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# Quantitative Analysis of Elementary School Students' Curiosity and Web-Based Assessment Responses

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## Abstract

Using web-based assessment at the elementary school level is a novelty in this research. The purpose of this research is to find out the comparison of the Character of curiosity and the comparison of student responses to the use of web-based assessment. In addition, it is also to determine the effect of the Character of curiosity on student responses using web-based assessments. This research is quantitative research with associative and comparative research types. The sample used in this study were elementary school students at 64 Muara Bulian elementary school and 80 Muara Bulian elementary school. The sampling technique in this study was random sampling. The data analysis technique in this study is a quantitative analysis technique using data processing assistance. The results of the t-test with sig. (2-tailed) less than 0.05, there are differences in the Character of students' curiosity, and there are differences in student responses to the use of web-based assessments. The regression test results with a significance value of 0.009 mean less than 0.05, so the Character of curiosity influences student responses in web-based assessments. The significant influence here means that students with a good curiosity will also respond well to web-based assessments.

**Keywords:** character values, curiosity, elementary school, web-based assessment

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## 1. Introduction

The important role of education in preparing individuals to change for the better in dealing with the problems they face. Education is a social phenomenon that is considered important in the order of life (Adom et al., 2020; Musya'Adah, 2020; Sihombing & Lukitoyo, 2021). The importance of education aims to educate and develop the potential in each individual, so that the individual can have creativity, broader knowledge, good personality and be a responsible person (Hendriana & Jacobus, 2016; Olovsson, 2021; Omeri, 2015). With education, it is hoped that it will be able to form skilled, intelligent, and noble human beings (Anatasya & Dewi, 2021; Deveci & Ture, 2022; Magdalena et al., 2020). Every education will be passed through a learning process.

Learning in the present needs to be improved in order to produce quality generations in the future. The importance of increasing learning can be done by using qualified learning facilities (Asih, 2017; Karlina et al.,

2021; Prianto & Putri, 2017). Learning facilities are facilities and infrastructure that can support the smooth learning process (Elastika et al., 2021; Sahid & Rachlan, 2019; Utami, 2020). The better and more complete the learning facilities, the more comfortable and conducive the learning environment will be (Astuti, 2022; Carstens et al., 2021; Primawanti & Ali, 2022). Phenomenal learning facilities today, namely by using technology properly and optimally.

Technology is often used by educators to support a practical and systematic learning process. The learning process can be facilitated by the presence of technology in education (Asiyani et al., 2022; Handika & Marjo, 2022; Hastini et al., 2020). By utilizing technology, the information needed will be faster and easier to access (Anas & Salim, 2022; Fitriyani & Mukhlis, 2021; Warsita, 2017). So as to maximize the role of educators in delivering material and in learning evaluation (Hilaire & Gallagher, 2020; Primawanti & Ali, 2022; Rivalina, 2020). As for one of the roles of technology that can be utilized by educators in the learning process and learning evaluation, namely web-based assessment.

Web based assessment is a website that can be used to facilitate a person's work or task in the aspect of assessment. Assessment or evaluation is an integral part of the learning process (Mustika et al., 2021; Suardipa & Primayana, 2020; Zahro, 2015). Assessment is the process of collecting data/information that is used to measure the achievement of a goal, where this is the task of the teacher in a lesson (Abdullah, 2015; Fitri, 2016; Sarifudin, 2019). By using a web-based assessment, it can make it easier for teachers to evaluate students as a whole and intact (Febrina, 2018; Salem & Samad, 2021; Syaputra & Budiman, 2021). In the use and utilization of technology, especially web-based assessments, it requires curiosity from every individual.

Curiosity is one of the character values in education. The character of curiosity is an innate ability of living things that represents the will to know new things with the aim of developing students' abilities (Jannah et al., 2021; Ningrum et al., 2019; Nurhamidah, 2018). The character of curiosity is important for every student to have (Amalia & Pujiastuti, 2017; Artinta & Fauziah, 2021; Fauzi et al., 2017). The character of curiosity will make students active thinkers, active observers, which then motivates students to learn more deeply (Afrida & Handayani, 2018; Aningsih & Sri Noor Asih, 2017; Lestari, 2022). Students who have the character of good curiosity, of course, will find it easier to understand a problem and will think more deeply when making decisions.

This research is in line with research by Novelyya (2019) which examines the influence of the character of curiosity on learning outcomes. Research on the web by Fuadati & Wilujeng (2019) discusses the development of web-based student worksheets to increase student curiosity. What distinguishes the research conducted by this researcher from previous research is that in this study it examines differences in students' curiosity and the influence of curiosity on the use of web-based assessments at the elementary school level. The use of web-based assessment at the elementary school level is a novelty in this research.

The urgency of conducting this research is to determine the effect of curiosity on students' responses in using web-based assessments. The results of this study can be used as study material regarding the application of web assessment at the elementary school level, especially in the evaluation process carried out by the teacher. In addition, the results of this study can be used as a basis for

further research regarding the application of web assessments and reading materials that study the use of web based assessments in education. The purpose of this research is to find out the comparison of the character of curiosity and the comparison of student responses to the use of web-based assessments in each school. In addition, it is also to determine the effect of the character of curiosity on student responses in using web based assessments. Based on the research objectives, the research questions are as (a) what is the comparison of the curiosity character of grade IV elementary school students; (b) what is the comparison of responses to the use of web-based assessments for grade IV elementary school students; and (3) does the character of curiosity affect students' responses to the use of web based assessment.

## 2. Method

This research is quantitative research with associative and comparative research types. The tests used in associative research are descriptive statistical tests while the tests used in comparative research are assumption tests (normality test, linearity test, and homogeneity test) and hypothesis testing (t test and regression test).

The population in this study were elementary school students in the Muara Bulian sub-district. Therefore, the sample used in this study were elementary school students at 64 Muara Bulian Elementary School and 80 Muara Bulian elementary school. The sampling technique in this study was random sampling. Therefore, the total sample of this study consisted of 36 grade IV elementary school students.

The research instrument used was a research questionnaire. The questionnaire in this study consisted of a curiosity character questionnaire and a questionnaire to see student responses to web-based assessments. The curiosity character questionnaire was adapted from Herwin & Nurhayati (2021) which consisted of 30 valid statements using a Likert scale of 4 with a Cronbach alpha value of 0.701. The student response questionnaire to web-based assessment was adapted from research by Asrial et al. (2023), which consisted of 26 valid statements using a Likert scale of 5 with a Cronbach alpha value of 0.724.

The data analysis technique in this study was a quantitative analysis technique using the help of a data processor in the form of SPSS statistics 25. The researcher tested descriptive statistics and inferential statistics. Descriptive statistics describe the variables studied by displaying data in mean, median, minimum, and maximum values. Inferential statistics consists of assumption testing and hypothesis testing. The assumption test used in this study is the normality test, linearity test, and homogeneity test. At the same time, the hypothesis testing carried out in this study was the t-test and Corel test.

This research began by preparing the research instruments; then, the researchers carried out research procedures (permits) at the schools that were the research samples. After obtaining permission from the school, the researcher conducted research at the school. This research was conducted by distributing curiosity character questionnaires to students, then students were asked to fill out the ques-tionnaire. After that, students were given directions to use web-based assessments. After finishing using web-based assessments, students were asked to fill out a student re-sponse questionnaire on using web-based assessments. After obtaining research data from filling out questionnaires by students, the next step is data processing and data analysis using data processing assistance in the form of SPSS statistics 25 to search for descriptive and inferential

statistics. After obtaining the results from data processing and analysis, the last step is to conclude from the results obtained (see Figure 1).

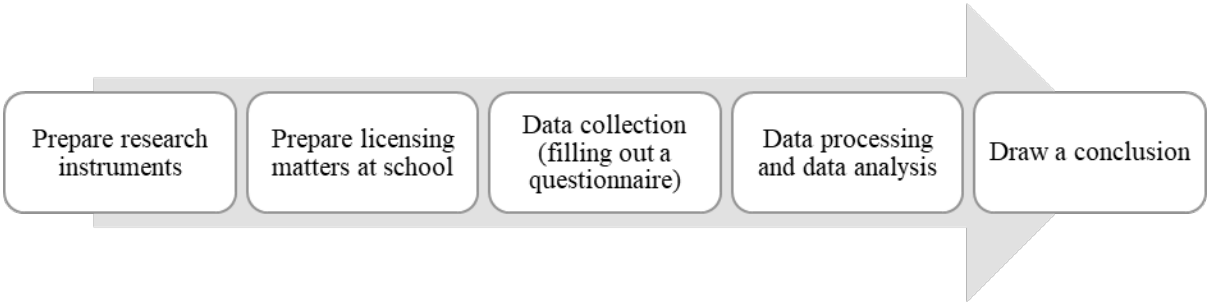


**Figure 1. Research Procedure**

## 3. Result and Discussion

### a. Descriptive statistics

After collecting data at schools through the distribution of research instruments in the form of questionnaires, data is obtained in the form of numbers which are then processed using SPSS statistics 25. The results of processing the questionnaire data are presented in tabular form. The following describes student responses to a web-based assessment presented in the Table 1.

**Table 1. Descriptive Statistics on Student Responses to the Use of Web-Based Assessments**

| Student Response | Category | Interval | F | % | Mean | Med | Min | Max |
|---|---|---|---|---|---|---|---|---|
| Elementary School 64 Muara Bulian | Not very good | 26.0-46.8 | 0 | 0.0 | 100.22 | 100.50 | 89.00 | 107.00 |
| | Not good | 46.9-67.6 | 0 | 0.0 | | | | |
| | Enough | 67.7-88.4 | 0 | 0.0 | | | | |
| | Well | 88.5-109.2 | 18 | 100 | | | | |
| | Very good | 109.3-130.0 | 0 | 0.0 | | | | |
| Elementary School 80 Muara Bulian | Not very good | 26.0-46.8 | 0 | 0.0 | 102.61 | 104.00 | 84.00 | 114.00 |
| | Not good | 46.9-67.6 | 0 | 0.0 | | | | |
| | Enough | 67.7-88.4 | 1 | 5.6 | | | | |
| | Well | 88.5-109.2 | 14 | 77.8 | | | | |
| | Very good | 109.3-130.0 | 3 | 16.7 | | | | |

Based on the distribution of questionnaires, student responses to web-based assessments found that students had a good response. Students at the 64 Muara Bulian Elementary School were at 100% with a good response. Meanwhile, students at the 80 Muara Bulian elementary school were at a percentage of 77.8% with a good response. The following description of the Character of student curi-osity is presented in the table.

**Table 2. Descriptive statistics for the character of student curiosity**

| Student Response | Category | Interval | F | % | Mean | Med | Min | Max |
|---|---|---|---|---|---|---|---|---|
| Elementary School 64 Muara Bulian | Not very good | 30.0-52.5 | 0 | 0 | 74.61 | 74.50 | 62.00 | 85.00 |
| | Not good | 52.6-75.0 | 8 | 44.4 | | | | |
| | Well | 75.1-97.5 | 10 | 55.6 | | | | |
| | Very good | 97.6-120.0 | 0 | 0 | | | | |
| Elementary School 80 Muara Bulian | Not very good | 30.0-52.5 | 0 | 0 | 74.44 | 76.00 | 56.00 | 86.00 |
| | Not good | 52.6-75.0 | 7 | 38.9 | | | | |
| | Well | 75.1-97.5 | 11 | 61.1 | | | | |
| | Very good | 97.6-120.0 | 0 | 0 | | | | |

Based on the distribution of questionnaires, the character of student curiosity is dominated by good results. Students at the 64 Muara Bulian Elementary School are at a percentage of 55.6% with good curiosity characters. Meanwhile, students at the 80 Muara Bulian elementary school were at a percentage of 61.1% with good curiosity characters (Table 2).

**b. Assumption Test**

In this study, before testing the hypothesis, the researcher conducted an assumption test (normality test, linearity test, homogeneity test). The following are the results of the data normality test in this study:

**1) Normality Test**

**Table 3. Results of the research data normality test**

| Variable | Elementary School | Sig. | Distribute |
|---|---|---|---|
| The character of student curiosity | Elementary School 64 Muara Bulian | .200 | Normal |
| | Elementary School 80 Muara Bulian | .200 | Normal |
| Student response in using web based assessment | Elementary School 64 Muara Bulian | .200 | Normal |
| | Elementary School 80 Muara Bulian | .200 | Normal |

Based on the results of the Kolmogorov Smirnov normality test, a significance value was obtained that was greater than 0.05, namely 0.200, which means that the research data was normally distributed (Table 3). Furthermore, the results of the linearity test of the research data are as follows:

**2) Linearity Test**

**Table 4. The results of the research data linearity test**

| Variable | Elementary School | Sig. | Distribute |
|---|---|---|---|
| The character of student curiosity*student response in using web-based assessment | Elementary School 64 Muara Bulian | 0.027 | Linear |
| | Elementary School 80 Muara Bulian | 0.023 | Linear |

Based on the results of the linearity test through the test of linearity, a significance value of less than 0.05 was obtained, namely 0.027 and 0.023, which means that there is a linear relationship between the independent variable and the dependent variable and the research data is said to be linear. Furthermore, the results of the research data homogeneity test:

**3) Homogeneity Test**

**Table 5. Results of Research Data Homogeneity Test**

| Variable | Elementary School | Sig. | Distribute |
|---|---|---|---|
| The character of student curiosity | Elementary School 64 Muara Bulian | 0.113 | Homogen |
| | Elementary School 80 Muara Bulian | | |
| Student response in using web based assessment | Elementary School 64 Muara Bulian | 0.134 | Homogen |
| | Elementary School 80 Muara Bulian | | |

Based on the results of the homogenety test, it obtained a significance value that was greater than 0.05, namely 0.113 and 0.134, which means that the data set under study has the same characteristics or the research data is homogeneously distributed (Table 5).

### c. Hypothesis testing

After testing the assumptions, then testing the hypothesis, namely the t test to look for comparisons and regression tests to look for the influence between variables.

#### 1) T test

Following are the results of the t-test for the character of student curiosity and the results of the t-test for student responses to the use of web-based assessments.

**Table 6. The Results of the t-Test for the Character of Students' Curiosity and Student Responses to the Use of Web-Based Assessments**

| Variable | Elementary School | Sig. (2-tailed) |
|---|---|---|
| The character of student curiosity | Elementary School 64 Muara Bulian | 0.037 |
| | Elementary School 80 Muara Bulian | |
| Student response in using web based assessment | Elementary School 64 Muara Bulian | 0.025 |
| | Elementary School 80 Muara Bulian | |

Based on the results of the t test presented in the Table 6, a sig.(2-tailed) value of 0.037 is obtained for the student's curiosity character variable and the sig. (2-tailed) of 0.025 for student response variables in using web based assessment. From the results of the t test with sig. (2-tailed) is less than 0.05, it can be seen that there are differences in the character of student curiosity between students at 64 Muara Bulian elementary school and students at 80 Muara Bulian elementary school. There were differences in student responses to the use of web-based assessments between students at 64 Muara Bulian elementary school and students at 80 Muara Bulian elementary school.

#### 2) Regression Test

Following are the results of the character regression test of students' curiosity towards student responses in using web-based assessments.

**Table 7. The Results of the Character Regression Test of Students' Curiosity Towards Student Responses in Using Web-Based Assessments**

**ANOVA[a]**

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| **Regression** | 107.940 | 1 | 107.940 | 2.879 | .009[b] |
| **Residual** | 1274.810 | 34 | 37.494 | | |
| **Total** | 1382.750 | 35 | | | |

a. Dependent Variabel: student response
b. Predictors: (Constant), curious character

Based on the ANOVA in Table 7, a significance value of 0.009 is obtained, which means less than 0.05. The ANOVA table shows a significant data value of 0.009, which means that the data used is significant and the linear regression model meets the linearity criteria. So that the character of curiosity affects student responses in using web based assessments.

**Table 8. The Results of the Character Regression Test of Students' Curiosity Towards Student Responses in Using Web-Based Assessments**

**Model Summary**

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|
| **. 279[a]** | .078 | .051 | 6.12327 |

a. Predictors: (Constant), curious character

Based on Table 8, it is known that the R Square value is 0.078 which implies that 78% of students' curiosity character influences student responses in using web-based assessments.

**Table 9. The Results of the Character Regression Test of Students' Curiosity Towards Student Responses in Using Web-Based Assessments**

**Coefficients[a]**

| Model | Unstandardised Coefficients | | Standardised Coefficients Beta | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | | | |
| **(Constant)** | 84.867 | 9.807 | .279 | 8.654 | .000 |
| **Responsibility Character** | .222 | .131 | | 1.697 | .009 |

**a. Dependent Variable: Student Response**

The coefficients in Table 9 shows that the regression equation model obtained constant coefficients and variable coefficients in the non-standard coefficient column B. Thus, the regression equation model is Y = 84.867 + 0.222X.

Descriptive statistics on students' responses to web-based assessments found that students responded well. Students at the 64 Muara Bulian Elementary School were at 100% with a good response. Meanwhile, students at the 80 Muara Bulian elementary school were at a percentage of 77.8% with a good response. Good results dominate descriptive statistics on the Character of student curiosity. Students at the 64 Muara Bulian Elementary School are at a percentage of 55.6% with good curiosity characters.

Meanwhile, students at the 80 Muara Bulian elementary school were at a percentage of 61.1% with good curiosity characters. Although each student has a different response, the magnitude of each student's response can be known, one of which is by distributing a questionnaire (Nisaa & Adriyani, 2021). Pleasant feelings will result in students' positive responses (Fauziyah & Kartono, 2017). As an educator, it is essential to know student responses in teaching and learning activities (Asrial et al, 2022; Kartini & Putra, 2020).

Then the assumption test in this study, namely the results of the Kolmogorov Smirnov normality test, obtained a significant value that was greater than 0.05, namely 0.200, which means that the research data was normally distributed. Next, the results of the linearity test through the test of linearity obtained a significant value that was less than 0.05, namely 0.027 and 0.023, which means that there is a linear relationship between the independent Variable and the Dependent Variable. Therefore, the research data is said to be linear. Finally, the homogeneity test results obtained a significance value greater than 0.05, namely 0.113 and 0.134, which means that the data set under study have the same characteristics or the research data is homogeneously distributed.

The results of the t-test were obtained with a sig. (2-tailed) value of 0.037 for the student's curiosity character variable and the sig. (2-tailed) of 0.025 for student response variables in using web-based assessment. From the results of the t-test with sig. (2-tailed) is less than 0.05, it can be seen that there are differences in the Character of student curiosity between students at 64 Muara Bulian elementary school and students at 80 Muara Bulian elementary school. There were differences in student responses to web-based assessments between students at 64 Muara Bulian elementary school and students at 80 Muara Bulian elementary school. The differences are due to the backgrounds of each school and each student, but the differences do show diversity (Kamid et al., 2022).

The regression test results are shown in the ANOVA table; a significance value of 0.009 is obtained, which means less than 0.05. The ANOVA table shows a significant data value of 0.009, which means that the data used is significant and the linear regression model meets the linearity criteria. So that the Character of curiosity affects student responses in using web-based assessments. With the Character of curiosity, students feel like getting new information to increase their knowledge, so they respond well when new knowledge is taught. The Character of students' curiosity can be enhanced by educators through encouragement (Novelyya, 2019). High student curiosity can improve the quality of student learning processes; with curiosity, students are interested in learning material (Aji, 2018; Kusumaningrum et al, 2020).

This research is in line with research by Wang (2018), who developed multimedia animations to design exam questions and develop a web-based performance appraisal system. This research develops an evaluation by utilizing the web, which is called a web-based assessment. Research on the Character of curiosity is in line with research by Jannah et al. (2021), which examines the development of the Character of curiosity to improve learning outcomes. This study seeks to determine the effect of the Character of curiosity on the application of web-based assessment.

The implication of this research is the implementation of technology in web-based assessment, which can facilitate the role of

educators in evaluating student learning. The results of this study can be used as study material for educators before implementing web-based assessments. Before implementing a web-based assessment, educators must teach and socialize it to students so that students can understand and have curiosity before using the web.

This study seeks to determine differences in the Character of students' curiosity and in student responses to web-based assessments. In addition, this study seeks to examine the influence of the Character of students' curiosity on student responses using web-based assessments. The application of web-based assessment at the elementary school level is the novelty of this research. In addition, this research also has limitations in implementing web-based assessments with only one class in two schools as a sample.

The researcher recommends that educators be able to develop web-based assessments and then apply them when conducting learning evaluations. This web-based assessment can minimize the occurrence of correction errors because the evaluation results will be corrected automatically, so the results will be accurate and can save time.

## 4. Conclusion

The research results show differences in the Character of students' curiosity and student responses to web-based assessments in each school. There is an influence of the Character of student curiosity on student responses in using web-based assessments. The use of technology today, especially in education, is essential because it will make it easier for educators to convey the material being taught. In addition, the role of technology can be utilized by educators to serve as learning evaluation media, for example, namely web-based assessment.

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