

# Test Implementation Ethics in Faculty of Social Science Manado State University

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**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 inconsistency 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 in Faculty of Social Science Manado State University are highly various.**

**Keywords**— *ethics, test implementation*

## I. INTRODUCTION

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

The assesment 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 assesment that needs to be implied with transparancy and accountable. The mistakes or the assesment 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 asses, 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 measurment and learning result assesment that oriented in form of examination result. The final result considered as the reflection of all suggestion and learning process implementation. Whereas the assesment 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 assesment already gained the quality that already been made as a high quality standard achievement.

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

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

Based on the begining study when identifying and analizing this research problem turns out lecturer that not transparent in assassing moreover not paying attention enough about Assesment 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 assesment standart in every question, the answered examination sheet result were not returned to college student, the inconsistance about criteria application and its implementation (in criteria the requirement of lecture is assignment as one of the assesment component but college student often doesnt be told about the assignment assesment result moreover the assignment were not returned to the college student).

The new paradigm in learning result assesment 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 assesing 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 idealy 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 inconsistances between mid-term and final exam implementation with examination guideline? (3). How the colleger and lecturrer 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, intreview 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. Qustionnaire 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* =  $f/N \times 100\%$  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 theres 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 suered 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 assurment 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 theres 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 unethical.

The point of view about the asesment result announcement transparancy were various. Theres a lot of lecturer that assumed the transparent anouncement were not violate the ethics, but on the other side theres still some colleger that be aggrieved and discomfort when their test result were known by people or other coleger.

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 assurement for their will have to be respected. That why the educators need to done assesment and should be sesitive with the socio-cultural condition that student had been through.

Class or learning process that good and condussive 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 regulate about test ethics. Ethics and academic moral had been regulate in chapter X verse 37 that: The college student forbid to perform:

- a. Cheating that is an activity that done by the colleger that counsciously (purposive) or incounsciously 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 counsciously (purposive) or incounsciously, 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 counsciously (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 collegger 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 collegger 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 thorough electronic devices.

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

Therefore the collegger 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 emergance a lot of complain that the collegger 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 activity 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 measurment. Assesment and measurement are two activity that related with each other (Sarwiji Suwandi, 2011:9).

Therefore if the information not been announced to collegger transparently the measurment result wether assignment or test result that held when the examination to the involved collegger 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 goblaization era 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 challange for the developing country, after all the people that come from lower economy, still looking for whatever state university and whatever trouble that wraped the implementation and management.

University database essentially can be develope and the lecturer database can be made as accountability of lecturer performance in be responsible for they performance in collegger 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 assesing this matter related with quantitative aspect and qualitative. While measurment 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 selftought 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 intregratedly 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 the 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 assesment), 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 potention 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, graduall, and countinuous support based on the accurate fact and evidance.

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 assesment the teacher can use various kind of assesment or assesment instrument. All kind of class based assesment were to asses the student studies result in school. In account for education implementation to society , and to finds out the general education quality achievement. There is transparancy and accountabilityind assesment process, in the process like this the purpose to create ethical assesment can come through. Sebagaimana telah dijelaskan bahwa dalam penilaian.

Class based assesment 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 assesment purpose had been achieved then the whole parties started from the student as the main focus that being assesed and given the services to learn really obtain the benefits, and then the parents, school and society can feel the satisfaction of the qualited 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 assesment can be obtain as follows:

- 1) gives feed feedback in short term programme thar done by the students and teacher in learning activity, so that enabling assesment 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 assesment process that involve a lot of time to do feedback and student studies result improvement.

For the student, class based assesment really helpful for:

- 1) to monitoring the better selftought; and
- 2) emphasizing to the needs of ability, skills, and grades.

Meanwhile, for the parents class based assesment 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.

Class based assesment has some function, that is as consideration in determining grade passing, the feedback in learning programme improvement, encouragement tool to elevate the student learning ability, and as student devices to evaluating it's performance, also self introspection, for example through portofolio.

Learning activity influenced by some factor. Those factor came from inside or outside class itself. In social knowledges learnings, outside class factor including the students needs students ability level, previous student education experience, student cultural background, student attitude toward school, student health condition, technical or professional resources that school institution have, skill or ability of teacher professional, teacher attitude, up to date theory about learning, size or class formulation, and learning

time that available. Meanwhile, the factors that came from class, covers: learning purpose, learning planning and the learning implementation. Suggested factor is the requirement in developing the goals and learning plan also to effective learning implementation.

The purposes that provide guidlines for class learning including: (1) language, (2) Strategy, (3) affective-Socio, (4) Phylosophyst, also (5) method and process. The biggest concerns are located in the purpose, because this purpose is the heart of learning activity.

Learning plannin determine what that have to be tought also when and how it be tought. Learning planning can be considered as the blueprint to achieve the learning purposes. Effective learning demands specified or detailed plant. That kind of plan often be based from the syllabus form. The learning planning aspect including: (1) content or purpose, (2) organization, (3) material and equipments, (4) activity and role.

Practical learning, including: actual strategy, material, activite, and assignment that being used by the teacher and student inside the class. The thing that have to be concern, is that the class activity sometimes diffirent with the plan that have been made.

Assesment activity involve comparison. The decision is the result of from class based assesment 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 performe 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..

Assesment generally related with the activity to find the achievement that student had been reached in the end of learning in related with the purpose that been settet in the beginning of learning activity. However, the assesment doesnt need wait till the learning activity be done. If waited until learning activity be done, then can reduced the benefir of evaluation on the learning and student learning activity.

Assesment 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 comparisson can be done if the teacher aware about the student knowledge background. For the students, this assesment also useful to ases 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 assesment in this stage allow the teacher to change the purpose and learning plans that already been made.

The second comparement, 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 whether the learning that been done properly executed as plan. The failure in following the learning plan can explain 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 inconsistency 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 whether 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 asses 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 assesment (CBA), including:

- 1) Valid (the class based assesment have to measure what that have to be measured with using devices that reliable and authentic);
- 2) Educate (the assesmet have to give the positive donation in student learning result achievement ; that understood as appreciation that motivate succeed student and as spirit trigger to improve the learning result that less succeed);
- 3) Competence oriented (able to asses the competence achievement that be meant in curriculum);
- 4) Fair and objective (the assesment had to be fair with all students and not differntiate the student background);
- 5) Transparent (assesment criteria should be open to all people, so that the decision about student succes that clearly for the related parties)
- 6) Continuous (assesment done with plan, gradual, regularly, and continuously to achieve images about the development of student learning progress);
- 7) Comprehensive in means that assesment 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 assesment procedure with a lot of learning result proof;
- 8) Significance that is the assesment 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 assesment principal in that class based assesment.

In related with learning quality development then the teacher that asses needs to aware with education national standart especially for the lecturers that need to be concern and to consider the high education national standart 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; intepretation 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 asses the learning result of the student in Manado State University it comes out varietively. The variation of the assesment can be seen in kinds of test/questions that being used, the implementation process, intepretation include in it that the way to converse the measurment result to assesment result, assesment result announcement and complete announcement of the grade result in the form of graduation exercise (Judicium).

Till now there is no operational procedure standart yet learning result assesment in academic guideline book so that the lecturer authority were really strong and cannot be accused. The collegger in a weak side and faculty policies to gives a B grade had weakness that is more benefical for the collegger that undisciplined and lazy.

This condition creates various response too that come from the collegger towards the assesment that be done by the lecturer. There are lecturer that already applied valid, fair and objective, open (transparent), continuous assesment, even the significant assesment however there still lecturer that do less ethical assesment they makes the assesment 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 assesment 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 safety test intepretation and test utilization including test result announcement.

The availability of standart operation procedure in assesment that surely doesnt 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 excellenced examination/test implementation.

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