

Students' Perception toward English Online Assessment by Using Exambro

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ABSTRACT

The objective of the study is to find out the students' perception toward English online assessment by using Exambro application. This research used descriptive quantitative methods. The data was collected by using a questionnaire from the eighth-grade students in one of favourite school. The questionnaire was adopted by the Shraim theory. It consists of six aspects, namely reliability, validity, pedagogy, security, practicality, and affective factors. This study involved 96 students who were separated into three classes. The SPSS program of computer was used in analysing the data from questionnaire. The data were analysed in quantitative way. The findings are the students have positive responses to all the aspects of perceptions toward online assessment. The highest mean is in security aspect. The mean is 4,13. Then the mean of validity (4,03), the reliability (3,80), the practicality (3,77), the pedagogy (3,50), the affective factors (3,30). From 18 statements in questionnaire, 17 statements got positive perception, while one perception which is about online assessment can reduce the stress and anxiety got the negative perception. The researcher suggests the next research to explore the parents' perception toward online assessment by using Exambro application.

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1. INTRODUCTION

Technology is everything which can help people in doing various kinds of activities easily. It is developing day by day. The use of technology is also increasingly widespread in various aspects. One of them is the educational aspect. In education, technology is used in various types of activities, starting from preparation, implementation and evaluation of learning. The technology integration in learning is one form of effort to fulfil student needs. Based on the thoughts of Ki Hajar Dewantara, education is a process of guiding students according to their nature, the natural nature and the nature of the times. The natural nature includes the natural and social environmental conditions of students, while the nature of time includes the era developments experienced by students. It means that the technology usage in education should be based on the students' need and their experiences. For example, the junior high school students now are the Z generation. The Z generation were born between 1995 until 2010. This generation is very familiar with technology. Almost all the activities they do are related to technology. One of the technologies they have is hand phone. Hand phone for Generation Z, who are currently junior high school students, is no longer a tertiary need, but a primary need. Therefore, the implementation of technology in education should consider this phenomena. Hand phone can be used by the students in learning to create more meaningful learning process. The use of hand phone in a class room can be in a various ways. One of them is in assessment. A teacher can create online assessment to assess the students' achievement. Online assessment can help the teacher in integrating technology in teaching.

SMPN A is one of favourite Junior High School in Kaur regency. This school implements online assessment for the students. The online assessment uses Exambro application. This is one of android application that can be installed by the students in their hand phones. The aim of using this application is to prevent students from cheating on the exam. When the students do online examination by using this application, they cannot open another window, search engine, and have a screenshot. Online assessment is the assessment by implementing some techniques which integrating technology for information and communication (Openo et.al:2018). It means in teaching and learning process, a teacher can vary the technique of assessment by using technology. Online assessment provides the chances for interactive support and meaningful feedback for students, as well as possible effects on students engagement and learning products (Ifenthaler:2023). This online assessment has been implemented for eight months. This school also has complete facilities which supports implementation of ICT for the teaching and learning process. Some of facilities which support it are computer laboratory, Wi-Fi, and chrome books. As it is implemented for several months and will be implemented continuously, it is important to consider the students' perception on it. By knowing the students perception on it, the school can get the description of the perception toward the implemenation of e-assesment by using exam bro. But, it is still unexplored. Therefore, the researcher conducted a research relates to this phenomena.

Some related researches about perceptions on online test had been conducted by some researchers. First, it was conducted by Rahmatila in 2022. She focussed on the vocational school students' perception toward online examination during Covid-19. Second, it was conducted by Maulana et.al in 2021. They focussed on the university students perception related to online test as long as Covid-19. Third, it was conducted by Pratista et.al in 2023. They found out the senior high school students' perception toward the use of google form for English subject. Fourth, It was done by Khan et.al in 2018. They focussed to the university students toward online assessment. Fifth, it was done by Stupariu et.al in 2023. They found out the students' perception about online assessment, its impacts of interaction between psychological characteristics and extrinsic assessment . Sixth, it was done by Zaki et.al in 2021. They focussed on university students' perceptions of challenges and feedback practices related to online assessment. Seventh, it was researched by Shraim in 2018. He found out university learners' point of view related to online test for institutions of higher education. Eighth, it was done by Owais in 2020. It discussed the undergraduate students' perception toward online assessment.

Based on the previous study, there are some differences between the previous and the present research. First, the subjects of this research are junior high school students. Second, the on line assessment which will be analysed is English assessment. Third, the on line assessment uses Exambro application. Based on the differences between the previous researches and the current research, the researcher formulates one research question, namely "What is the students' perception toward English online assessment by using Exambro?". In the present research, the researcher got the description about the perception of students toward English online assessment by using Exambro.

To conduct this research, researcher used descriptive quantitative method. To conduct this research, the researcher involved 96 students who were separated into three classes as the population. By using random sampling technique, the researcher involved 25 students. It is decided based on Slovin formula. In collecting the data, the researcher used a questionnaire. This questionnaire was adopted by the SPEAQ (Students' Perception of E-Assessment Questionnaire). It was the product of Shraim in 2018. It used Likert scale. The researcher will use SPSS in analysing the data from questionnaire.

The online assessment can be the strategy to integrate technology in education process. In designing appropriate online assessment, the teacher should consider many aspects. One of them is students' perception. It should be considered because by knowing it, the teacher will know what the students' perspective toward the online assessment. It can be constructive insight for the teacher and school in continuing the implementation of online assessment by using Exambro application. As the students' perception toward English online assessment is never conducted before, therefore the research will conduct a descriptive quantitative research entitled Students' Perception Toward English Online Assesment By Using Exambro.

Assessment is one of activity which should be conducted by a teacher in teaching process. Assessment is used to know the students' achievement and measure their abilities. By conducting it a teacher can know whether learning objectives have been reached or not. A teacher also can get a reflection which can be consideration to make the teaching process be better. It can be conducted in offline or online technique. The development of technology and the possibility to integrate it in teaching process makes online assessment becomes familiar in education. A. Weleschuk et.al (2019) characterized online evaluations as "any method of evaluating students' performance, encouraging, or providing feedback to them during the learning process is entirely online of credit courses.". In conducting students' assessment, two types of assessments can be conducted, namely formative assessment which is used to know the students' development as long as teaching and learning process and summative assessment which is used to evaluate students relate to the particular standards. In other words, formative assessment can be done continuously as long as teaching and learning

process. If the students have learnt one topic, the teacher can conduct this formative assessment. Meanwhile, the summative test can be conducted in the end of teaching and learning process. It can be conducted after the students finish all the topics. Furthermore, Ilgaz (2020) explained that online assessment can bring positive impacts, namely the security of test, directly exam results can save the data storage, effective in time, paper, and cost, and students' record-keeping automatically, institutions, and instructors. It means that the integration of technology in education, especially in assessment can give many advantages to the education process. Owing to the benefits of online testing, it's critical to investigate how pupils see it. By knowing the students' perception, teacher can get description about the assessment from the students' point of view. The description can be references for the teachers in designing and conducting online assessment. Besides that, the online assessment also has disadvantages. One of them is cheating. In online assessment, the students can cheat by searching the answers in search engine or open electronic book. Therefore, the teacher should consider this disadvantage. The teacher should guarantee the students can not open the search engine or other sources to look for the answers.

One of the strategies in avoiding cheating is by using exambro in online assessment. An exam browser is specifically engineered for online assessments, emphasizing the security of the environment by limiting access to other applications, websites, and functionalities to deter cheating. It frequently encompasses monitoring functionalities such as screen recording and camera monitoring and connects with Learning Management Systems (LMS) for safe examination administration. On the other hand, ordinary applications lack these security protocols and are not designed to regulate or oversee a testing environment. Putra et.al (2020) said that the Exam Browser is one of the safest web browsers to use for taking online tests.. When in lock mode, it can block the access to all pages, unnecessary program switching, key combinations, and operating system-specific features, opening the gallery and always keeping the browser secure. It means that by using exambro in online assessment, it can reduce the possibility of cheating. Furthermore, Chikmah (2016) stated that exambro system is seen to be highly advantageous since it offers a realistic procedure and saves money and time. By considering some advantages and disadvantages of online assessment, SMPN A implements online assessment by using exambro. The implementation of it based on some consideration. First, all the students have android. It means that the students have tools to access online assessment. Second, this school has good signal. As the online assessment need signal, the existence of signal in school is also one consideration. Third, the teacher has ability in designing online assessment by using exambro. The teacher's skill in designing online assessment by using exambro can support the effectiveness of teaching process. It can minimize the use of paper and reduce the assessment cost. When the students do online assessment, they have to install the exambro application. Then, the teacher will give a barcode which can be scanned by the students. After scanning the barcode, the students should fill the identity and the password. The password is prepared by the teacher. If the student inputs the correct password, the site will move to the questions. After answer all the questions, the students can click submit button and see the score. The students also can see the correct and incorrect answers.

Online assessment by using exambro has been implemented in this school since early of 2023. Understanding students' viewpoints is essential for evaluating and improving the quality of assessment in the educational process. Rahmatila (2022) stated that pupils absorb knowledge by engaging their senses, and that this directly affects how they perceive things. It implies that kids believe they can use their senses to communicate what they are experiencing. In this research, the students' perception will be based on the theory of Shraim in 2018. She identified six indicators in students' perception relate to online examination. They are affective factors, pedagogy, reliability, validity, security, and practicality. In affective factors, they consist of stress, anxiety, focus, and comfort. In pedagogy, it consists of deeper understanding, new learning approach, and adaptive learning. Reliability consists of more accurate, fairer, and reliable. While validity consists of appropriate for any subject, appropriate to test knowledge, more authentic. In security aspect, it consists of secure, cheating, and plagiarism. For practicality, it consists of more efficient, easy to storage, and easy to access. Because it is crucial to understand how students feel about the online evaluation, some research has already been done by other academics.

Some related researches about perceptions on online assessment had been conducted by some researchers. First, it was conducted by Rahmatila in 2022. She focussed on the vocational school Students' opinions on the online test as long as Covid-19. The finding is most of the students have positive perception toward online examination. Second, it was conducted by Maulana et.al in 2021. They focussed on the university students' perception related to online test as long as Covid-19. The finding is the students prefer offline assessment to online assessment. Third, it was conducted by Pratista et.al in 2023. They found out the senior high school Views of students about the usage of Google Forms in English classes. The result is google form is more practical. Fourth, It was done by Khan et.al in 2018. They focussed to the university students toward online assessment. The finding is the students did not understand the need of assessment in online technique. Fifth, it was done by Stupariu et.al in 2023. They found out the students' perception about online assessment, its

impacts of interaction between psychological characteristics and extrinsic assessment. The result is the students can use online assessment very well. Sixth, it was done by Zaki et.al in 2021. They focussed on university students' perceptions of challenges and feedback practices related to online assessment. The result is the recommendation for designing more practical assessment. Seventh, it was researched by Shraim in 2018. He found out university learners' point of view related to online test for institutions of higher education. The result is online test can give significant positive impacts. Eighth, it was done by Owais in 2020. It discussed the undergraduate students' perception toward online assessment. The finding is the higher achiever students were less satisfied with online assessment.

Although numerous studies have investigated the general perceptions of online assessments, few have specifically investigated the perceptions of middle school students regarding the use of specific applications, such as the Exambro application, for English online assessments. The varying opinions on online assessments in various educational contexts, encompassing from positive attitudes to concerns about effectiveness and reliability, have been emphasized in previous studies, including those conducted by Rahmatila (2022), Maulana et al. (2021), and Shraim (2018). Nevertheless, there is a current research absence in the area of the specific impact of tools such as Exambro on students' perceptions, particularly in relation to factors such as security, reliability, pedagogy, and affective reactions. The objective of this study was to examine the eighth-grade students' perspectives on online English assessments conducted using the Exambro application, with a particular emphasis on six critical components: reliability, validity, pedagogy, security, practicality, and affective factors. The results of this study would aid in the comprehension of the extent to which the utilization of Exambro could influence students' overall perception of online assessments, particularly in relation to its simplicity, efficacy, and capacity to alleviate apprehension. Furthermore, the objective of this study was to present insights that could be used to inform the future design and implementation of online assessments in middle school settings by addressing these factors.

2. METHOD

This research was designed into descriptive research because its objective is to find out the perception of students toward online English assessment by using Exambro application. This research used descriptive quantitative methods. Creswell (2012) outlined how the researcher is instructed to investigate how variables might affect or influence other factors by using the quantitative technique. In this quantitative research, the researcher obtained statistical data from students' responses. The statistical data which had been obtained was described based on the indicator used. The questionnaire's indicators concentrate on multiple aspects of online examinations. They evaluate the validity of online assessments for knowledge evaluation, the instructional methods of online learning via prompt feedback and adaptable strategies, and the dependability of automated online grading in comparison to traditional paper-based techniques. Affective variables examine how online examinations diminish anxiety, enhance concentration time, and are regarded as more enjoyable. Practicality indicators emphasize cost-effectiveness, simplicity in generating question banks, and the accessibility of online examinations. Finally, security indicators assess the integrity of online examination materials, the efficacy of anti-cheating systems, and the extent to which randomization minimizes cheating risks. This research was conducted on November 2023 at SMPN A which locates in Kaur regency. There were some considerations for conducting the research in this school. First, this school has been implementing online assessment by using Exambro application since the early of 2023. Second, this school is one favourite school. It has 398 students for 2023/2024 academic year. Third, this school has complete facilities for implementing online assessment, such as computer laboratory, Wi Fi, and chrome books. The subjects in this research were the eighth-grade students of SMPN A. This study aimed to investigate how students perceive the Exambro application for online English assessments. This research involved the eighth-grade students from SMPN A who have taken an online English assessment in year 2023. According to Creswell (2012), population can be defined as a group of people who have similar characteristic. The population in this research were 96 students of eighth grade who are separated into three classes. They were chosen as the population of this research because they use online assessment not only for midterm and final assessment, but also for formative assessment, especially in English subject. As the total population was less than a hundred, the total sampling technique was used. The researcher used descriptive statistics to summarize students' perceptions of the Exambro application for online English exams. The results obtained from the questionnaire were quantified and analyzed to discover patterns or trends in the students' perceptions of several aspects of the online assessment process, including its validity, pedagogy, reliability, affective components, practicality, and security. Descriptive statistics, encompassing frequency distributions and percentages, were utilized to characterize the data according to the indicators specified in the research.

3. RESULT(S) AND DISCUSSION

Based on the questionnaire responses from all respondents, the researcher got the data. It was about the students' perception on English online assessment by using Exambro application. The data findings were as followed:

Table 1. Students' perception on pedagogy aspect

No	Aspects	Statement	Percentage of					Mean	Category
			SA	A	N	D	SDA		
1.	Pedagogy	Online tests with immediate feedback aid in students' comprehension of the material.	10,4	43,8	35,4	10,4	0,0	3,5	Positive
2.		Students can adopt a new learning strategy—online learning—by using state-of-the-art technology in their online tests.	4,2	33,3	55,2	7,3	0,0	3,4	Positive
3.		Compared to paper-based tests, online exams provide a more flexible approach to learning.	11,5	46,9	33,3	8,3	0,0	3,6	Positive

In the pedagogy aspects, students had positive perception on all statements. In the statement that online examination by using Exambro could help them to get deeper understanding. It reached 3,5 mean. They also had positive perception on the statement of online examination by using Exambro could enable them to take new learning approach. It reached 3,4 mean. Another statement which stated that online examination could facilitate them into more adaptive learning approach also had positive perception with the mean 3,6.

Table 1 showed that immediate feedback in online assessment could help the students to understand more the lesson. The students had positive perception on this statement. It showed that 54,2% students agreed that immediate feedback on online assessment helped them in understanding the lesson. This finding was supported by the theory from Whitcomb in 2022. Whitcomb (2022) stated that the strength from immediate feedback is it makes each assessment as a learning process, not as an evaluation to what had been learnt by the students. In contrary, 10,4% of students disagreed with this statement. For the second statement of this aspect, 37,5% of students agreed that this assessment method could enable them to take a new learning approach, namely integrating the technology in assessment. Half of students, namely 55,2% had neutral perception on it. On the contrary, 7,3% students disagreed with the statement that they could take a new learning approach. For the third statement of this aspect, 58,4% students agreed that online assessment by using Exambro application could adaptive learning approach. There were 33,3% students had neutral perception on it. Meanwhile, 8,3% of students disagreed with this statement. The mean findings of this aspect showed that in each of statement, the students have positive perception. The mean was 3,5 for immediate feedback, 3,4 was for new learning approach, and 3,6 was for facilitating a new learning approach. The next aspect is about the validity.

Table 2. Students' perception on validity aspect

No	Aspects	Statement	Percentage of					Mean	Category
			SA	A	N	D	SDA		
1.	Validity	Any topic area is suitable for online tests.	21,9	65,6	12,5	0,0	0,0	4,1	Positive
2.		Online tests are suitable for assessing students' knowledge levels.	22,9	66,7	10,4	0,0	0,0	4,1	Positive
3.		Online tests, with their incorporation of multimedia and simulations, provide for more genuine evaluation than traditional techniques.	16,7	58,3	25,0	0,0	0,0	3,9	Positive

In the validity aspects, students had positive perception on all statements. In the statement that online examination by using Exambro was appropriate for any subject area. It reached 4,1 mean. They also had positive perception on the statement of online examination by using Exambro was appropriate to test learner's knowledge level. It reached 4,1 mean. Another statement which stated that online examination could facilitate them into more authentic assessment also had positive perception with the mean 3,9.

Table 2 showed that online assessment by using Exambro application was appropriate for any subject, for example English subject. The students had positive perception on this statement. It showed that 87,5% students agreed that it was appropriate. For the second statement of this aspect, 89,6% of students agreed that this assessment could measure their knowledge level. For the third statement of this aspect, 75% students agreed that online assessment could facilitate the authentic assessment. Meanwhile, 25% students had neutral perception on it. These findings related to the finding of Elgalil in 2023. Elgalil (2023) explained that the students were satisfied toward the quality of online assessment. It showed that the online assessment quality could influence the students' perception on it. The next aspect of students' perception toward online assessment is reliability.

Table 3. Students' perception on reliability aspect

No	Aspects	Statement	Percentage of					Mean	Category
			SA	A	N	D	SDA		
1.	Reliability	Exams marked automatically online yields more accurate results than paper-based marking.	25,0	52,1	15,6	4,2	3,1	3,9	Positive
2.		Paper-based tests are not as fair as assessments administered online.	12,5	36,5	21,9	29,2	0,0	3,3	Positive
3.		The online exam technology is dependable.	40,6	42,7	10,4	6,3	0,0	4,2	Positive

In the reliability aspects, students had positive perception on all statements. In the statement that online examination by using Exambro was more accurate. It reached 3,9 mean. They also had positive perception on the statement of online examination by using Exambro was fairer. It reached 3,3 mean. Another statement which stated that the technology which was used in online examination was reliable also had positive perception with the mean 4,2.

Table 3 showed that online assessment by using exambro application was reliable. It could be seen from the students' perceptions were positive in all statements of reliability aspect. The students stated that marking system in online assessment was more accurate than the paper-based assessment. There were 72,1% students agreed to this statement. For this statement, there were 7,3% students who disagreed with the accuracy of online assessment marking. For the second statement, 49% students agreed that online assessment was fairer. It related to the previous research which was conducted by Afacan et.al in 2020. Afacan et.al (2020) found that online assessment more trustworthy and equitable than conventional paper-based tests. There were 29,0% students disagreed that online assessment was fairer than paper-based assessment. Even, there were 29% students disagreed, the mean of this statement was still in positive perception, namely 3,3. In the statement that technology usage in online assessment was reliable, 83,3% students agreed to this statement. For this statement, there were 6,3 % students disagreed. This statement got positive perception with the mean 4,2. This finding related to the previous study which was conducted by Shraim in 2018. Shraim (2018) said that there were a number of perceived advantages to online tests over traditional, paper-based exams, including grading reliability. It showed that online assessment had more accurate in grading or marking system, fairer, and the technology usage were fairer than paper-based assessment. Furthermore, Iqbal (2022) stated that students may become dissatisfied due to the quality of online learning and the absence of institutional support. It showed that online assessments were also affected by the facilities and the instruction given by the assessment creator. In this research, the school had complete facilities and good control which could support the online assessment. The next discussion was about the affective factors from the students' perception.

Table 4. Students' perception on affective factors aspect

No	Aspects	Statement	Percentage of					Mean	Category
			SA	A	N	D	SDA		
1.	Affective Factors	Exam anxiety and tension are decreased by taking exams online.	3,1	22,9	22,9	37,5	13,5	2,7	Negative
2.		Exams taken online provide students extra time to concentrate and focus on the questions.	17,7	47,9	22,9	11,5	0,0	3,7	Positive
3.		Taking an exam online is more pleasant for students than taking one on paper.	14,6	39,6	26,0	19,8	0,0	3,5	Positive

In the affective factors aspect, the finding was contrary with other aspects. In the first statement, the students had negative perception on the statement that online examination by using exambro reduced their stress and anxiety. It reached 2,7 mean. In two others statements, they positive perception. The mean is 3,7 for the statement that online assessment allowed them to focus and concentrate. Another statement which stated that they felt more comfort also had positive perception with the mean 3,5.

Table 4 showed that affective factors in online assessment got both positive and negative perception. For the first statement, only 26% students agreed that online assessment could reduce the stress and anxiety. While there were 51% disagreed. They stated that online assessment could not reduce their stress and anxiety. This statement got negative perception with the mean 2,7. It was caused by some technical problems which appeared in the assessment process. They felt stress and anxiety when there was technical problem with the handphone or signal. It was contrary to the previous research which was conducted by Afacan et.al in 2020. Afacan et.al (2020) found that online exams could less stressful than paper-based exams. Although it could not reduce the stress and anxiety, they still had positive perception toward the statement that online assessment could focus their concentration as long as they did the online assessment. There were 65,6% students agreed to this statement. In contrary, there were 11,5% students disagreed to the statement that online assessment could focus them in doing the assessment. This statement got positive perception with the mean 3,7. For the third statement, 54,2 students agreed that they felt comfortable in doing online assessment. There were 19,4% students did not feel comfort when they were doing online assessment. This statement also got positive perception with the mean 3,5. This finding related to the previous research which was conducted by Heil et.al in 2023. Heil (2023) claimed that the potential for online assessments to enhance and promote online learning processes and outcomes was encouraging. The learning process and results could be better when the students felt comfort and focus while they were doing online assessment. Another aspect which was also important to know was about the practicality.

Table 5. Students' perception on practically aspect

No	Aspects	Statement	Percentage of					Mean	Category
			SA	A	N	D	SDA		
1.	Practicality	Exams taken online are more cost-effective in terms of time, effort, and resources.	27,1	42,7	14,6	10,4	5,2	3,8	Positive
2.		It is simple to save and evaluate MCQs when you create a question bank of reusable ones.	15,6	42,7	29,2	12,5	0,0	3,6	Positive
3.		Tests taken online are easier to access than tests taken on paper.	18,8	55,2	18,8	7,3	0,0	3,9	Positive

In the practicality aspects, students had positive perception on all statements. In the statement that online assessment by using Exambro was more efficient. It reached 3,8 mean. They also had positive perception on the statement of online assessment by using exambro allowed easy storage and review. It reached 3,6 mean. Another statement which stated that online assessment was more accessible also had positive perception with the mean 3,9.

Table 5 showed that practicality factors in online assessment got positive from the students in all statements. For the first statement, 69,8% students agreed that online assessment was efficient in time, effort, and money.

It suited on the previous study result which was conducted by Shraim in 2018. Shraim(2018) stated that online exams were perceived to have significant benefits over traditional, paper-based examinations, efficiency in terms of time, effort and money spent on the exam process. While there were 15,6% disagreed. They stated that online assessment was not efficient. This statement got positive perception with the mean 3,8. For the second statement, there were 58,3% students agreed that online assessment could allow easy storage and review. In contrary, there were 12,5% students disagreed to the statement that it was easy to storage and review. It had positive response with the mean 3,6. The third statement also got positive perception with the mean 3,9. There were 74% students agreed that it was accessible. While 7,3% students disagreed with this statement. This statement had the mean 3,9. These findings related to the findings by Kundu in 2021. Kundu (2021) found that students' perceptions of perceived utility, usability, compatibility, and subjective norms were all higher. It showed that those supporting factors made the online assessment became practically. The last aspect was about the security of online assessment.

Table 6. Students' perception on security aspect

No	Aspects	Statement	Percentage of					Mean	Category
			SA	A	N	D	SDA		
1.	Security	Online exam results and test materials are safer than those obtained through conventional means.	21,9	56,3	20,8	1,0	0,0	4,0	Positive Perception
2.		The technology employed in online tests is good enough to handle plagiarism and cheating.	29,2	70,8	0,0	0,0	0,0	4,3	Positive Perception
3.		Examining online reduces the likelihood of cheating compared to paper examinations since randomized questions are taken from a bank.	21,9	66,7	8,3	3,1	0,0	4,1	Positive Perception

In the security aspect, students also had positive perception on all statements. In the statement that test materials in online assessment were more secure. It reached 4,0 mean. They also had positive perception on the statement of the technology in online assessment by using Exambro was sufficiently effective. It reached 4,3 mean. Another statement which stated that randomised questions could make the cheating decreased also had positive perception with the mean 4,1.

Table 6 showed that security factors in online assessment got positive from the students in all statements. For the first statement, 78,2% students agreed that online assessment consisted of test materials and results which were more secure. While there were 1% students disagreed to this statement. This statement got positive perception with the mean 4,0. For the second statement, there were 100% students agreed that online assessment could be effective in dealing on cheating and plagiarism. It got positive perception with the mean 4,3. The third statement also got positive perception with the mean 4,1. There were 88,6% students agreed that random questions on online assessment could avoid cheating. While 4,1% students disagreed with this statement. The security aspect of online assessment also got positive perception from the students in Elgalil's research. Elgalil (2023) explained that the students agreed that online exams create a sense of security. It meant that online assessment could increase the security of the assessment

Table 7. Students' perception mean on each aspect

No	Aspects	Percentage of					Mean	Category
		SA	A	N	D	SDA		
1.	Pedagogy	8,70	41,33	41,30	8,67	0,00	3,50	Positive
2.	Validity	20,50	63,53	15,97	0,00	0,00	4,03	Positive
3.	Reliability	26,03	43,77	15,97	13,23	1,03	3,80	Positive
4.	Affective Factors	11,80	36,80	23,93	22,93	4,50	3,30	Positive
5.	Practicality	20,50	46,87	20,87	10,07	1,73	3,77	Positive
6.	Security	24,33	64,60	9,70	1,37	0,00	4,13	Positive

The finding about the students perception on English online assessment by using exambro application showed that in each of aspect, the students had positive perception. In two aspects, the validity and security

aspects, the mean was more than 4,00, namely 4,03 and 4,13. The other aspects had the mean between 3,00 to 4,00.

4. CONCLUSION

Nowadays, various technologies are used in the various activities of the teaching and learning process. Indonesian government. Many applications can be integrated in the teaching and learning process. One of them is Exambro application. Since it had been used since the early of January of 2023, it is important to know the students' perceptions on it. After collecting and analysing the data, the researcher can conclude that students have positive perception on all aspects of online assessment. The highest mean is 4,13. It is on the security aspect. The validity aspect also reach the mean above 4, namely 4,03. Other four aspects reach the mean between 3 to 4. The pedagogy mean is 3,50. The reliability mean is 3,80. The affective factors mean is 3,30. And the practicality mean is 3,77. Based on this conclusion, it is suggested for this school to continue the use of Exambro application on online assessment. The researcher also suggests to the next researcher to do the research about the parents' perceptions on the use of Exambro application for online assessment. It is also important to know because parents prepare all the students needs in doing online assessment and they can control the students in preparing the assessment at home.

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