

**PERCEPTIONS OF FAIRNESS IN ASSESSMENT: STUDENT  
EXPERIENCES AT UNIVERSITY OF MUHAMMADIYAH MALANG**

**THESIS**



**By:**

**Nur Hasana Tuanaya  
202110100311039**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2025**

**PERCEPTIONS OF FAIRNESS IN ASSESSMENT: STUDENT  
EXPERIENCES AT UNIVERSITY OF MUHAMMADIYAH MALANG**

**THESIS**

**This thesis is presented to fulfill one of the requirements for a Bachelor's  
Degree in English Language Education**



**By:**

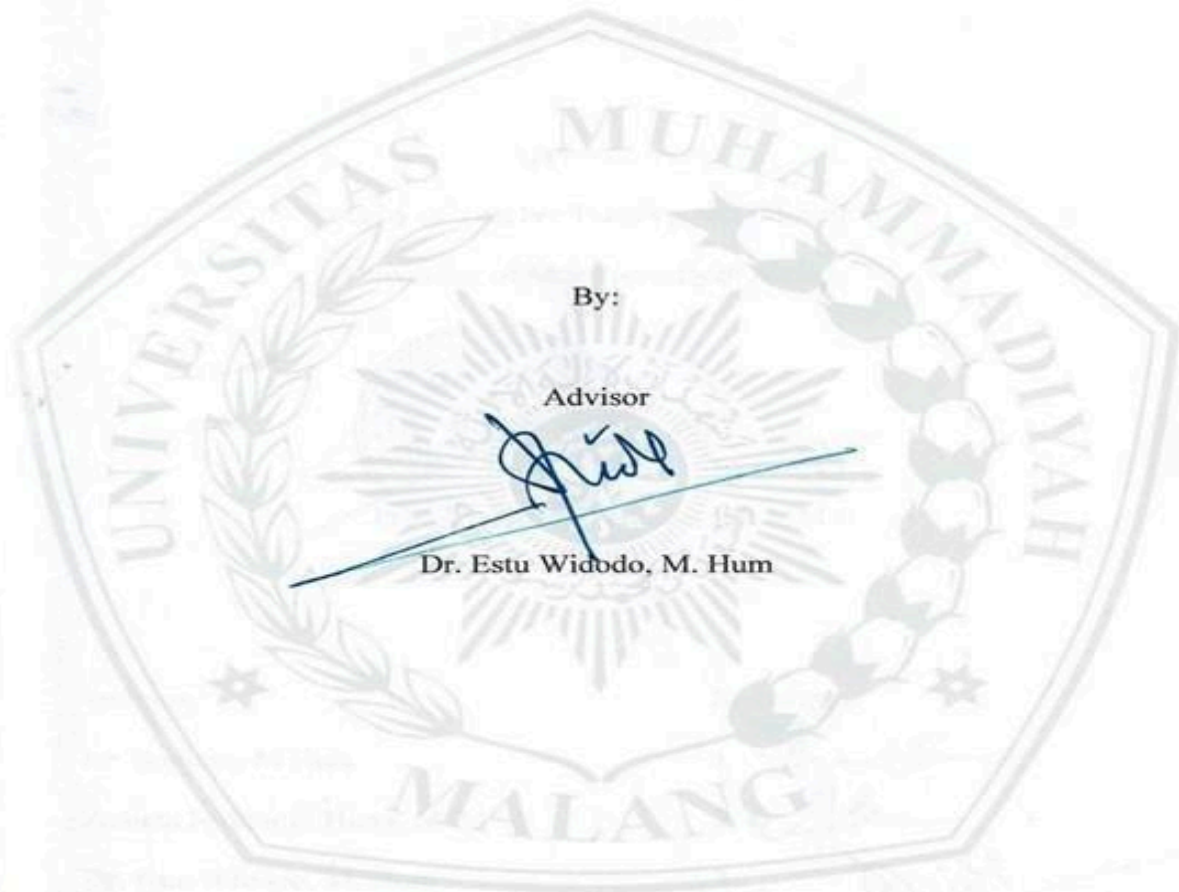
**Nur Hasana Tuanaya  
202110100311039**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2025**

## APPROVAL

This thesis was written by Nur Hasana Tuanaya and was approved on

22 February 2025



## APPROVAL PAGE AFTER DEFENSE

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to archive Sarjana Degree in English Language Education Department

on February 22, 2025.

Approved by:

Faculty of Teacher Training and Education

University of Muhammadiyah Malang



Prof. Dr. Triakhti Handayani, MM

Examiners:

1. Dr. Sudiran, M.Hum
2. Aninda Nidhomil Hima, M.Pd
3. Dr. Estu Widodo, M. Hum

Signatures:

- 1.
- 2.
- 3.

## MOTTOS AND DEDICATION

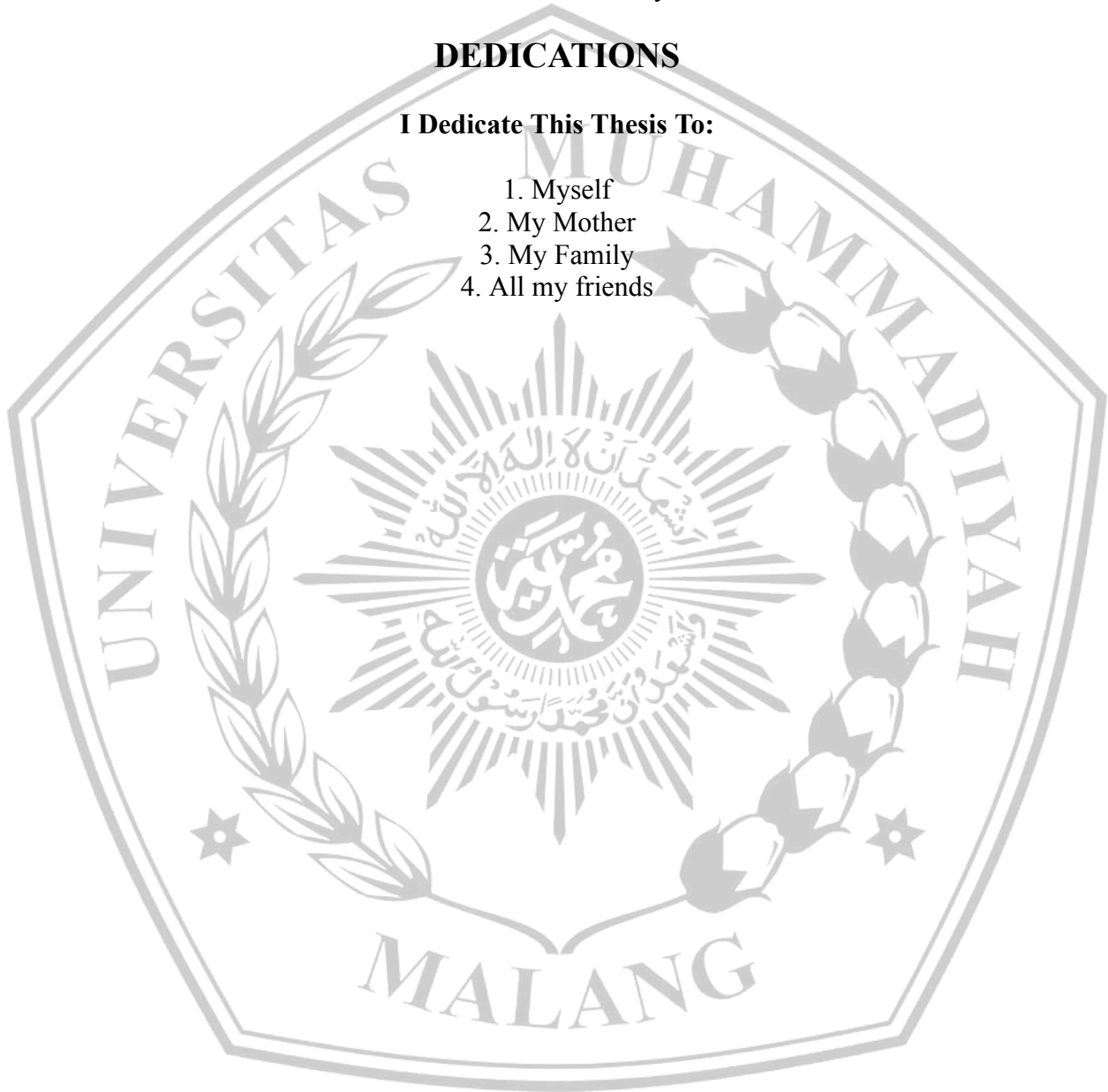
“Jadilah Seperti Air, Mengalir Ke Tempat Yang Lebih Rendah,  
Membawa Kebaikan Kemanapun Ia Mengalir”

~Ustadzah Halimah Alaydrus~

### DEDICATIONS

**I Dedicate This Thesis To:**

1. Myself
2. My Mother
3. My Family
4. All my friends



## AUTHOR'S DECLARATION OF ORIGINALITY

I officially declare that the intellectual substance of this thesis is the result of my research and has not been submitted to another university or institution.

I approve that, to the maximum extent of my knowledge, my thesis does not infringe on anyone's copyright or violate any proprietary rights, and that any ideas, techniques, quotations, or other material from the work of others included in my thesis, whether published or not, are fully acknowledged under standard referencing practices.

I additionally declare that this is an authentic copy of my thesis, as approved by both my thesis committee and the English Language Education Department office.

Malang, 22 January 2025



Nur Hasana Tuahaya

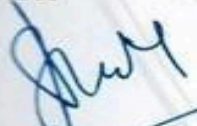
**PERCEPTIONS OF FAIRNESS IN ASSESSMENT: STUDENT  
EXPERIENCES AT UNIVERSITY OF MUHAMMADIYAH MALANG**

**ABSTRACT**

The aim of this study was to find out how students perceive fairness in assessments and what factors influence these judgments. The study included 22 people from the academic years 2022 and 2021 at University of Muhammadiyah Malang. This study used a narrative study design. Data was collected in two ways: through questionnaires and interviews. 18 persons completed the questionnaire, and 4 people were interviewed. This study demonstrated that many students persist in believing that the lecturer's assessment of group assignments is unfair, despite the fact that it meets the requirements of clarity, transparency, and consistency in assessment. The factors leading to this are unclear feedback from lecturers, how lecturers approach students, and how lecturers approach the assessment process. However, students' perceptions of individual evaluations and exam tests are still quite positive, despite some who believe differently. Finally, it is essential that lecturers can perform fair assessments based on the elements and standards listed above in order to foster a conducive and positive academic environment.

**Key words:** fairness, fair assessment, student perspectives

Advisor



Dr. Estu Widodo, M. Hum

The Researcher

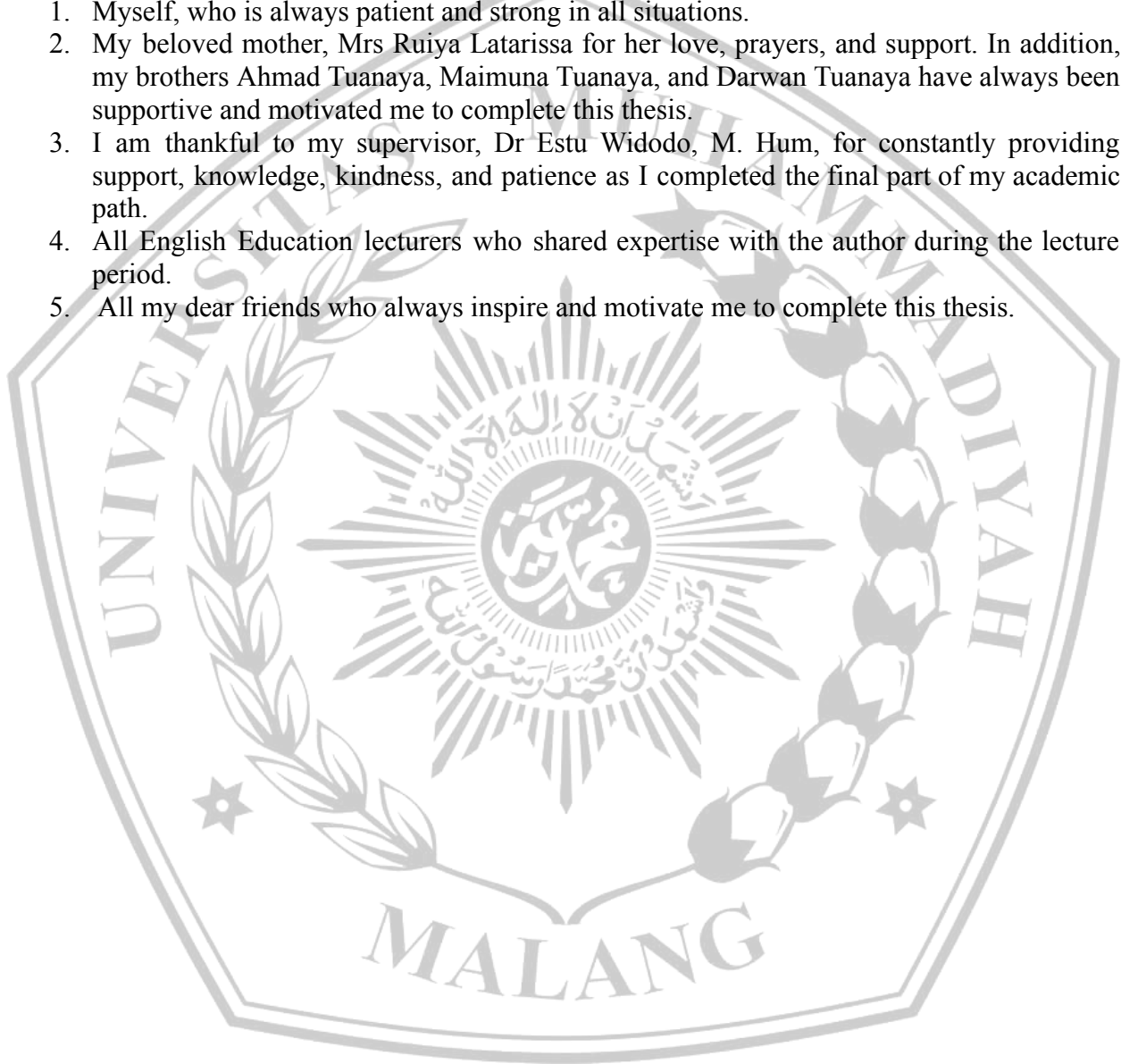


Nur Hasana Tuanaya

## ACKNOWLEDGEMENTS

Praise upon Allah SWT, the creator of the universe and all in it, for numerous bounties, such that the thesis titled Perceptions Of Fairness In Assessment: Student Experiences At Universitas Muhammadiyah Malang was finished in order to fulfill the requirements for a Sarjana Degree. Throughout this process, the researcher would like to express his heartfelt gratitude to everyone who has assisted, either directly or indirectly, in the completion of this thesis.

1. Myself, who is always patient and strong in all situations.
2. My beloved mother, Mrs Ruiya Latarissa for her love, prayers, and support. In addition, my brothers Ahmad Tuanaya, Maimuna Tuanaya, and Darwan Tuanaya have always been supportive and motivated me to complete this thesis.
3. I am thankful to my supervisor, Dr Estu Widodo, M. Hum, for constantly providing support, knowledge, kindness, and patience as I completed the final part of my academic path.
4. All English Education lecturers who shared expertise with the author during the lecture period.
5. All my dear friends who always inspire and motivate me to complete this thesis.





# TABLE OF CONTENT

APPROVAL.....	iii
APPROVAL PAGE AFTER DEFENSE.....	iv
MOTTOS AND DEDICATION.....	v
AUTHOR’S DECLARATION OF ORIGINALITY.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENT.....	ix
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Problem(s).....	1
1.3 Research Objective(s).....	2
1.4 Scope and Limitation.....	2
1.5 Research Significance.....	2
1.6 Definition of Key Terms.....	2
CHAPTER II.....	3
REVIEW OF RELATED LITERATURE.....	3
2.1 Fairness In Assessment.....	3
2.2 Fairness.....	3
2.3 Factors Influence Perceptions of Fairness.....	4
2.4 Students' Perceptions of Assessment.....	4
2.5 Fair Assessment Methods.....	4
CHAPTER III.....	6
RESEARCH METHOD.....	6
3.1 Research Design.....	6
3.2 Research Subject.....	6
3.3 Data Collection.....	6
3.3.1 Technique and Instrument.....	7
	ix

3.3.2 Procedure.....	7
3.4 Data Analysis.....	7
CHAPTER IV.....	9
FINDINGS AND DISCUSSIONS.....	9
4.1 FINDINGS.....	9
4.1.1 Fairness in Assessment.....	9
4.1.2 The effect of student perceives on fairness in assessment.....	16
4.2 DISCUSSIONS.....	17
CHAPTER V.....	19
CONCLUSION AND SUGGESTION.....	19
5.1 CONCLUSION.....	19
5.2 SUGGESTION.....	19
REFERENCES.....	21
APPENDIX.....	23
1.1 Interview and questionnaire question.....	23
1.2 Students Demographic.....	23
1.2.1 Demographics Questionnaire.....	23
1.2.2 Demographics Interview.....	24
1.3 The Interview Result.....	25
1.4 The questioner Result.....	46

## REFERENCES

- Abdullah, G., Arifin, A., Saro'i, M., & Uhai, S. (2024). Assessing the Influence of Learning Styles, Instructional Strategies, and Assessment Methods on Student Engagement in College-Level Science Courses. *International Education Trend Issues*, 2(2), 142–150. <https://doi.org/10.56442/ieti.v2i2.466>
- Baniasadi, A., Salehi, K., Khodaie, E., Bagheri Noaparast, K., & Izanloo, B. (2023). Fairness in Classroom Assessment: A Systematic Review. *Asia-Pacific Education Researcher*, 32(1), 91–109. <https://doi.org/10.1007/s40299-021-00636-z>
- Den Bakker, C. R., de Beaufort, A. J., Dekker, F. W., & Ommering, B. W. C. (2023). Exploring Fairness in Scholarly Development: Are We Creating Knowledge Storing Zombies or Curious, Creative and Critical Healthcare Professionals? *Advances in Medical Education and Practice*, 14(July), 913–917. <https://doi.org/10.2147/AMEP.S414578>
- Evangelou, E., Digelidis, N., & Krommidas, C. (2022). Students' Attitudes Toward Assessment in Physical Education. *Physical Culture and Sport, Studies and Research*, 97(1), 12–20. <https://doi.org/10.2478/pcssr-2022-0020>
- Hamidah, H., Audina, N. A., & Mubarak, M. R. (2022). How is an Arabic Lecturer's Personality Competence as Expected by Students? An Analysis of Students' Perceptions in Indonesia. *Arabiyatuna : Jurnal Bahasa Arab*, 6(2), 399. <https://doi.org/10.29240/jba.v6i2.5088>
- Kavita Khemchand, & Muhammad Akhtar Kang. (2023). Study of Pakistani Students' Perceptions about Fairness of Assessment Process at the University Level. *Voyage Journal of Educational Studies*, 3(4), 321–336. <https://doi.org/10.58622/vjes.v3i4.118>
- Koçak, D. (2020). Investigation of rater tendencies and reliability in different assessment methods with many facet rasch model. *International Electronic Journal of Elementary Education*, 12(4), 349–358. <https://doi.org/10.26822/iejee.2020459464>
- Listiyanto, R., & Fauzi, A. (2016). A narrative analysis of an English teacher's experience in using prezi presentations software in teaching vocabulary. *The 2nd International Conference On Teacher Training and Education Sebelas Maret University*, 2(1), 645–654.
- Pallewala Liyanage, P. W., Black, K., & Fragomeni, S. (2024). Developmental Changes of the Responses to Peer Assessment of Group Projects: A Case Study of Civil Engineering Undergraduates. *Journal of University Teaching and Learning Practice*, 21(1). <https://doi.org/10.53761/98v13y53>
- Priyanto, D., Wardhani, R., & Alfredo, Y. F. (2024). *Support Student Engagement Collaborative Platforms through*. 3(August), 298–312.
- Rezai, A. (2022). Fairness in classroom assessment: development and validation of a questionnaire. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00162-9>
- Schmidgall, J., Huo, Y., Cid, J., & Wei, Y. (2024). Investigating Fairness Claims for a General-Purposes Assessment of English Proficiency for the International Workplace: Do Full-Time Employees Have an Unfair Advantage Over Full-Time Students? *ETS Research Report Series, December*. <https://doi.org/10.1002/ets2.12380>
- Vaessen, B. E. (2021). *Students' perceptions of assessment and student learning in higher education courses* (Vol. 1, Issue 2021).

- Wallace, M. P., & Qin, C. Y. (2021). Language classroom assessment fairness: Perceptions from students. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 492–521.
- Yan, Z., Panadero, E., Wang, X., & Zhan, Y. (2023). A Systematic Review on Students' Perceptions of Self-Assessment: Usefulness and Factors Influencing Implementation. *Educational Psychology Review*, 35(3), 1–28. <https://doi.org/10.1007/s10648-023-09799-1>
- Yuniarti, Y., & Limbong, S. (2022). Students' Perceptions of the Fairness in EFL Classroom Assessment. *English Language and ...*, 5(1), 477–501. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/viewFile/9681/6268>
- Zhao, X., Cox, A., Lu, A., & Alsuhaibani, A. (2022). A comparison of student and staff perceptions and feelings about assessment and feedback using cartoon annotation. *Journal of Further and Higher Education*, 46(5), 586–604. <https://doi.org/10.1080/0309877X.2021.1986620>



# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PENDIDIKAN BAHASA INGGRIS  
english.umm.ac.id | b.inggris@umm.ac.id

## LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

Nama : Nurhasanah Tuanaya

NIM : 202110100311039

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	4%
CHAPTER II Review of Related Literature	8%
CHAPTER III Research Method	2%
CHAPTER IV Findings and Discussion	15%
CHAPTER V Conclusion and Suggestions	0%

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 14 Januari 2025  
Koordinator Plagiasi Prodi,

  
Prihadi Dwi Nurcahyanto, M.Pd

*Visi Keilmuan: Menyelenggarakan pendidikan dan pengajaran Bahasa Inggris yang berbasis pada teori pembelajaran constructivism dan intercultural communication*

### Kampus I

Jl. Bandung 1 Malang, Jawa Timur  
P: +62 341 551 253 (Hunting)  
F: +62 341 460 435

### Kampus II

Jl. Bendungan Sutarni No. 188 Malang, Jawa Timur  
P: +62 341 551 149 (Hunting)  
F: +62 341 582 060

### Kampus III

Jl. Raya Tlogomas No. 246 Malang, Jawa Timur  
P: +62 341 484 318 (Hunting)  
F: +62 341 480 435  
E: webmaster@umm.ac.id

UMM  
est. 1964

UNIVERSITAS  
MUHAMMADIYAH  
MALANG



