

# ANALYSIS STUDENTS' PAPERS ON ONLINE EXAMINATION

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## Abstract

Examination in distance education is the main part which needs to convey in a very complicated treatment with details rules and control. Universitas Terbuka has been handling examination in two modes for the undergraduate students. First is pen and pencil examination and second is online one. This paper focused the discussion on the second mode, Online Examination. Online examination has its own stories, its own way to handling, and its own criteria to control. It also has its own barrier to conduct the preparation, the process of running it and to make students prefer to attend online examination. Furthermore, this paper will show data about students participation and result on achieving score on attending online examination. Writer will discuss about the interview with some students who already done the process of attending online examination not only for the new students who do online examination but also the students who attend this mode of examination more than three times. Respondents on this paper are students on Kalimantan Tengah Palangka Raya.

Key words: examination, online, students

## INTRODUCTION

Computer new technology has been generally advantage to the fields of education especially for open distance learning (ODL). New computer technology, in attitude and tools gives lecturer advantage of an effective assessment. Online exam has expanded rapidly and considered an important source for ODL, and the development of network technology polices has given the possibility to conduct the exams online. Using modern computer technology without any effects on the traditional university course exam that uses Pens, Papers and invigilators whereas online exam can improve the standards of student's examination. Through online exam UT has deleted the complaint of students cheating during examination. It still happened while UT conducted pen paper exam since UT found constraints on having proctors who are benefit to do their jobs. Universitas Terbuka (UT) applied ODL means it has massive students about 400.000 which spread out the country. It has to provide qualified services to its students. UT has already conducted online exam since 2005 and it considered an important source for developed network technology polices to conduct the online exams. Thus, UT has done some efforts to provide benefit to its students through this service. However, students are facing problems to attend this service because they are not familiar with online exam which is different to pen paper exam. They need to go away from their suburb to the city where regional office of UT stated. UT handled online exam in a specific place since it still faced barriers to conduct it next to the students home. This study focused on students participation and result on achieving score on attending online examination. Achieving high score through online exam encountered by students who did this mode of exam. It will discuss about the interview with some students who already done the process of attending online examination not only for

the new students who do online exam but also the students who attend this mode of examination more than three times. Respondents on this paper are students on Kalimantan Tengah Palangka Raya.

### **Significance of the research study**

This research would benefit for UT to find recommendations about students constraints in attending and participating online examination. UT aims to provide online examination as one of the alternatives for students to pass on time in their study, thus this study will recommend UT to look forward the students need on online examination. UT will have a description on having improvement to develop new roads on providing online examination in future.

### **LITERATURE REVIEW**

Randy Elliott Bennett (2003) stated: “although online assessment is attractive, those states attempting it have encountered significant challenges that, in some cases, have delayed implementation efforts considerably. These challenges include the up-front costs of equipment, connectivity, staff training, delivery software, and item banking; the tight timelines established by the federal No Child Left Behind legislation for putting comprehensive assessment programs into place; the lack of school staff available to keep equipment running properly; the security threats to electronically delivered tests, especially when all students are not tested at the same time; and issues related to measurement and fairness.” N. Moge, and J. Paterson (2012) and A. Hochlehnert, K. Brass, A. Moeltner, and J. Juenger (2011) intended to the differences of pen paper exam and ICT based exam. [Amalia Sapriati, Amalia Kusuma Wardini, Olivia Idrus \(2010\)](#) also discuss about comparison of scores of UAS written and computer-based test / exam system online (UBK / Suo). G. McPherson (2012), V. Ward (2012) discussed about the use of tablets in exams. Furthermore, J. V. Twing, Pearson’s response to FR Doc. 2010-31881 viewed assessment on using technology standard RFI, other researches focused their study on securing ICT based examination P. G. Bjørklund (2010), O. Adebayo and S.M. Abdulhamid (2011). [A. Fluck \(2010\) discussed eExaminations Development and Acceptance. Another area of study on this paper has been searched about students participation and their achieving score on online examination. Dwi Iriyani and friends \(2010\) have been done a study about factors influenced students to participate online examination in Surabaya Regional Office of Universitas Terbuka. Ayo C. K., Akinyemi, I. O. Adebisi A. A. and Ekong, U. O. \(2007\) indicated: The advent of web applications into the computing technology has brought about a significant revolution in our social life including the traditional system of education and examination. Universities all over the world are beginning to reevaluate their traditional methods and have considered providing pedagogical materials through the Internet. Huge research works on online-examination as well as web-based studies, not only in Indonesia, but also globally. Research works include Jackson, D. and Usher, M. \(1997\) and Stina, Yuan, Z. Zhang, L. and Zhan G. \(2003\). Most of these researches have discussed on the differences of two kinds examination pen paper and online, development of assessment and the use of tablet in exams or web-based testing and on securing ICT exam. \[Acceptance and participation have been also intended by some researches to study. More of recent research shows the advantage and disadvantage of using online course exam on the university campus such as Al-Mashaqbeh, I.F. and Al Hamad, A. in the Dept. of Computer. Educ., Al al-Bayt Univ., Mafraq, Jordan \\(2010\\)\]\(#\) reached to good results showed that there was a positive perception towards the adopting of online exam. They measured students’ perceptions toward the use of online exam as an assessment tool on university campus within a Decision Support System Course at Al al Bayt University.](#)

### **METHODOLOGY**

The study implemented both descriptive and analytical in nature. Primary and secondary data were gathered for research. Random sampling method is used to collect the primary data. Out of the large student population, a randomized approach was adopted to collect response from students papers in regional office (RO) of UT in Central Kalimantan who have undergone completed online examination.

UT has 39 Regional Offices and Central Kalimantan is one of them. Interview and observation are applied to collect data for getting description of the students skill on using computer. Interview is using to get information about their preparation for attending online examination and barriers to do online exam.

*Problem Statement*

Dwi Iriyani and friends (2010) found that students who participate online examination in UT Surabaya one of the regional offices only a few students participate on online exam. They showed data during a semester only about 13 students who participated online exam. This study eager to dig the study before, do students increase to participate online examination in UT? What are students perception of online examination? Why do they participate in online examination? Do they prepare well for doing online examination? What are the barriers they faced during doing online examination?

*Research Questions*

1. How many students have been participate on online examination?
2. How do they achieve the score on doing online examination?
3. What constraints do they face on preparing themselves to attend online examination?
4. What constraints do they face during attending online examination?

**DISCUSSION**

The review of literature has shown that huge of researches have been done on online examination. Most studies focused on security, acceptance, cheating, differences result on paper pen, students skill on using computer however only one study focused on students participation. This study focused on students participation and result on attending online examination.

This study used students identification: first registered, name, date of birth, address and courses they took. First registration is using for knowing how long students already engage in UT. Name is needed for identify individual the respondents in this study. Date of birth is needed to show how do they engage with computer and how do they familiar in using computer. Address showed the long way students need to come to the office of UT Palangka Raya for doing the online exam. Total courses each student took during 2015 is needed for counting their weigh of preparing to study for online exam.

All samples of this study are students who registered online examination on 2015 in UT Palangka Raya. According to list as shown on the table below.

**Students who are primary school teachers and kindergarten teachers**

Year	Primary School Teachers	Kindergarten Teachers	Total	Total Registered (reg) students
2015.1	17	8	25	1877
2015.2	6	3	9	1615

Data above showed students participation on this year are few. There are about 1877 who are registered on 2015.1 however only 2% of them are participated. There are about 1615 students registered in 2015.2 however only 0,6% participate on online examination.

**Students who are in Faculty of Economic, Science and Mathematics, Social and Politics and Education and Teachers Training**

Year	Economic	Science and Math	Social Politics	Education	Total	Reg students
2015.1	30	-	33	4	67	2085
2015.2	64	2	36	3	105	2195

Data above showed students participation are increased from 67 in 2015.1 to 105 in 2015.2. Eventhough the participation is still low differ to the total students who are registered.

Data above in both tables showed in 2015.1 there are 92 students attended online exam and in 2015.2 about 114 students did online exam. Students participation is increased on attending online examination. Differ to the finding of Dwi and friends study in 2010 students participation are increased about 200%. They found that the highest number is 13 students in 2009.1 and 2010.1. However same suggestion to UT need to encourage students to participate online examination.

Table below showed the real students who registered to attend online examination but not present on it.

**Students who are primary school teachers and kindergarten teachers**

Year	Primary School Teachers	Kindergarten Teachers	Absent
2015.1	17	8	4
2015.2	6	3	6

In 2015.1 about 82% of students who registered and attended online exam. Data above showed only about 18% who did not do online exam. However in 2015.2 it showed students declined who were attending online exam 30%, thus 70% were not doing exam online.

**Students who are in Faculty of Economic, Science and Mathmetics, Social and Politics and Education and Teachers Training**

Year	Economic	Science and Math	Social Politics	Education	Total	Absent
2015.1	30	-	33	4	67	25
2015.2	64	2	36	3	105	25

In 2015.1 about 72% of students who registered were attending online exam however 28% of others were not attending online exam. In 2015.2 students who registered but not attending online exam decreased 24% of them.

UT Palangka Raya conducted online examination on week days seems that they faced contraits on attending online examination since they have a task on their job while the exam conducted. Most of the students are teachers and officers, they have to teach and work during week days.

Data below showed students first registration related to their presence in online exam and the total correct answers they got.

**Students who are primary school teachers and kindergarten teachers**

First reg.	Year	Students	Courses	Total reg.	Score	
					Low	High
2006.1	2015	1	1	1	-	23/50
2007.1	2015	1	1	1	-	16/50
2009.1	2015	3	1	4	-	15/50
2009.2	2015	2	2	2	12/50	17/50
2010.1	2015	1	2	3	36/50	41/50
2010.2	2015	3	2	2	15/50	21/50
2011.1	2015	7	10	11	20/50	33/50
2011.2	2015	6	1	1	-	20/50
2012.1	2015	-	-	6	-	-
2012.2	2015	-	-	2	-	-
2013.1	2015	-	-	1	-	-
<b>TOTAL</b>		<b>24</b>	<b>20</b>	<b>34</b>		

Table above showed that there is student who already studied about 10 years in UT. There are students who studied about 4 years. About 48% were not attending the online examination even they already

registered especially students who are above 5 years study in UT. The student who already ten years study in UT got nearly 50% as the high score. He actually passed the exam since the passing score in UT if student got 30% correct means he passed the exam. There are some students who did not get the passing correct answers on online examination. Student who got the highest score is actually took two courses in the same day and her first registration 2010.1 means she already about 6 years in UT. There is also a student who took 3 courses in two days. She got above 50% for the two courses and the other one she got about 41% correct answers. The student who took 3 courses first registered on 2011.1 means she already study for five years.

### Students of Faculty of Economic, Science and Mathematics, Social and Politics and Education and Teachers Training

First reg.	Year	Students	Courses	Total reg.	Score	
					Low	High
2008.1	2015	-	2	1	-	-
2009.1	2015	-	2	2	-	-
2009.2	2015	1	1	2	0/40	-
2010.1	2015	3	5	3	15/45	26/50
2010.2	2015	11	12	11	14/50	30/50
2011.1	2015	7	25	31	10/45	31/45
2011.2	2015	4	8	16	18/45	37/50
2012.1	2015	2	5	3	22/50	28/40
2012.2	2015	21	34	30	3/50	38/45
2013.1	2015	2	2	2	9/45	24/45
2013.2	2015	17	16	17	16/50	26/50
2014.1	2015	4	5	4	14/50	27/45
2014.2	2015	45	42	45	0/45	39/40
2015.1	2015	4	7	4	9/45	24/45
2015.2	2015	1	1	1	-	32/45
<b>TOTAL</b>		<b>122</b>	<b>145</b>	<b>172</b>		

Table above showed students who are about 8 years engage with UT still not attend the online examination even they are registered for it. It was extreme showed a student attended online examination and got zero correct answer out of 40 questions and he already studied for 7 years. It was happened on a student who took online examination and got zero correct answers out of 45 questions. She studied for a year in UT. An extreme one is a student got 39 correct answers out of 40 questions and he studied for a year in UT. There are also students who are took more than 2 courses and they passed the courses through online examination.

### Students took 2 courses

No.	Code of students	Score		
1	A	20/50	19/50	Different day
2	B	14/35	-	One is not taken
3	C	14/50	15/50	Same day
4	D	16/50	14/50	Same day
5	E	19/50	19/45	Same day
6	F	15/50	12/45	Same day
7	G	27/50	25/50	Different day
8	H	24/45	18/40	Different day
9	I	21/40	30/50	Same day
10	J	17/40	21/30	Same day
11	K	27/50	3/50	Different day
12	L	14/50	19/45	Same day
13	M	14/40	-	One is not taken
14	N	14/50	11/50	Same day
15	O	16/40	19/45	Different day
16	P	15/30	15/30	Same day
17	Q	18/45	23/45	Same day
18	R	39/40	17/30	Same day
19	S	33/40	13/30	Same day
20	T	28/45	-	One is not taken
21	U	13/45	22/45	Same day
22	V	25/40	18/40	Same day
23	W	21/35	11/40	Same day

24	X	15/40	24/45	Same day
25	Y	20/35	21/40	Different day
26	Z	15/40	19/35	Same day
27	AB	23/45	18/45	Different day
28	AC	20/40	15/40	Same day
29	AD	15/45	-	One is not taken

Data showed above some students can achieve more than 50% correct answers even they took more than one course in the same they number 9, 16, 17 and 18. Some others also got more than 50% correct answers even they did online examination in different day such as number 7, 25 and 27. Some students got correct answers above 30% even they took it in same day. However, a student who took 2 courses in same day number 19 only left 7 incorrect answers out of 40 for the first course and the second course she got only 13 out of 30 means she passed the course. Some students did not do online examination for their second course.

### Students took 3 courses

No.	Code of students	Score			
1	A	18/50	23/50	23/50	One Different day and 2 same day
2	B	15/45	18/45	20/50	Same day
3	C	38/45	15/35	26/40	Same day
4	D	20/35	17/40	26/40	Different day

All of the students who took 3 courses were passed the online examination and some of them got more than 50% correct answers. Number 2 is a student who first registration 2010.2 means she studied in UT for 6 years, her result is passed since she got all the courses above 30%. Number 1 and 3 are students who first registered on 2012.2 means they will finished soon their study in UT. Number 4 is student who started her study on 2014.2. Most of the students who took 3 courses on online examination are passed the courses.

### Student took 4 courses

No.	Code of students	Score				
1	A	22/40	23/50	-	-	2 same day and 2 are not taken and registered in different day

Table showed the student passed courses online examination unfortunately he did not attend the two other courses. According to the data collecting this student lives in Sukamara which is far away about 689 km from Palangka Raya as the center of conducting online examination.

Average students age are 19 – 51 years old. This data showed the students are friendly with online and based on the observation all the students have not facing problems while they did the online examination, this finding is also found by Amalia and friends in 2010. Thus students are not having problems to operate and use computer as a tool for them to do examination.

Through interview, data showed students are not having time to read all the materials on their module especially students who got zero correct answers during they did the online examination. Another problem that we found from the interview is most of the students do not attend tutorial online so they do not have opportunities to discuss with their peers and tutor during they study modules. Students also suggested for conducting online examination in some centers which are next to their home. They faced problems to attend online examination in Palangka Raya since they need much money for transportation, meals, and accommodation if they still have to attend in Palangka Raya. They also suggest UT to offer online examination in weekend since some of their friends who already registered can not attend the exam because they could not leave their job. Asking why do they choose online examination, the response is they directly know the score and do not need for long time as getting score for pen paper examination. They also interested on doing online examination since no one can cheat because in each session they sit next to their friends who are taken different courses. Thus previous studies found that cheating still

happened on online examination is not found in this study. They also prefer to attend online examination because UT always prepared infrastructure well organized thus they did not meet problems on the facilities during they did online examination. Previous studies showed that there are problems in developing infrastructure for online examination is not found in this study.

### **Conclusions and Recommendation**

Open distance learning (ODL) nature requires a more vibrant mode of conducting online examination. The findings of this study are as followed.

1. UT needs to encourage its students to participate on online examination eventhough this study found there are increased students to register and attend online examination.
2. UT needs to plan for conducting online examination next to the students home.
3. UT needs to schedule weekend as the day for conducting online examination.
4. UT needs to maintain the infrastructure for supporting the well organized of conducting online examination.
5. UT has found the way to be efficient and effective in applying examination by announcing the score directly after click subscribed.
6. UT also has free of cheating in conducting online examination and students are appreciated the way they got the services.
7. UT has applied the suggestions of previous study about malpractice and increase students academic performance by enhancing prompt students academic results. Malpractice might be find in pen-and-paper examination.

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