Test Implementation Ethics in Faculty of Social Science Manado State University

Abstract—The research purpose that want to be obtain are: To describing the ethics of test implementation in mid-term test and final exams. To analysis the inconsistence between mid-term test and final exams implementation exam implementation guideline. To analysis scholar and lecture responses about the ethics of test implementation in mid-term test and final exams. The method that being used in this research are descriptive methods that being develop by qualitative approach with the main focus to describe the research findings significance. Data collection technique that been used in this research was questionnaire that contain some question that distributed to scholar and lecturer, interview were done to complete the observation result data and questionnaire needs further examination to obtain clearer significance, and especially observation to availability of assessment result data. Analysis data technique that used was descriptive-qualitative analysis. The questionnaire result data been analyzed with percentage analysis and presented in the circled diagram form. While the interview result data and observation would be descriptive qualitative analyzed. Based on the description of research findings and research findings discussion than could be concluded that in examination implementation to measuring and assess student learning result data. Based on the begining study when identifying and analyzing this research problem turns out lecturer that not aware and concern about the responibility that been implied with transparancy and accountable. The mistakes or the assessment that not objective often implied to student disatisfy toward academic services that they achieve. Moreover potentially reduced the student motivation to learn.

Keywords—ethics, test implementation

I. INTRODUCTION

One of the effort to elevate education quality was the assessment of student learning result. This effort based on the concerns and awareness about the responsibility that been carried by college for education development.

The assessment of learning outcomes had an urgent function in education implementation. In internal quality assurance then one of the form of internal quality assurance were in the aspect of learning outcomes assessment that needs to be implied with transparancy and accountable. The mistakes or the assessment that not objective often implied to student disatisfy toward academic services that they achieve. Moreover potentially reduced the student motivation to learn.

In conducting the test, measuring and assesse, it come with implementation ethics. Why the test implementation as one of method in measuring learning result always facing various critics and complain. Test was given in mid-term and examination usually creates critics and complains.

The critics usually came from education observer, that the test implementation already makes student anxious. When the anxious culminate then would cause distress. Whereas education evaluation experts state that the often test implemented then will escalate the student performance or achievement.

Furthermore test are aimed to made measurement and learning result assessment that oriented in form of examination result. The final result considered as the reflection of all suggestion and learning process implementation. Whereas the assessment is a process to to know wether the process and the result form learning process were appropriate with the purpose or criteria that already been stated. Then wether the components in learning result assessment already gained the quality that already been made as a high quality standard achievement.

The assessment can correctly be performed if the data that related with research object were available. To collect the data assessment tool that formed as measurement tool were required. Then transparancy and accountability of measurement result became the reference to done the assessment.

The reference to assess that stated in the Book of Academic Guideline Social Science Faculty, explicitly yet still assert the assessment to whole process of learning (lecturing activity). The assessment were focused in the form of test/examination assessment (final topic exam, mid-term test, practical test, final examination) and not to nontest assessment yet to measure the affective dimension and psychomotor.

Based on the begining study when identifying and analyzing this research problem turns out lecturer that not transparent in assessing moreover not paying attention enough about Assessment ethics especially the implementation of learning result test still be found. this
appear in the kind of questions that being used in the examination not stated the assessment standart in every question, the answered examination sheet result were not returned to college student, the inconsistence about criteria application and its implementation (in criteria the requirement of lecture is assignment as one of the assessment component but college student often doesnt be told about the assignment assessment result moreover the assignment were not returned to the college student). The new paradigm in learning result assessment demands the existance of transparancy and accountability that needs to be done by the assesor in this matter is the lecturer. That is why the unification of perception in assessing the learning result are needed in order to assured the transparancy and accountability in enhancement of learning outcome quality also can contributed in education quality development.

In the test implementation ideally needs to notice about the ethics that include: (1) test result secrecy; (2) test safety; (3) test result interpretation; (4) test utilization. Based on the research focus then the problem in this research can be formulate as follows: (1) How the test implementation ethics in Mid-term test and final examination? (2) Is there any inconsistences between mid-term and final exam implementation with examination guideline? (3) How the colleger and lecturer response about the ethics in implementin mid-term test and final examination?

II. RESEARCH METHODS

The method that being used in this research is Descriptive Method that develop based on qualitative approach with the main focus is to describe the significance of research findings. Descriptive method is a method that potray a variable, sympoms or the condition as it is not to test some certain hypothesis [1]. Data collecting technique that being used in this research was questionnaire that contain some questions and being distributed to college student and lecturer, intrevew is done in order to complete the observation result data and questionnaire that need further examination to gain clearer significance, and especially observation about the assesment result data availability. Analysis data technique that being used was descriptive-qualitative. Questionnaire data findings with percentage analysis and presented in the circled diagram form. The way to determine the percentage according to reference [2], was with the formula as follows: Percentage = f/N x 100% f is frequency, N was the amount of data. While interview and observation result data would be descriptive qualitative analyzed.

III. RESULTS AND DISCUSSION

Based from research findings data about the test implementation turns out that there's still lackness of ethics in implementing the test. Test ethics in every implementation usually being ignored by the assesor including the lecturer. 

In academics guideline book of Manado State University in 2015 academic year. Not explicitly stated yet about the test implementation ethics. The leader sured that all of the lecturer already aware the test implementation ethics but turns out that the research findings shows the test implementation ethics were not being applied by the lecturer yet.

Till now in every study programme there are no quality assurance group or team that could watch and assured the test secrecy. Quality assurance is done by the study programme leader. The next thing beside the test question secrecy then each lecturer should watch and protect the assesment result wether in the form of test or assignment. But the facts shows that there is still some lecture that openly stick the examination result and write the name and identity of the colleger that and can be accessed by other colleger shows that the test implementation ethics not obeyed yet by the lecturer or the lecturer doesnt knew that that kind of things was unethic.

The point of view about the asesment result announcement transparancy were various. Therese a lot of lecturer that assumed the transparent announcement were not violate the ethics, but on the other side therese still some colleger that be aggrivied and discomfort when their tesr result were known by people or other colleger.

In the nation that already honour or uphold the human rights the protection for private data are really important. Private data not only include the citizenship data but also every achievement that every individual had produced. If someone disatisfy with test result data to be known by others then the assurance for their will have to be respected. That why the educators need to done assessment and should be sesitive with the socio-cultural condition that student had been through.

Class or learning process that good and conducive not only supported by the good scheming in designing syllabus and study plan but also marked with the teacher ability and skill in developing whole aspect in learning process. Teacher ability to handle a class are not enough if not followed and balanced by the ability to evaluating.

In academic guideline book Manado State University 2015 especially the policies about evaluating the learning result not regulgate about test ethics. Ethics and academic moral had been regulgate in chapter X verse 37 that: The college student forbid to perform:

a. Cheating that is an activity that done by the colleger that counciously (purposive) or incounciously using or tried to use information materials or study tool without supervisor or examiner lecture permission;

b. Falsify that is an activity that done by the colleger that counciously (purposive) or incounciously, without permit to replace or change the grade or academic transcript, certificate, student identification, assignment in learning/tutorial/practice activity, letter, information, report or signature in the area of academic activity;

c. Perform plagiarism that is an activity that done by the colleger that counciously (purposive) using other people sentence, data as their own work (without stating the source) in academical activity;

d. Bribery, gives present and blackmailing that is an activity that done by the colleger to influencing or tried to influenced other people in order to influent the academic achievement assesment;
e. To replacing other people in academical activity that is an activity that done by colleger to replace someone position or to do other interst on their own will;

f. Asking other to replace the someone position in academical activity that is an activity that done by the colleger by asking other people wheter academic community in Manado State University or outside Manado State University to replace the position or done the assignment or activity wether for self interest or otherpeople interst.

g. Work as a team when examination wether write examination, by hint or thorugh electronic devices.

The regulation explicitly only aimed for the colleger and not to other parties. All of those regulation is to forbid or obligation that had to be done and obey.

Therefore the colleger rights to know the assesment in process of learning activity clearly not being regulate yet beside in education quality management in creating excellence and great education had to be focused on the process.

Condition like this that cause the emergence a lot of complain that the colleger still be considered and in the weak position. Lecturer authority to do the assesment were getting stronger. In this context the premium services from the university especially state university still attract public interest.

Genuinely assesment are a process to find out wether the process and result of a programme compatible with the purpose or the criteria that already been stated. Assesment can be done correctly if the data that related with assesment object were available. To collect those data assesment devices are needed like in the form of measurement. Assesment and measurement are two activity that related with each other (Sarwaji Suwandi, 2011:9).

Therefore if the information not been announced to colleger transparently the measurement result wether assignment or test result that held when the examination to the involved colleger then it needs to be questioned further where the data that being used in every assesment component came from so that then can create final grades or semester grade.

All collager should be given rights to know and to ask these questions. If not then the unanswer complaints can make the university image get worse in the public eyes.

In goblaizera every university that badly managed slowly but surely will be left by society. The thing that give state university strength is that the special position with its special rights also the studies expense that relatively cheap because the government still provide subsidy.

Condition like this still became a challenge for the developing country, after all the people that come from lower economy, still looking for whatever state university and whatever trouble that wrapped the implementation and management.

University database essentially can be develop and the lecturer database can be made as accountability of lecturer performance in be responsible for they performance in colleger learning outcomes assesment. If this kind of thing be done the the premium services in education field could really be felt by every student.

Then further that in assessing this matter related with quantitative aspect and qualitative. While measurement always related with quantitative aspect. Quantitative aspect in assesment be obtain through measurement, while the qualitative aspect form as intrepretation and consideration toward the quantitative data the result of the measurement. Once again that assesment are really needs data that achieve from the measurement result. Without data the assesment result would be very subjective.

Related with the importance of knowledge about the measurement and assesment then every lecturer essentially have adequate knowledge about assesment including ethics in test and assesment. This knowledge can be obtain through selftaught and learn more about that matter and if really important then why the university in this case quality development institute and instructional activity not initiate and facilitated it?

In this age Class Based Assesment (CBA) already became an alternative in providing premium services that done objectively in learning result assesment. According to Sarwaji Suwandi (2011: 15) Class Based Assesment (CBA) is an assesment that integratedly done in learning activity. While Sarwaji Suwandi also quote the opinion from Supranata and Hatta that class based assesment is an assesment that be done by the teacher in order of learning process. Class based assesment is a process of collecting and using the information also student studies result be done by the teacher to standarize the achievement level and student mastery towards the education purpose that already been made that is competence standart, basic competence and learning achievement that be found in the curriculum. The class based assesment can be done in or outside class, like in laboratory or at the field.

According to reference [3], class based assesment have several benefit that is:

1) information collection of learning ability, wether in formal or nonformal that integratedly be done, in happy condition, and enabling the best opportunity for the student to show what they know, understand, and capable to be done by student.

2) the achievement of student studies result can not be compare with the team achievement (norm reference assessment), but be compared with previous ability, the criteria competence achievement, standard achievement, and national achievement level in order to help the children to reach what they want to reach and not to judge them.

3) In collecting the information using various way to make the student learning ability can be completely detected.

4) Student need to be demanded for them to explore and motivate themselves to empower all the potential to react and overcome all trouble that they face with their own way, not only train the student to choose the available answer.

5) To determine wether or not student development in learning and the needs of planned, gradual, and countinous support based on the accurate fact and evidence.

Therefore based on the benefits of class based assesment then would be found that ethical assesment already included in that class based assesment.
Just like previous explanation that in class based assessment the teacher can use various kind of assessment or assessment instrument. All kind of class based assessment were to assest the student studies result in school. In account for education implementation to society , and to finds out the general education quality achievement. There is transparency and accountability in assessment process, in the process like this the purpose to create ethical assessment can come through. Sebagaimana telah dijelaskan bahwa dalam penilaian.

Class based assessment are create to finding out the student result studies ability, to diagnose learning difficulties, to gives feedback/improvement in learning process, determinator to pass the grades, motivate student to learn, in a way of self recognizing and understanding also to stimulate to do improvement effort.

Therefore when class based assessment purpose had been achieved then the whole parties started from the student as the main focus that being asessed and given the services to learn really obtain the benefits, and then the parents, school and society can feel the satisfaction of the qualified services that provided by the teacher that have high dedication in implementing one of their professional task.

According to reference [3] already identified the class based benefits towards the student, parents, teacher and school. Stated that the benefits of class based assessment can be obtain as follows:

1) gives feed back in short term programme that done by the students and teacher in learning activity, so that enabling assessment result correction;
2) gives utility of the student studies result with maximally involve the student;
3) helps in report making to be better and enhance the learning efficiency; and
4) encourage the learning as formative assessment process that involve a lot of time to do feedback and student studies result improvement.

For the student, class based assessment really helpful for:
1) to monitoring the better self taught; and
2) emphasizing to the needs of ability, skills, and grades.

Meanwhile, for the parents class based assessment are useful for:
1) to know the weakness and children grades.;
2) to encourage the parents of the student to guide their children; and
3) to involve the student parents for discussing with the teacher/school in the matter of student weakness improvement.

Assessment activity involve comparison. The decision is the result of from class based assessment that be obtain by doing the comparison between various learning components and learning context ( that including the factor of suggestion, purposes, planning, activity, and result), also perform action in reducing incompatibility between those components, so the result expected to be achieved. If it compatible, then the learning can be resumed without any changes. Otherwise , if theres incompatibility , then it shows that there is a problem. For that, need to be done changes in order to reduce or even eliminate the problem..

Assessment moreover can be done before the learning activity started, that is with comparing the learning purposes with the needs, purpose, learning experience, student that just entered skills level. The first comparison can be done if the teacher aware about the student knowledge background. For the students, this assessment also useful to assess the purpose requirement and learning plan that already been arranged and to comparing it with the needs, aspiration, and student skills during the first week. The assessment in this stage allow the teacher to change the purpose and learning plans that already been made.

The second comparison, asking wether the learning is the right way to reaching the learning purpose. If not compatible, the learning plans need to be change to be more compatible. If the purpose and plans turns out to be compatible, then learning plans placement into learning practice in class is a logical thing.
The third comparison. To asking wether the learning that been done properly executed as plan. The failure in following the learning plan can explains why the student cannot reach the purpose that already been made. The failure in reaching purposes shows, that the plan were not adequate and need to be modified. This activity not requiring to wait until the end of lesson..

Learning practice in class maybe inconsistence with the learning plan, because input factor that make it hard to be implied just as expected (fourth comparison). The question is ” can suggestion factors that caused that incompatibility be change in such way, so that can reduce its influence?” if not, the new plan that not really affect those factor is needed to be considered..

In determining wether the student already reach the learning purpose in related with the comparison between the result that student achieve and the purpose (fifth comparison). If the majority of the student succeed, then the learning can be proceed. Otherwise, if some student did not reach the purposes, the change had to be done.

Class Based Assessment (CBA) generally, purposely to provide appreciation to the student learning achievement, fixing the programme, and learning activity. That why, CBA emphasize student learning result achievement, also covers the whole learning process through CBA activity that assess student characteristic, learning method, curriculum accomplishment, devices and learning materials, and school administration.

In Class Based Assessment book suggested that some assessment principal that need to be concern by the teacher. The general principal class based assessment (CBA), including:

1) Valid (the class based assessment have to measure what that have to be measured with using devices that reliable and authentic);
2) Educate (the assessment have to give the positive donation in student learning result achievement ; that understanded as appreciation that motivate succeed student and as spirit trigger to improve the learning result that less succeed);
3) Competence oriented (able to assess the competence achievement that be meant in curriculum);
4) Fair and objective (the assessment had to be fair with all students and not differentiate the student background);
5) Transparent (assessment criteria should be open to all people, so that the decision about student success that clearly for the related parties)
6) Continuous (assessment done with plan, gradual, regularly, and countinously to achieve images about the development of student learning progress);
7) Comprehensive in means that assessment of student learning result should be done comprehensively, whole and complete that including the aspect of cognitive, affective, psychomotoric and based with various technique and and assessment procedure with a lot of learning result proof;
8) Significance that is the assessment should be easily understood and easy to be followed up by related parties.

Based on the whole explanation in research findings discussion can be stated that the test ethics in learning process can be done by the teacher and lecturer if the teacher pay attention to whole assessment principal in that class based assessment.

In related with learning quality development then the teacher that assesses needs to aware with education national standard especially for the lecturers that need to be concern and to consider the high education national standard that relevance with the development and quality assurance for university. When this matter be concern of and correctly implied then the test ethics that require test secrecy and the test result related with the protection of students rights and interest; the test security this matter related with the development and quality assurance of studies result; interpretation of test result need to followed by professional responsibilities by the teacher so that does not disappointed th student or moreover decreased their learning motivation; and last is need to understand the goal and the importance of test.

IV. CONCLUSION

Based on the research findings description and research findings discussion the could be conclude that in test implementation to measure and assess the learning result of the student in Manado State University it comes out varietically. The variation of the assessment can be seen in kinds of test/questions that being used, the implementation process, interpretation include in it that the way to converse the measurement result to assessment result, assessment result announcement and complete announceent of the grade result in the form of graduation exercise (Judicium).

Till now there is no operational procedure standard yet learning result assessment in academic guideline book so that the lecturer authority were really strong and cannot be accused. The college in a weak side and faculty policies to gives a B grade had weakness that is more beneficial for the college who undisiciplined and lazy.

This condition creates various response too that come from the college towards the assessment that be done by the lecturer. There are lecturer that already applied valid, fair and objective, open (transparent), countinuous assessment, even the significant assessment however there still lecturer that do less ethical assessment they makes the assessment as an effort to judge the student not motivate and facilitate the student for the next learning result improvement.

According to research findings conclusion essentially learning result assessment can be published and followed by workshop to affirm its implementation. In test implementation ideally each lecturer needs to be aware of test ethics including: first, test secrecy, test safetym test interpretation and test utilization including test result announcement.

The availability of standard operation procedure in assessment that surely doesn't stand alone beside it the need to be socialized and discuss the implementation also need to be supported by fund provider that adequate to realising the excelled examination/test implementation.

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