STUDENT PERCEPTIONS ON THE UNIVERSITAS TERBUKA ONLINE TEST SERVICES

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ABSTRACT

Universitas Terbuka or Open Unversity (UT) UPBJJ Surabaya is committed to provide excellent service to students. Efforts to improve services to students to keep them better. One of the excellent service efforts is to make continuous improvement to the service in the implementation of **Online Test System** *(SUO). This study aims to analyze student perceptions of the Online Testing System services and to know the level of satisfaction and student constraints on the implementation of Online Test System. The research was conducted by using survey method. The population of research is the student of Non-Elementary Education Program during registration 2016.4, the student who registers the reexamination through SUO. There were 67 respondents. The research instrument used Likert scale. Data analysis was done by descriptive analysis technique. The results of the research indicate that: 1) the SUO UT service is good in general, 2) the facilities and infrastructure of the SUO in UPBJJ is very good, 3) the exam questions are clear and easy to understand, 4) the supervision is well implemented, 5) the reasons for following the SUO in general Students want to improve the value of Final Test Semester, 6) obstacles and complaints of students include the problem: exam scores, exam schedules, payments, supervision, exam questions, knowledge about the web, and 7) student satisfaction of the Online Test System (SUO) service is relatively high, Ease of procedures to follow the SUO, how to do the matter quite easily, cheap SUO exam fees, facilities and cleanliness exam room.*

Keywords: student perception, online exam system, student satisfaction

Open University or Universitas Terbuka (UT) as a long distance education institution which has a system designed with a learning system that provides media and technology as a delivery of learning materials. According to Moore (1996) in the distance education system, the common components must include: content knowledge, communication technology design, interaction, environment and learning management. Each of these components affects each other. The design of instructional media depends on the content of learning, conveying technology, the type of interaction desired, and the learning environment. Changes to one component will affect all components.

The linkage between components in long distance education can be seen from the point of view of the relationship between input and output. Moore (1996) identifies the input components include: student characteristics, tutor / instructor experience,

administrative staff competence, learning efficiency, student access to learning resources, institutional support / collaboration, evaluation reliability. While the output components include: student satisfaction level, student achievement score, student complaint rate, quality assessment, accreditation, cost, and staff replacement. All components identified in the input affect the components listed in the output, either directly or indirectly. The relationship between these components is generally double, for example the component tutor experience affects the level of complaints and student satisfaction and student achievement scores.

One component in long distance program learning (PTJJ) is instructional design. Learning in distance education involves many experts as designers of various components, including media, materials, and learning evaluations. In the learning system in PTJJ, media plays an important role. Open University as one of the universities that apply long distance learning, has made innovations in terms of the exam implemented. In terms of evaluation of learning outcomes (EHB), UT uses two types of evaluation, namely: (1) Final Exam Semester (UAS), i.e. assessment of student learning outcomes in one semester through the exam, (2) Tutorial, i.e. assessment of student learning outcomes through Task and participation in the tutorial (Tim PenulisUniversitas Terbuka, 2016: 52-54). UAS in UT has two forms, namely UAS written and UAS Online, which is called by the name of Online Test System (SUO). SUO began to be implemented in UT in 2014, which is an internet-based test system.

SUO is designed to solve issues related to the implementation exams that student cannot take the final exam of the semester which make them attend directly to the exam site. SUO is intended to give students the opportunity to: (a) take the exam which exam hours have clashed, (b) follow the Final Test (UAS) beyond the written UAS schedule specified in the UT academic calendar (The Open University Writers Team, 2016: 53). Through SUO, students can more freely choose exam times that is suitable to their conditions. In addition, SUO is an alternative mode of exams implementation that can be selected when students want to get feedback directly about the results of the examinations achieved. Through SUO, students can find out the results of the exam quickly so that students get satisfaction with the learning achievement.

In learning system at the Open University as long distanceopen university, monitoring and evaluation of the effectiveness level of student services is required on an ongoing basis. Monitoring and evaluation is needed to ensure that the learning process is going well and the students' learning needs can be well served. In order to maintain

the quality of education, UT has implemented quality assurance system (simintas). Monitoring and evaluation can be done routinely through activities in accordance with procedures in the UT quality assurance system (simintas). Through Simintas, UT develops measurement criteria to assess whether a process is running in accordance with applicable procedures.

Objective quality measurement is not only based on the criteria set by the institution of education providers. In an institution of higher education, the student is one component that has an important role in the whole system. Therefore, student perception is very important to be considered in order to improve the quality of a process. Data on student satisfaction is important and relatively easy to collect (Moore, 2012; 187).

In an effort to improve the service to a better student required evaluation in the implementation. Evaluation of SUO exam implementation service through the implementation of the Simintas procedure needs to be balanced with evaluation from the student perspective. It is important that SUO implementation exam at UT be balanced between the UT perspective and the student perspective.

Obtaining data on the quality of SUO implementation in UT, it was conducted research on the students who took the SUO test during the examination period 2016.4 at UPBJJ-UT Surabaya. The study was conducted on Non-Education program students, with 67 respondents.The study aimed to identify students' perceptions about the implementation of SUO in UT. The research objectives are specifically formulated in the following research questions.

1. What is the student's perception of the implementation of the SUO exam in UT?
2. What factors are the student constraints in the implementation of SUO in UT?
3. What is the level of student satisfaction in SUO implementation in UT?

Based on student perception data on the implementation of SUO exam will be obtained information about the implementation of SUO in the perspective of students, difficulties experienced and student satisfaction. The findings of this research are expected to be a valuable input for UT to improve the better quality service and can meet their needs in taking the SUO exam.

The data focus on this research include student perception about information SUO service in UPBJJ, facilities and infrastructure, exam questions, SUO supervision, reasons for following SUO, obstacles experienced, and student satisfaction. The data

were collected by survey method to 65 respondents. Data were analyzed by descriptive analysis technique.

RESULTS AND DISCUSSION

Student Perceptions of SUO Services

Based on the analysis of the results of the questionnaires of students who took the SUO test the results obtained about the SUO services provided by UT as (picture 1)
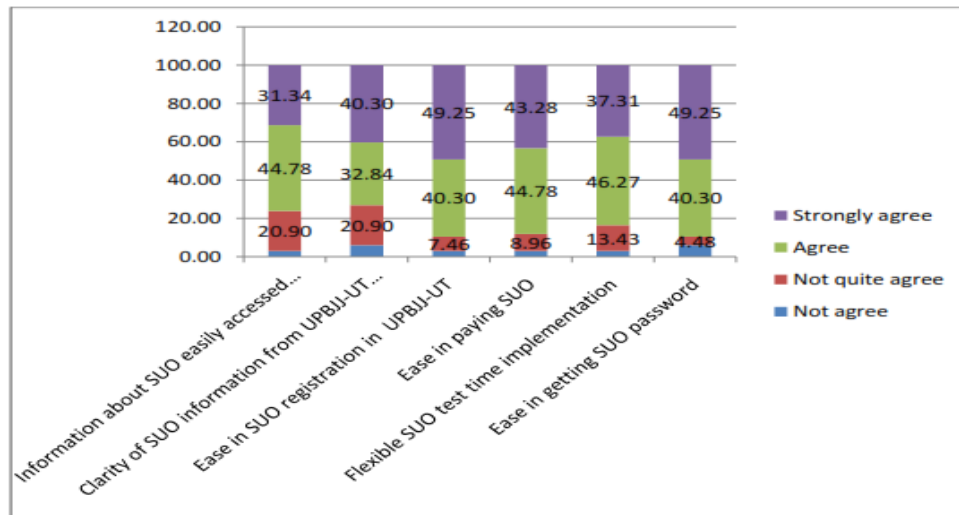
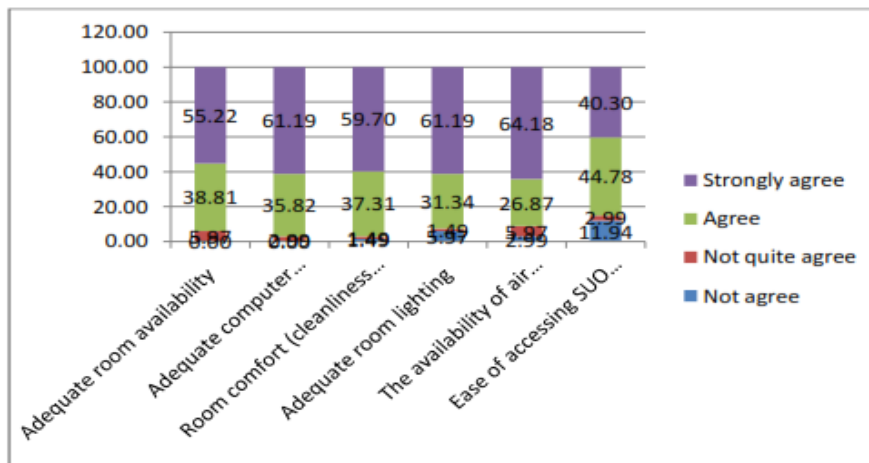Picture 1: Student Perceptions of SUO Services

The statement in the questionnaire about SUO service consists of statement number 1 to number 6 covering aspects: ease of getting information about SUO, clarity of information provided by the officer, ease of registering SUO, ease of paying SUO, flexibility of SUO implementation time, and ease of obtaining SUO password. The results show that 76% -89% of respondents agree and strongly agree that information on SUO is easy to obtain, information about SUO given by UPBJJ staff is clear, SUO registration can be done easily, SUO payment can be done easily, and SUO password can be obtained easily. This illustrates well SUO service that was given by UT. Thus the student's need for administrative assistance services within SUO at UPBJJ has been fulfilled. The results of the analysis of student perceptions are useful as a basis for improving services at UPBJJ-UT. As mentioned by Moore &Kearsley (2012: 170) that students sometimes experience difficulties and need assistance related to the aspects of administration, for example in registration, payment of tuition fees, the acquisition of teaching materials, acceptance of values, examinations implementation, and so forth. In addition, students often find it difficult to find the right person to talk about their

difficulties, which makes them frustrated. In order to provide better student services UPBJJ UT Surabaya has made efforts to provide assistance services in the form of student services by employee at the front office, the appointment of Regional Responsible Person (PJW) in charge of assisting students in the areas of their responsibilities, and provide information and procedures which uploaded on the UPBJJ Web site.

Student Perceptions of SUO Facility and Infrastructure

Facilities and infrastructure are the key components of SUO implementation. Convenience place and complete facilities will greatly support the implementation of SUO smoothly and well. Facilities and infrastructure in the implementation of SUO include adequate room availability, adequate computer availability, room comfort (cleanliness and neatness), room lighting, the availability of air conditioning in the room, and ease of accessing SUO applications.

From the data processing of the questionnaire, the students' perception on facilities and infrastructure in SUO implementation shows that 85% - 97% of respondents agreed and strongly agree with the statement about the availability of adequate space and computer, room comfort, lighting, air conditioning availability (AC) in the exam room, and easy access of SUO applications.(picture 2)

Picture 2: Student Perceptions of SUO Facility and Infrastructure

From these data shows that the facilities and infrastructure that exist in UT have fulfilled the need for the implementation of the exam well. Components of supporting facilities and infrastructure are the components that play a role for the implementation

of SUO. The availability of infrastructure that supports the execution of the SUO exam includes: adequate and adequate space, the availability of air conditioning, cleanliness and tidiness, adequate seating or seating position, arrangement between seating, desk and well-arrangedmonitor (Pardede, 2011 : 29). In accordance with Iriani (2011: 113), the quality of SUO preparation in UPBJJ-UT Surabaya in student perspective is quite good, covering facilities and infrastructure, such as hardware and anti-virus scanning, human resources including ICT staff, supervisor that is quite capable and mastered his duties.

Concerning with SUO applications, the survey results show that 85.08% of respondents agreed and strongly agree that SUO applications can be accessed easily. This supports the results of Pardede (2011) research that SUO application has been well developed by UT with the implementation of SUO exam in 30 UPBJJ and the students do not experience difficulties in registration of SUO online exam.

Student Perceptions of SUO Exam

SUO exam is a component that plays an important role as an instrument of measurement of learning outcomes. As mentioned, the overall success of student learning depends on the effectiveness of monitoring and evaluation systems. A good evaluation system will tend to lead to the success of a program. The SUO exam question is one of the evaluation components in UT. The success of a program in UT depends on a good monitoring and evaluation system. There are three key components that characterize a good evaluation system, namely: specific learning objective, form and delivery method of student's assignment, data collection and reporting system (Moore &Kearsley, 2012: 116-117).

SUO exam questions in UT are analyzed in terms of readability, instruction guidance, feedback on exam answers, and language clarity. The results of the analysis of students' perceptions about the SUO exam shows that Respondents agree and strongly agree with the statement of the readibility of the SUO test, easy test instruction guidance (88.06%), Quick feedback on exam answers (85.07%), and Test language clarity (80,60) (picture 3). In terms of Quick feedback on exam answers, these findings support Nugraheni's research results (2012: 33) that feedback on student outcomes is seen as the most important in student perceptions.
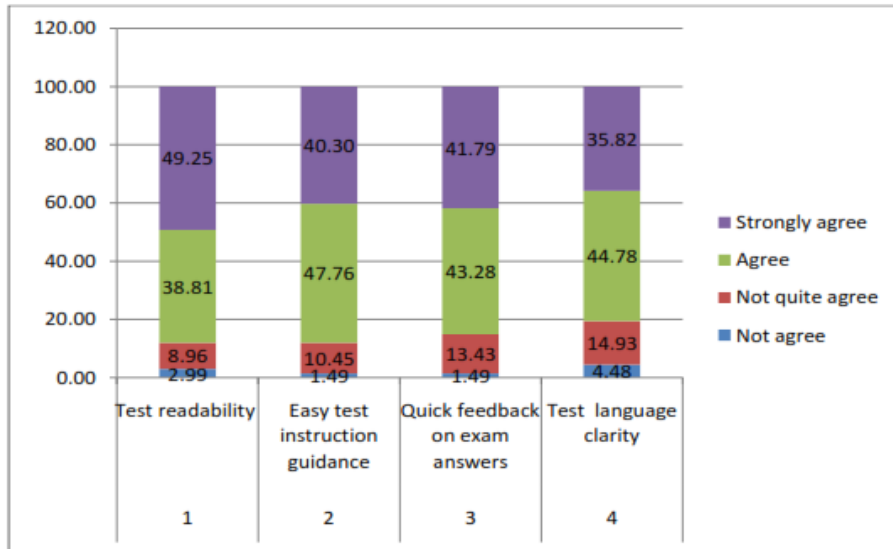
Picture 3 : Student Perceptions of SUO Exam

Student's Perception on Supervision of SUO Exam

One component in the implementation of SUO is the supervision of the exam. To ensure that the test is taken place in an orderly manner and according to the examination procedure it is necessary that supervision be performed in doing exam. Supervision is required to ensure that the SUO exam meets the security requirements of violations and fraud committed by the student.Student's Perception on Supervision of SUO Exam as presented on picture 4.
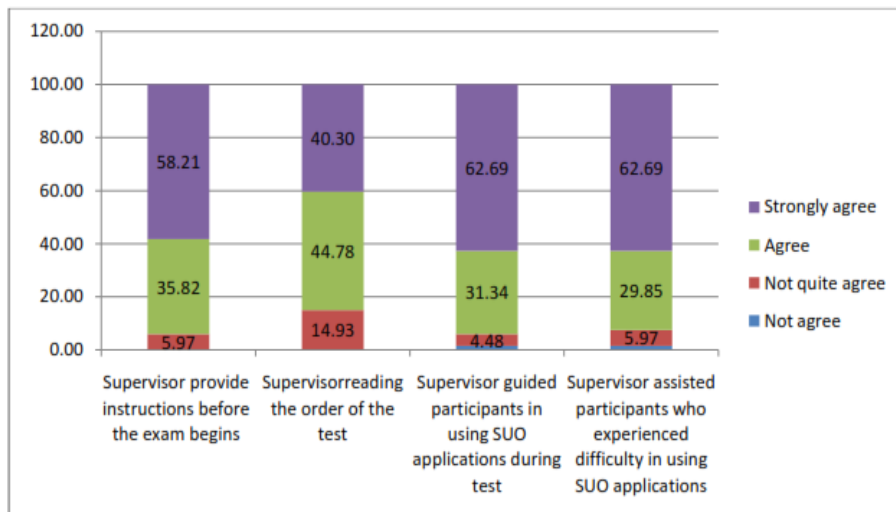

Picture 4 :Student's Perception on Supervision of SUO Exam

Based on the Diagram, the survey results show that 85.07% - 94.03% of respondents agree and strongly agree that the exam supervisor has performed the

supervision task well, i.e. provide instructions before the exam begins (94.03%), reading the rule test (85.07%), guided participants in using SUO applications (94.03%), and assisted participants who experienced difficulty in using SUO applications (92.54%). The results of this study support the results of research Pardede (2011) which states that the human resources in UT Centre and in UPBJJ have been able to carry out its functions and responsibilities on the SUO implementation.

Reason Student Following SUO Exam

Student motivation in following SUO is important to know as base to improve service SUO as possible. The results of questionnaire data analysis showed that the highest percentage (89.55%) of respondents agreed and strongly agree to the statement that the reason they follow SUO is to improve the UAS score. Another reason to follow the SUO with the lowest percentage (34.33%) who gave the "agree" answer and "strongly agree" because it cannot follow the common Final Examination (UAS) test (written). (Picture 5)
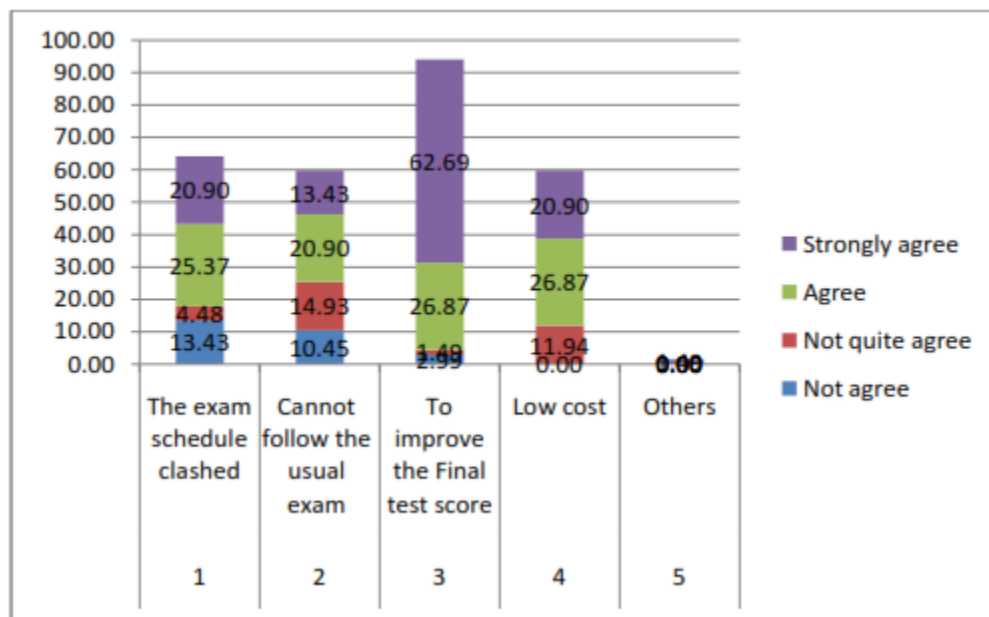
Picture 5: Reason Student Following SUO Exam

The results of this study indicate that the motivation to follow the SUO more to the acquisition of satisfaction. As mentioned there are four things that motivate adult learners to overcome obstacles and efforts to achieve goals, namely: attention, relevance, confidence, and satisfaction (Devisakti, 2016: 69). In accordance with the results of

research Nugraheni et al (2012:) that the students satisfaction to the service by the UT relatively high, especially in the fulfillment of human rights.

Associated with the reasons students follow SUO because they can not take regular written examination, indicating that SUO is a service that can meet the needs of students with diverse conditions. In distance education systems that have diverse and geographically divergent students, the use of media and technology is a substitute for student attendance in direct learning. One of the greatest advantages offered by modern electronic technology is the ability to do the learning process with time-shift, ie learning is done outside of the direct learning or time should be and place-shift, ie learning done in place Other and separate from the teachers who attended directly (Smaldino et al, 2008: 205).

Student Constraints in SUO

In following the SUO, severalstudents experience obstacles related to the SUO implementation and the use of SUO applications. The results of questionnaire data analysis show that More than 50% of respondents stated less agree and disagreed with the statement that the SUO registration process is difficult (52.24%), slow SUO application login (52.24%), slow SUO application usage (55.22), The manual instruction difficult to understand (58,21), language in SUO application difficult to be understood (58,21%), computer device less adequate (59,70%), less test time (56,72), exam supervisor did not assist student difficulties (55,22 %), Internet network limitations (55.22%) (Picture 6).
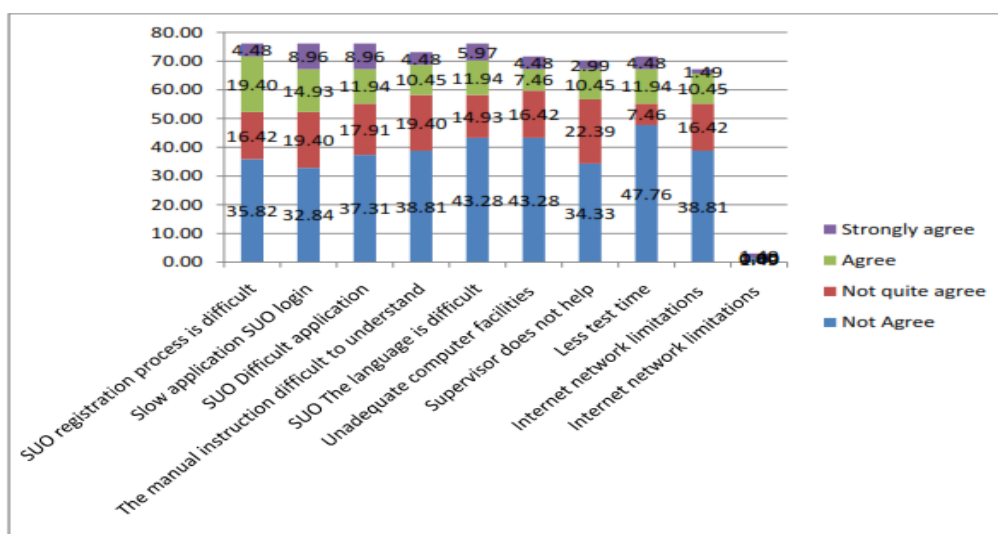

Picture 6 :Student Constraints in SUO

From the students' perception, it seems that the students in general do not experience any significant obstacles, either related to the use of SUO applications in registration or implementation, physical facilities, time, and officers involved in SUO. This means that the use of SUO applications, infrastructure, and human resources is good. In accordance with Pardede (2010, 28) that the process of using SUO applications is very user friendly.

Student satisfaction in the Online Test System (SUO)

In terms of student satisfaction, students' perceptions are analyzed on the following aspects: registration service by UPBJJ-UT staff, SUO cost, SUO procedures, how to do the questions, the smoothness of the exam, the timeliness of the announcement of the exam results, and the achievement of the SUO results compared to the regular test results. The results showed that the SUO service that gained highest percentage order satisfaction was the aspect of SUO registration service by UPBJJ-UT staff.
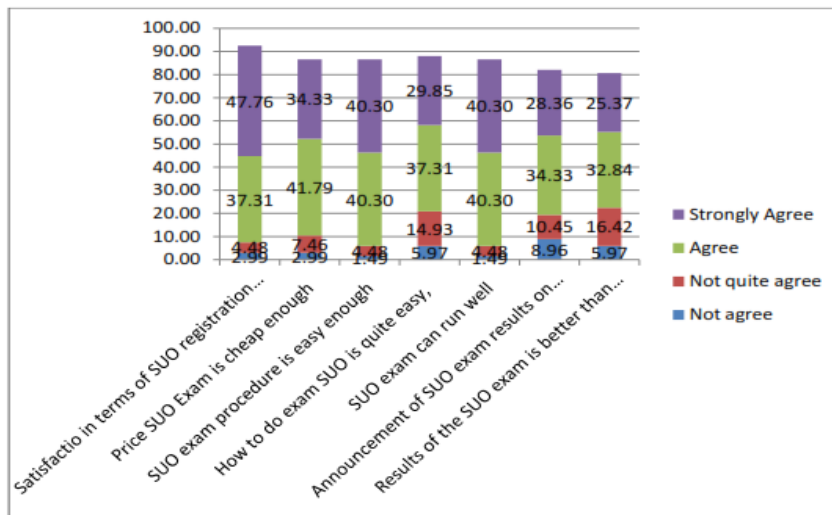
Picture 7 : Student satisfaction in the Online Test System (SUO)

Conclusion

Based on the analysis of data that has been collected, the research results can be concluded that the SUO service in UT in the perception of students in general is good. In terms of SUO services at UPBJJ-UT, students consider easy registration process, password acquisition, SUO payments, flexible SUO test time, easy to obtain information about SUO through the web and obtain clear information from staff. Facilities and infrastructure SUO, both software and hardware, SUO room in the perception of students is adequate. Exam questions and guidance about exams and language about SUO is easy to understand, feedback quickly exam results are known by

students. In addition, SUO services also meet the needs of students when they cannot follow the written Final Test.

In terms of student constraints in SUO, students do not experience significant constraints in the registration process, application usage during execution, exam reading, exam time, and exam supervisory issues. The level of student satisfaction on SUO service is relatively high especially in SUO registration service by UPBJJ staff, the test run smoothly, low cost, easy follow procedures SUO, and adequate facilities.

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