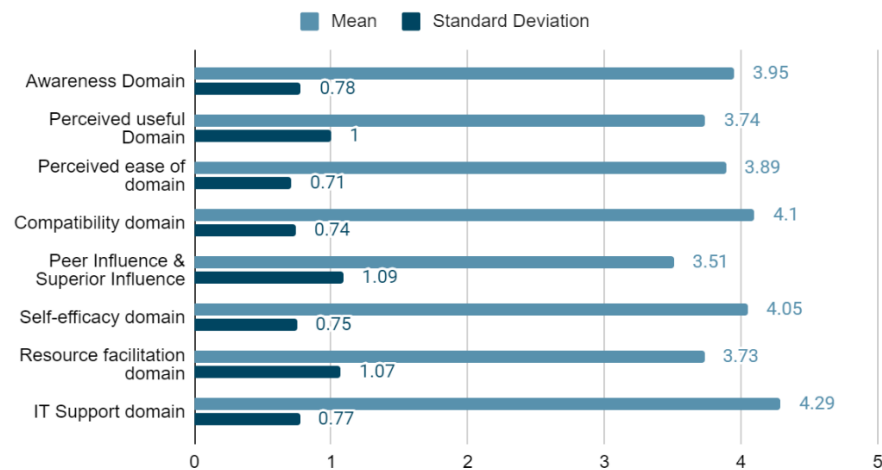


Chart 4.2 Mean score of each domain

From the figure above it can be seen that the domains with the highest to lowest mean score are IT Support Domain (M = 4.29) and standard deviation (SD=0.77), Compatibility Domain (M = 4.1) and (SD=0.74), Self-efficacy domain (M = 4.05) and (SD=0.75), Awareness domain (M = 3.95) with

(SD=0.78), Perceived ease of use domain with mean and standard deviation (M = 3.89) and (SD=0.71), Perceived usefulness domain (M = 3.74) with standard deviation (SD=1.00), Resource facilitation domain with mean (M = 3.73) and standard deviation (SD=1.07), and last Peer influence domain (M = 3.51) & (SD=1.09).

4.1.1 Awareness Domain

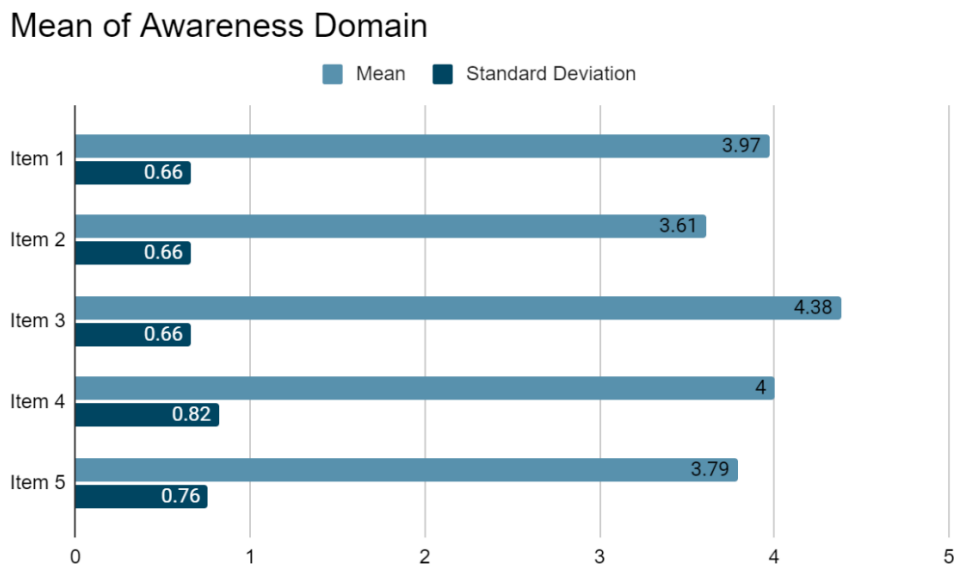


Chart 4.3 Mean of Awareness Domain

The results table for the awareness domain shows item 3 “*E-assessment has been a regular phenomenon in my college/university*” as the item with the highest mean value (M=4.38) and standard deviation (SD=0.66). Then, item 4 “*I am provided regular information on e-assessment by my college/university*” is the second place with mean and standard deviation (M=4.00 & SD=0.82). Item 1 “*I am well acquainted with e-assessment*” with a mean score (M=3.97)

and standard deviation (SD=0.66) shows no students who think e-assessment is unfamiliar. Next, item 5 “*I feel I am aware of pros and cons of e-assessment*” with mean score and standard deviation (M = 3.79) and (SD=0.76). The least mean score in the Awareness domain is item 2 “*I feel I am an expert in e-assessment process*” with a mean score of (M=3.61) and standard deviation (SD=0.66)

4.1.2 Perceived Useful Domain

Mean of Perceived Useful Domain

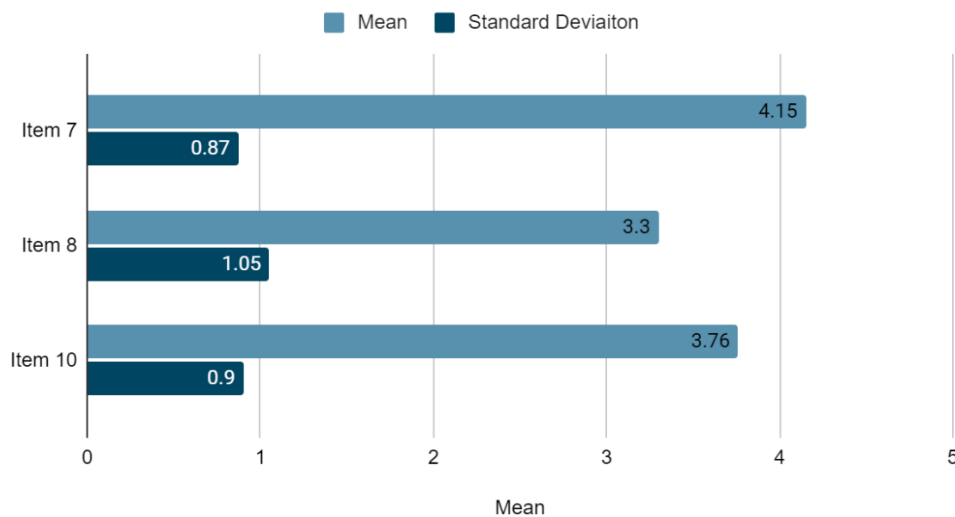


Chart 4.4 Mean of Perceived Useful Domain

The figure above shows the highest mean score (M = 4.15) with standard deviation (SD=0.87) in item 7 “*I am confident that my grades for online assessments are secure*”. Item 10 has the second higher mean score (M = 3.76) “*I feel the technology used in online assessments is reliable from*

security concerns” with a standard deviation (SD=0.90). The last item 8 with the lowest mean score (M = 3.30) and standard deviation (SD=1.05) “*I feel there is less scope to adopt malpractices in e-assessment than with paper-based assessments*”.

4.1.3 Perceived Ease of Use Domain

Mean of Perceived Ease Of Use Domain

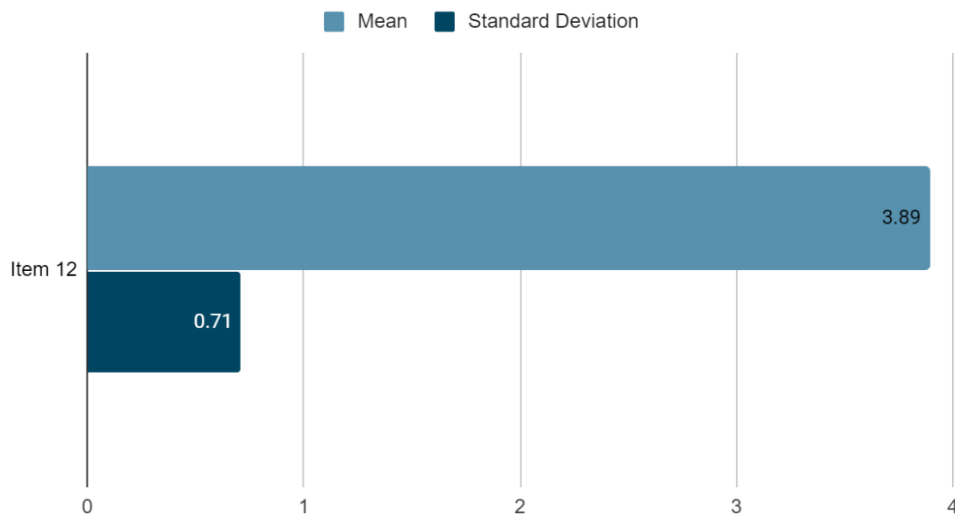


Chart 4.5 Mean of Perceived Ease of Use Domain

Based on the chart above, Item 12 “*I can solve simple technical problems during ICTs use*” with mean score (M = 3.89) and standard deviation (SD=0.71) as the highest score in the Perceived Ease of Use Domain.

4.1.4 Compatibility Domain

Mean of Compatibility Domain

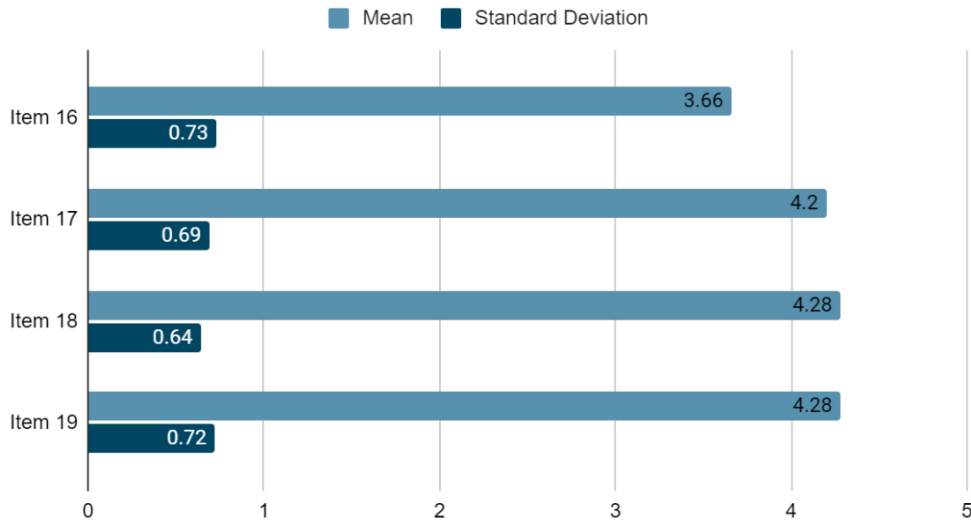


Chart 4.6 Mean of Compatibility Domain

As shown in Chart 4.6, the two items have the same mean score ($M = 4.28$) and the highest score. First, item 18 *“Online exams will help me in preparing myself for online recruitment examinations”* with standard deviation ($SD=0.64$). Second, item 19 with standard deviation ($SD=0.72$) *“Online exams are easy to assess, time-saving and easy to evaluate.”* Then, item 17 *“Online exams don’t just test my knowledge of the subject, but IT skills as well.”* with a mean of score ($M = 4.20$) and standard deviation ($SD=0.69$). Last, item 16 *“E-assessment is appropriate for my subject area.”* shows the least mean score and standard deviation ($M = 3.66$ & $SD=0.73$).

4.1.5 Peer Influence & Superior Influence

Mean of Peer Influence & Superior Influence

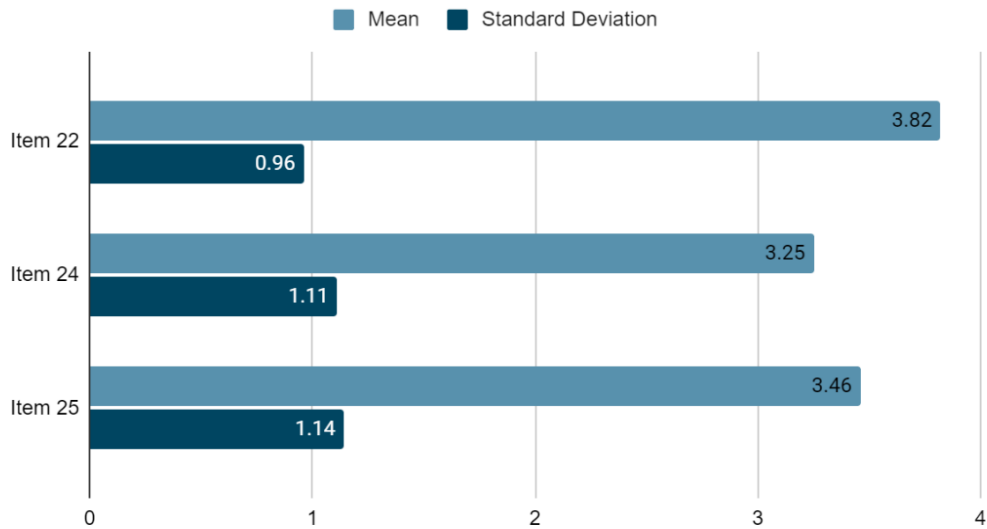


Chart 4.7 Mean of Peer Influence and Superior Influence

Based on the figure above, the highest mean score ($M = 3.82$) as shown in item 22 “*My university offered e-assessment as the only option left with us during pandemic*” with a standard deviation ($SD=0.96$). Secondly, item 25 “*COVID pandemic compelled me to make myself adopt with e-assessment*” with a mean of score ($M = 3.46$) and standard deviation ($SD=1.14$). Then, the lowest mean score in this domain is item 24 “*COVID pandemic compelled me to make myself adopt with e-assessment*” with a mean and standard deviation score ($M = 3.25$) & ($SD=1.11$)

4.1.6 Self-efficacy Domain

Mean of Self-efficacy Domain

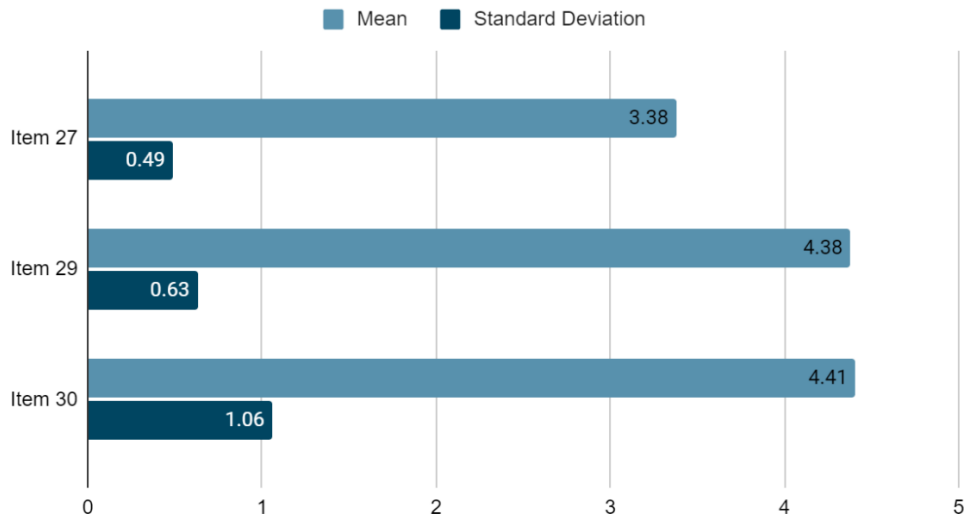


Chart 4.8 Mean of Self-efficacy Domain

It is shown in the figure above, that item 30 “I believe online assessment should go hand-in-hand with e-learning (e.g., using Dashboard)” has the highest mean score ($M = 4.41$) and standard deviation ($SD=1.06$). The next place, item 29 has a mean score of ($M=4.38$) and standard deviation ($SD=0.63$) along with the statement “*I believe by making quick assessment online exams provide help to the overall teaching-learning*”. Lastly, the lowest mean score ($M = 3.38$) is shown in item 27 with a standard deviation ($SD=0.49$).

4.1.7 Resource Facilitation Domain

Mean of Resource Facilitation Domain

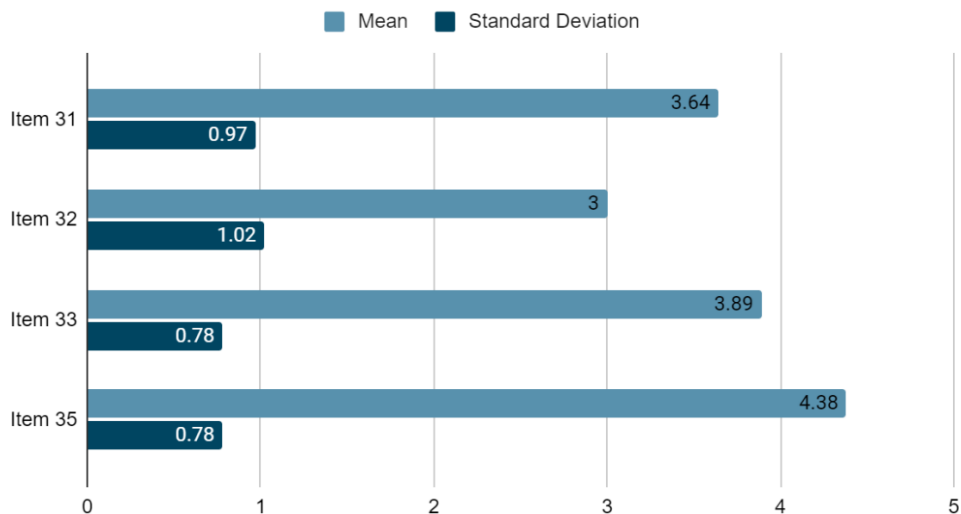


Chart 4.9 Mean of Resource Facilitation domain

The result of the Resource Facilitation Domain shows the highest mean score and standard deviation ($M = 4.38$) ($SD=0.78$). It belongs to item 35 “*I feel my college/university don’t have adequate e-assessments infrastructure*”. Then, item 33 “*I feel there are serious health and safety issues with online exams*” has the second higher mean score ($M = 3.89$) with standard deviation ($SD=0.78$). Thirdly the mean score ($M = 3.64$) and standard deviation ($SD=0.97$) for item 31 “*E-assessments use less paper, which is important to me*” and last item 32 “*I feel technical problems make online exams impractical*” as the lowest mean score ($M=3.00$) and ($SD=0.78$).

4.1.8 IT Support Domain

Mean of IT Support Domain

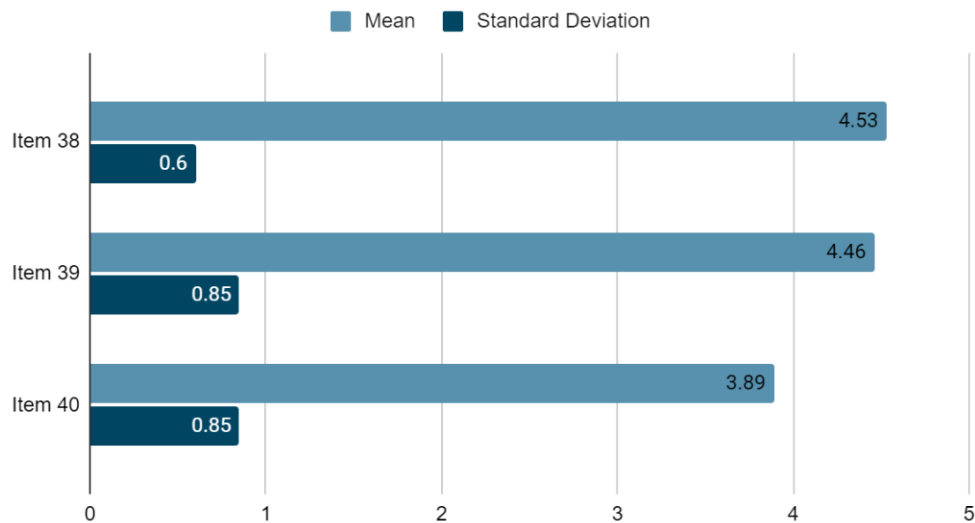


Chart 4.10 Mean of IT Support domain

In the IT Support domain, item 38 “*I have a computer for personal use at my home*” has the highest mean score ($M = 4.53$) with a standard deviation ($SD=0.60$). Secondly, item 39 “*I regularly use internet, email, social network, and YouTube, etc*” with a mean score and standard deviation ($M=4.46$ and $SD=0.85$). Lastly, the item with a mean score ($M=3.89$) and standard deviation ($SD=0.85$) is item 40 “*I feel I have adequate computer knowledge to face e-assessment*”.

4.2 Discussion

Based on the result in the awareness domain, students feel closed to e-assessment. Moreover, students feel confident that they have excellent abilities doing e-assessment. Even though the e-assessment has become general, they are still concerned about the impact that may arise from the e-assessment process. Furthermore, Jabari & Farrah (2022) explained that e-assessment is still being used after the pandemic. Another perception with a low mean score with standard deviation in item 24 ($M = 3.25$ and $SD=1.11$) is that students were not too convenience with paper-based mode even before the pandemic. In conclusion, students are already familiar with and accept the e-assessment in the learning process. This phenomenon also has an impact on students, Hussain (2020) discussed that students with high achiever categories are unsure of the e-assessment process and feel dissatisfied with the multiple-choice assessment type. In other research, Jabari & Farrah (2022) found multiple-choice assessment models as a weakness of e-assessment. Moreover, Crisp (2011) explained that e-assessment could be deeper and meaningful for students without limitation of resources. Align with that, students believe that online assessment and online learning should be alongside each other shown in item 30 with mean score and standard deviation ($M = 4.41$) and ($SD=1.06$). As a result of this study in the compatibility domain, students have a good perception that e-assessment can improve their ability to face online recruitment examinations. Furthermore, students believe that e-assessment enhances their

knowledge and other abilities, one of which is their IT skills. However, Huda et al (2020) found that students are still concerned about IT skill to perform e-assessment. In line with Crisp (2011) that students can develop their abilities and skill by using e-assessment. Therefore, it is necessary to provide an applicable and diverse e-assessment form.

Kundu & Bej (2021) found that most of the students have difficulty in concentrating and feel intimidated by the low self-confidence about their computer abilities. In addition, students have a low level of awareness in adopting e-assessment due to limited access to computers and concern about facing challenges that may arise. As a result, students tend to choose paper-based assessments over e-assessment. Aligned with this, Alruwais (2018) concludes that the lack of technical infrastructure and poor students' experience with computers become challenges that may arise in implementing e-assessment. In contrast with previous studies, in the recent study most students frequently found positive perception in the IT Support domain. This result can indicate that students are aware of the importance of adequate facilities. It shows that students have their computers, and they are also familiar with the internet and several applications. In another domain, perceived ease of use students believes in their ability to handle simple technical problems. Moreover, as shown in item 32 with a mean score ($M = 3.0$) and standard deviation ($SD=1.02$) technical problems do not make the e-assessment impractical for students. Thus, this condition makes them confident to deal with

e-assessment with their sufficient computer skills as seen in item 40 ($M=3.89$ and $SD=0.85$). However, the infrastructure in the university is still considered insufficient to conduct e-assessment by most students as seen in the result of item 35 ($M = 4.38$) and ($SD=0.78$).

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aims to identify students' perceptions of e-assessment in higher education. This study is conducted in one of the majors at a private university in Indonesia. Based on the research findings, most students have their computer as shown in the highest item 38 ($M = 4.53$ and $SD=0.6$). Furthermore, students also feel the university does not provide sufficient infrastructure to conduct e-assessment as shown in item 35 ($M = 4.38$ & $SD=0.78$). In item 30 ($M = 4.41$) and ($SD=1.06$) students feel e-assessment and e-learning should run simultaneously. Moreover, in item 29 ($SD= 0.63$ and $M = 4.38$) students believe that quick e-assessment can provide the overall teaching-learning process. On the other hand, low perceptions frequently found that students feel technical problems make e-assessment impractical, students more comfortable with paper-based e-assessment, and students believe there are less chances for fraud in e-assessment.

5.2 Suggestion

In terms of favorable students' awareness and response towards e-assessment, it allows for more potential development in the future. Further research with more diverse samples is needed. This study only refers to one

department in one private university. The next research it is suggested to process data samples from several different majors or universities, both private and state. This is expected to be used as comparison to obtain balance and diverse perceptions. In the implementation of e-assessment, it can conclude that it is necessary to provide a variety of e-assessment that should not be limited to the learning concept but provide an e-assessment that is more authentic.

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Appendices

Appendix 1 Validity Test

Questionnaire Items	Pearson Correlation	R. Table sig. 5% (N=39)	Criteria
Item 1	0,383	0,316	Valid
Item 2	0,612	0,316	Valid
Item 3	0,498	0,316	Valid
Item 4	0,370	0,316	Valid
Item 5	0,404	0,316	Valid
Item 6	0,233	0,316	Invalid
Item 7	0,409	0,316	Valid
Item 8	0,378	0,316	Valid
Item 9	0,228	0,316	Invalid
Item 10	0,331	0,316	Valid
Item 11	-0,005	0,316	Invalid
Item 12	0,636	0,316	Valid
Item 13	0,013	0,316	Invalid
Item 14	0,218	0,316	Invalid
Item 15	-0,107	0,316	Invalid
Item 16	0,459	0,316	Valid
Item 17	0,343	0,316	Valid
Item 18	0,492	0,316	Valid

Item 19	0,436	0,316	Valid
Item 20	0,237	0,316	Invalid
Item 21	0,313	0,316	Invalid
Item 22	0,460	0,316	Valid
Item 23	-0,034	0,316	Invalid
Item 24	0,398	0,316	Valid
Item 25	0,446	0,316	Valid
Item 26	0,300	0,316	Invalid
Item 27	0,410	0,316	Valid
Item 28	0,264	0,316	Invalid
Item 29	0,389	0,316	Valid
Item 30	0,418	0,316	Valid
Item 31	0,338	0,316	Valid
Item 32	0,450	0,316	Valid
Item 33	0,409	0,316	Valid
Item 34	0,288	0,316	Invalid
Item 35	0,453	0,316	Valid
Item 36	0,175	0,316	Invalid
Item 37	0,239	0,316	Invalid
Item 38	0,331	0,316	Valid
Item 39	0,490	0,316	Valid
Item 40	0,490	0,316	Valid