

CHAPTER I INTRODUCTION

1.1 Research Background

Fairness in educational evaluations has garnered much attention lately, particularly regarding students' perceptions of the assessment process. Fairness in assessment is defined as giving each test taker equal weight and ensuring the evaluation environment is objective and consistent (Baniyadi et al., 2023). Research indicates that students' perceptions of fairness are influenced differently depending on their socioeconomic background and the clarity of the assessment standards (Yuniarti & Limbong, 2022). For instance, disparities exist between the diverse backgrounds of students and the assessments of their schooling. Many of the 75 English as a Foreign Language (EFL) students in the study believed that the present methods of assessment were unfair to them (Yuniarti & Limbong, 2022).

Therefore, lecturers must create a fair evaluation process that maintains criteria by considering the unique circumstances of each student to ensure that all students have equal opportunities to demonstrate their knowledge and abilities. Ineffective classroom management can impact on students' academic performance. Low-quality education is often the result of poor school and classroom management (Priyanto et al., 2024).

The implications of fairness in student evaluation for motivation, engagement, and overall academic performance highlight the need for more research on this important topic. When the students feel that their language assessment is unfair, they will have low language acquisition caused by a lack of motivation (Yuniarti & Limbong, 2022). The need for educational systems to become more inclusive makes it critical to comprehend the complexity of fairness in evaluation. Teachers can contribute to the creation of an atmosphere where all students have the chance to succeed academically by placing a high priority on fairness in evaluation.

The distinctions between fairness and equity in assessment have been the focus of a large body of prior studies. The participants' conceptions of fair assessment were closely related to the principle of equality and equity (Rezai, 2022). but little has been performed to examine how these concepts may be successfully incorporated into realistic assessment techniques. In particular, there is no study on how to use assessment modifications in real classroom settings, even as equity demands that tests be modified to fit the requirements of various students (Rezai, 2022). This offers a chance to look into efficient ways to integrate equality into the design of assessments.

1.2 Research Problem(s)

The research problems are as follows:

1. What are students' perceptions of fairness in assessment practice during their educational experience?
2. What factors influence students' perceptions of fairness in assessments?

1.3 Research Objective(s)

The following are research objectives that are supposed to address research problems:

1. To identify students' perceptions of fairness in assessment practice during their educational experience.
2. To determine factors that influence students' perceptions of fairness in classroom assessments.

1.4 Scope and Limitation

This study examines undergraduate students from the 2021 and 2022 classes of Universitas Muhammadiyah Malang. The research focus includes the following elements: 1). Students' perception of the fairness of lecturers' assessments in classroom assessment methods. 2). The number of respondents could be the target of the study due to the respondents' workload. 3). Since this research focuses on students, lecturers were kept from being interviewed.

The following are the limitations of this study: 1). This research was conducted on students, so there will be bias in the responses given. 2). The results of this study may not represent all populations due to the limited number of samples.

1.5 Research Significance

The theoretical importance of this research is the goal of contributing to the development of fairness theory, particularly within education organizations. Educational institutions, specifically the Malang Muhammadiyah University. In practical terms, the findings of this study are expected to provide input, particularly on important aspects, so that the practice of lecturer assessment can be identified as fair and transparent without bias, which is expected to influence the lecturer's assessment of students.

1.6 Definition of Key Terms

1. Fairness is the principle of evaluating all students in the scoring or grading process impartially and equitably, without discrimination or bias based on factors such as gender, race, ethnicity, or personal traits. It involves consistently using the same standards and criteria to evaluate students' work, ensuring that no student is advantaged or disadvantaged.
2. Assessment is the process of evaluating and measuring students' comprehension, abilities, and progress on learning goals or curriculum standards.