

CHAPTER 1

INTRODUCTION

1.1 Research Background

Scores in a few universities have been inflating since the pandemic. According to Johnson et al., (2020) remembering the fluctuating dynamics of the COVID-19 pandemic, hybrid and online educational models are likely to be the most efficient educational ways to learn in the future. Perhaps the grades given during the pandemic do not adequately represent the ability of the students to do the work they produce due to technological challenges, academic dishonesty, and other challenges. Grading procedures while the pandemic may lead to endemic inflation of scores, weakening the utility of scores as an approach of evaluating the achievement of learners (Tillinghast et al., 2023). Grade inflation will also impact hiring at the time of employment, companies will get students who have high grades but are not competent in the field. It is also difficult for students to work for the company because their ability is insufficient. Therefore, students must get a fair scoring assessment from the lecturer.

Fairness is the most essential thing to implement in assessments for students. When implementing scoring exams for students, fairness is an essential factor that must be considered. To guarantee a fairer learning environment and preserve the validity and reliability of the assessment results are crucial to address both conscious and unconscious biases in the assessment process. Kozodoi et al., (2021) argue that the best approach to integrate and assess the fairness of a credit scoring model is to measure and optimize the separation criterion. Explicit criteria have been linked to improved student performance, less anxiety, and increased use of self-regulated learning practices. Thus, the criteria must also be transparently notified to students so that students know what kind of assessment will be given by the lecturer.

Lecturers must give scoring transparency for students because transparency can explain the fairness of the students' assessment. The idea of transparent

assessment criteria serves valuable purposes in making teachers accountable and in providing direction for students (Bearman et al, 2018). Transparency is sometimes utilized to communicate expectations to the students, but it is also required for accountability reasons. Transparency in assessments may boost students' self-efficacy and self-control abilities (Jönsson & Prins, 2019). Based on the research of these studies, transparency has an important role in the assessment process, because if transparency is not given it will have an impact on the students.

Unfairness scoring, also known as academic entitlement (AE), can significantly impact students' academic performance. Students who perceive their grades as unfair may experience negative emotions such as frustration, anger, and anxiety, leading to decreased engagement in their studies and lower academic performance. This can be particularly detrimental in higher education settings, where student evaluations are often used in faculty assessment. Academic entitlement (AE) harms the student, their peers, any faculty member they interact with frequently, and the university. Students may believe that they are not receiving the marks that their tuition has paid for if they see themselves as customers of their university (Kristen & Michael, 2022). This can further contribute to feelings of unfairness and negatively impact students' academic performance. So, unfair scoring can lead to decreased engagement, negative emotions, and lower academic performance in students. It is essential to address these issues to ensure a fair and equitable educational environment for all students.

Whipp, (2011) that also researched about fairness scoring assessment the findings revealed that gender had no affect on student perceptions of fairness, transparency, or integrity. Exams were regarded to be extremely fair and transparent than group work and personal tasks. For tests and personal assignments, student opinions of assessment appeared to be heavily influenced by the final score they obtained for the assessment work. Students who received high distinctions reported greater justice, honesty, and realness than those who lacked.

Connors (2006) also research about fairness scoring, but it focused on online testing. The findings of this study highlight the necessity for a shared sense of fairness in online assessments. Opinions about what constitutes cheating differ

among learners and between instructors and learners. These students perceived these practices as an unfairness that gave a set of abilities precedence above education and had a direct bearing on how grades were assigned. The majority of students believed that unsupervised testing may result in fair marking if an instructor maintained distributive control. In this sense, they were depending on the teacher to maintain an equitable system that forbade cheating. About one-third said they were worried that non-proctored exams would offer cheaters an unfair advantage, making grades unfair. However, the majority believed that a sufficiently fair testing environment would be provided by carefully crafted, randomized test inquiries, a time limit, and clear instructions.

Although there are already several experts who discuss research on fairness scoring, of course, this research has some similarities, such as methods and research variables. However, the researcher emphasize the difference between this research and previous research. The difference is in the object and location of the research chosen by the researcher, which has yet to be used in previous studies. Researchers chose the University of Muhammadiyah Malang students as the research object so that the study results can be helpful to lecturers who use it as evaluation material to improve and increase the learning assessment process. Based on the problems that have been described by the researcher in the previous paragraphs, the researcher will examine the "Phenomenology Study: Analysis of Students' Perception of Assessment Fairness". This research focuses on identifying how assessment fairness at University of Muhammadiyah Malang and the aspects that affect it.

1.2 Research Problem

1. How is student's perception of assessment fairness at University of Muhammadiyah Malang?
2. How to the students perceive the aspect which contribute the assessment fairness?

1.3 Research Objective

1. To identify students' perception of assessment fairness at University of Muhammadiyah Malang.
2. To identify aspects that influence assessment fairness at University of Muhammadiyah Malang.

1.4 Scope and Limitation

The scope of the research is intended to avoid a big problem area and to help focus on the research. This study investigates students' perception of assessment fairness at the University of Muhammadiyah Malang class of 2021 and 2022 to identify aspects that influence assessment fairness at the University of Muhammadiyah Malang. The researcher identifies fairness through transparency, scoring criteria, learning method, and the interaction between students and the lecturer.

The result of this research can be different from other perceptions, as other perspectives can have different views. This research can be subjective because the data analysis is based on the researcher's perspective. The respondents can only represent some students and the other students can give different perspectives.

1.5 Research Significance

This result of this study will be beneficial for lecturers or teachers, other researchers, and the researcher themselves:

- a. The result of this research can be used for lecturers or teachers as evaluation to enhance and expand the process of scoring fairness.
- b. The result of this research can be used for other researchers, they can be used this research as relevant information if other researchers decide to go into the same topic.
- c. The result of this research can give knowledge and experience to the researcher themselves. It is also as learning for the researcher themselves.

1.6 Definition of Key Terms

1. Phenomenology study is a study approach that aims to understand a phenomenon through the eyes other those who have gone through it personally. Explaining the significance of this experience in terms of both what was experienced and how it was experienced is the aim of phenomenology (Neubauer et al., 2019).
2. Students' perception is how they perceive and understand their observations and experiences throughout the educational process. Students' perceptions might be positive or negative, depend on the type of lecturer's technique, the mode of learning (online or offline), and the challenges they confront throughout classroom activities. Students' perceptions play an important role in influencing their learning experiences and outcomes, so instructors must consider and address students' perceptions in fairness scoring assessments. Perception is a process of interpreting information obtained through human sensory system (Ansow et al., 2022).
3. Assessment fairness is one of the themes contained in class assessment standards where fairness assessment involves the growth of fair assessment conditions for all learners with sensitivity to the diversity of learners (Nurhayati & Puryati, 2022). Assessment fairness is how the lecturer can give score equal to the students. The purpose is to provide fair treatment and outcomes for all individuals or groups involved. Assessment fairness seeks to increase responsibility and trust by ensuring that decisions are fair and equal.