

Profile of Self-Assessment Use in Learning Indonesian Language at the Senior High School

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ABSTRACT

This research is motivated by the absence of a profile for the use of attitude assessment in the Indonesian language learning process. This data is used as a reference for evaluating the extent to which teachers use self-assessment instruments in measuring student attitudes. Many teachers are found to ignore attitude assessment even though the curriculum includes several techniques that can be used to assess student attitudes, one of which is self-assessment. The purpose of this study was to describe the use of self-assessment instruments in the Indonesian language learning process at the Senior High School level. This study used qualitative methods to explore the profile of using self-assessments deeper and more. The data were five Indonesian language teachers, syllabus, and lesson plans (RPP) for class X and XI, and 55 responses given by students through questionnaires. The data analysis carried out refers to the Miles and Huberman model which includes three steps, namely reducing data, presenting data, and drawing conclusions. The results showed that the teacher had not used proper attitude assessment instruments such as the knowledge and skills competency assessment. The attitude assessment that will and must be carried out by the teacher has not been fully carried out effectively. From the attitude assessment techniques in the curriculum, teachers mostly use observation techniques and daily journals. Teachers who use self-assessment can still be counted on the fingers. The responses given by students realize that self-assessment can provide a benchmark for attitudes that should be achieved by students. Students also know that self-assessment can provide informative and complex information regarding their attitudes. Based on the research findings, the researcher recommends optimizing attitude assessment, one of which is self-assessment as an alternative to attitude assessment.

Keywords: *Attitude assessment, Indonesian language learning, self-assessment*

1. INTRODUCTION

Education is an activity that is carried out in a planned and orderly manner to produce outcomes in the form of individuals who develop all their potential optimally and are able to actively participate in the global community. The potential that will be achieved by students has been listed in Law No. 20 of 2003 concerning the National Education System. Kahveci (2015) in his journal explains that the purpose of education is not only based on the development of intellectual intelligence but also affects the development of emotions, feelings, moods, and attitudes. The affective domain also determines the learning outcomes of students, because students who do not have an interest in a particular subject will find it difficult for these students to achieve success in optimal learning (Mardapi, 2008). The achievement of learning objectives in all aspects (psychomotor,

cognitive, and affective) can be identified through the assessment.

Based on the results of the preliminary study by interviewing Indonesian language teachers, they stated that they had obstacles in carrying out the assessment, one of which was the attitude assessment. This is because the assessment format is too complex and the number of students with too many diverse backgrounds. The teacher's time is not sufficient to carry out the attitude assessment process perfectly. The low inculcation of attitudes towards students will result in the deterioration of attitudes. In fact, education expects students to become figures who have a high appreciation of human issues, honesty, democracy, tolerance, and peace of life (Sudiana, Sastrawidana, & Antari, 2018). Therefore, it is important to conduct research related to the

implementation of attitude assessment in the learning process.

Attitude assessment is an assessment carried out on student behaviour as a result of the learning process, both inside and outside the classroom. Attitude assessment has a different assessment technique from the assessment of knowledge and skills. In the 2013 Curriculum, attitude assessment in Indonesian subjects is not taught directly but can be integrated into the basic competencies of core competencies 3 and 4. The results of attitude assessment in one semester period are reported in the form of predicate very good, good, sufficient, or less, and descriptions that describe the behaviour of students. Attitude assessments were carried out by all subject teachers, counselling teachers, and homeroom teachers, as well as school members with various techniques.

Self-assessment is an assessment technique carried out by students reflectively to evaluate themselves with predetermined criteria. Self-assessment develops student skills and critical awareness that enables students to manage themselves and determine the next steps to achieve learning success. Students have the ability to recognize their need for learning tasks and better work achievement so that they are expected to be able to increase their grades. Black and Wiliam (1998, p. 7) state that "realizing that there are new goals for the learning is an essential part of this process".

Self-assessment is not just assessing students' abilities but is a process of transferring responsibility to students in determining their learning outcomes. Boud and Falchikov (2007, p. 12) define self-assessment as "the involvement of students in identifying standards and/or criteria to apply to their work and making a judgment about the extent to which they have met these criteria and standards". Self-assessment is the process of student contribution in evaluating predetermined criteria to be applied in assessing their achievement during the learning process. The change in the understanding of assessment that involves students in the process is based on the opinion of Black and Wiliam (1998, p. 7)"... self-assessment by pupils, far from being a luxury, is, in fact, an essential component of formative assessment".

Boud and Falchikov (2007) explain the assumptions of the purpose and benefits of using self-assessment, namely (1) self-assessment is a support for the need to develop skills with the principle of lifelong learning (self-assessment is an important skill for lifelong learning); (2) self-assessment needs to be given to learning programs at the university level (self-assessment needs to be developed in university courses); (3) self-assessment is a form of assessment

needed in effective learning (self-assessment is necessary for effective learning). This is confirmed by the opinion of Black and Wiliam (1998, p. 7), "self-assessment is a sine qua non for effective learning".

The form of assessment that the teacher does is to assess students' attitudes by means of direct observation and then average the value of students' attitudes (Kamiludin & Suryaman, 2017). The average value is divided into three classifications, namely very good, good, and good enough. The authenticity of the assessment cannot be guaranteed because each student has a different attitude to one another so that the average assessment is not obtained. In this attitude assessment, what the teacher expects is its development. That is what causes students to know their own character development so that they can find ways to develop themselves. Thus, students will be more responsible for the development process.

Therefore, self-assessment techniques can help students to reveal their true attitudes. Self-assessment can foster students' self-confidence because they are given the confidence to assess themselves, increase students' understanding of their own strengths and weaknesses, and train and accustom students to be honest (Sumarno, 2011). However, what kind of self-assessment techniques are used in the field? This study will reveal the use of self-assessment in the Indonesian language learning process at the high school level.

2. METHOD

Sources of data in this study are the results of interviews with Indonesian language teachers, the results of questionnaires filled out by students from various schools, as well as the results of syllabus analysis and Indonesian language learning plans. This data is used to obtain information about the use of more in-depth attitude assessments. The data were collected using interview techniques, questionnaires, and document study. Data analysis is an attempt made to classify and classify data (Mahsun, 2007). Data analysis in this study used the model of Miles and Huberman (1994). Data analysis was done by reducing data, presenting data, and drawing conclusions. Data presented in narrative form. This is consistent with the statement of Miles and Huberman (1994) that what is most often used to present data in qualitative research is narrative text. Therefore, this study will conclude how the profile of the use of self-assessment in Indonesian language learning at the Senior High School (SMA) level. To calculate the average percentage of respondents' answers to the student questionnaire, several steps will be carried out, including (1) using the number of frequencies (f) of the respondents' alternative answers from each

questionnaire; then (2) calculate the percentage (%) of each alternative answer obtained by using the formula in Equation (1), where P is a percentage, f is frequency, and N is the number of respondents.

$$P = \frac{f}{N} \times 100 \quad (1)$$

3. FINDINGS AND DISCUSSION

Based on the data in this study, the results of the research are presented regarding the profile of the use of self-assessment in Indonesian language learning at the Senior High School (SMA) level. The interview data obtained consisted of five Indonesian language teachers, questionnaire data that had been filled in by 55 students, as well as syllabus and lesson plans for grades X and XI. The data will then be described.

The implementation of attitude assessment is considered very important to be carried out in all subjects. This is because attitude is one of the factors supporting student success in the learning process which is always expected by teachers, students themselves, and their parents. Each teacher is required to carry out an assessment as described in the 2013 Curriculum. The assessment is carried out for the cognitive, psychomotor, and attitude aspects of students during learning, both inside and outside the classroom. The attitude assessment conducted by the teacher refers to the competencies listed in the 2013 curriculum. These competencies include spiritual attitudes and social attitudes. Teachers admit that they must pay attention to and assess students' attitudes because of the passing standards. This is the demand of the teacher in providing attitude values that will be described in the student learning outcomes document or report card. The low inculcation of character values will cause character degeneration in students (Sudiana et al., 2018). This is supported by the results of research conducted by Ariantini, Suandi, and Utama (2014) which states that teachers experience obstacles in the face of integrating spiritual attitudes and social attitudes in learning including the absence of definite guidelines on integrating spiritual attitudes and social attitudes and implementation obstacles that lie in the different character of each student, making it difficult for teachers to implement the integration of spiritual attitudes and social attitudes in learning activities.

One of the factors that influence student success apart from cognitive and psychomotor is attitude. The implementation of attitude assessment in the 2013 curriculum asks educators to do it in a balanced way. However, the assessment in the 2013 Curriculum is considered very complicated compared to the KTSP curriculum. One of the assessments that teachers often complain about is attitude assessment. This is in line

with Retnawati (2015) which states that attitude assessment has the greatest obstacle in its implementation. The results of the interview also stated that the implementation of attitude assessment through direct observation was still not optimal. In addition, sometimes teachers also conduct attitude assessments based on cognitive or psychomotor competency scores. This is because the teacher's insight in choosing the right technique and developing assessment instruments is still lacking. These findings support Setiadi's (2016) research which states that teachers are still unable to choose an objective but effective and efficient assessment technique. When the teacher is able to determine an appropriate assessment technique, the assessment process will go well as planned.

The assessment techniques that the teacher will use in the learning process must be carefully selected and provide opportunities for students to find out what has been achieved and what has not been achieved. Before conducting an assessment, the teacher makes an assessment plan by preparing a Learning Implementation Plan (RPP). The plan is prepared in accordance with the demands of the 2013 Curriculum in Permendikbud No. 22 of 2016 by Kementerian Pendidikan dan Kebudayaan Republik Indonesia, which includes: school identity; subject identity or theme/subtheme; class/semester; subject matter; time allocation; learning objectives; basic competencies and indicators of competency achievement; learning materials; learning methods; learning Media; learning resources; the steps of learning and assessment of learning outcomes using a variety of assessment techniques, including planning the assessment of student attitudes.

Based on the results of the document study analysis of the planning for the implementation of attitude assessment in the form of a syllabus and a Learning Implementation Plan (RPP), it can be seen that the form of attitude assessment that must and will be carried out by the teacher has been listed in the document. In the syllabus, it is stated that attitude assessment is carried out on spiritual attitudes (Core Competency 1) and social attitudes (Core Competencies 2) which can be done by means of observation. The lesson plan (RPP) prepared by the teacher also contains an attitude assessment rubric by means of direct observation or observation. The assessment rubric is complemented by attitude indicators that will be assessed by the teacher. These indicators will be scored according to the attitude displayed by students. Each score is in a different column with a different score so that the teacher only needs to put a tick (✓) in the score column according to the student's attitude. This method can make it easier for teachers to conduct attitude assessments.

The assessment targets listed in the syllabus and the Learning Implementation Plan (RPP) only lead to learning material and norms and values related to the material and learning process. The target attitudes are divided into several values that have been formulated by the teacher, such as responsibility, religious attitudes, honesty, curiosity, and so on. The form of attitude assessment tool found in the Learning Implementation Plan (RPP) is in the form of an observation rubric and the daily agenda is used to measure students' attitudes during the learning process. In the form of daily agenda assessment, there are no indicators or attitudes that become benchmarks in assessing student attitudes, causing unclear scores/values obtained by students' other forms of assessment such as self-assessment or peer assessment were not found in the documents analyzed. Therefore, teachers have not used the attitude assessment techniques listed in the 2013 Curriculum including self-assessment.

The assessment techniques used by the teacher in measuring student attitudes can be done by means of observation, self-assessment, peer assessment, and journals. From the results of the interviews, the teachers used more observational assessments. It is considered that it is easier to develop the instrument and the time used is relatively short. This fact is in line with research conducted by Markle and O'Banion (2014) which states that there are still few teachers who carry out attitude assessments in the learning process. In this case, the teacher only needs to choose one of these assessment techniques. The results of Setiadi's (2016) study also state that teachers simply choose one technique to measure the most relevant attitudes. For example, when the teacher will assess students' attitudes in Indonesian subjects using journal techniques. During the assessment process, it turns out that the time is not enough, but the information on students' attitudes can be said to be sufficient, so other assessment techniques do not need to be done anymore.

Another fact states that most teachers show that the division of time in carrying out the role of teaching and evaluating is not ideal. The reality in the field of teachers is that they are often very focused on teaching while the assessment process is neglected. This condition makes the objectivity of the assessment disturbed. There are students who are well observed, there are also students who are not observed. Some teachers think it is unfair, plus there are standard values that must be given to students. Educators always hope that each student has a positive attitude and high interest in every subject. Students who have a positive attitude and a high interest in a subject will have a greater chance of achieving good learning success. For example, it can be seen in students who take lessons on time, also complete assignments on

time, when speaking using polite and polite language and have an attitude responsibility then he has a greater chance of getting good learning outcomes.

From several facts that have been described above, it is stated that the implementation of attitude assessment has not been carried out optimally. This is due to several factors, including (1) the teacher's limited time. When teaching, teachers must divide their time between delivering material, assigning assignments, and the evaluation process. This is what makes it difficult for teachers to assess student attitudes. (2) A large number of students in one class. The teacher must observe 30 students in one meeting so that the teacher must really divide his time. (3) The teacher's limited knowledge of attitude assessment techniques means that the technique used is only direct observation. By introducing self-assessment to the teacher as an alternative to assessing attitudes, it opens opportunities for researchers to develop self-assessment. In addition, it can add insight to teachers as well as in conducting attitude assessments to be more objective and have concrete evidence.

The assessment of attitude aspects has a high level of difficulty compared to the assessment of other aspects. This is due to the various characteristics and greatly influences the implementation of attitude assessment. Each student has different characters that make it difficult for teachers to make assessments. Self-assessment is an alternative attitude assessment technique that involves students directly as well as helping teachers work. The use of self-assessment can make it easier for teachers to score student attitudes. Teachers can find out the strengths and weaknesses of students because students are directly involved in assessing themselves so that teachers can help students overcome their shortcomings. However, the use of self-assessment can be biased because students will easily develop their own attitudes. El-Koumy (2010) argues about the weaknesses of self-assessment, including students tend to give more assessment results to themselves. Therefore, there needs to be a follow-up to student attitudes by giving direct directions and coordinating with the homeroom teacher.

The questionnaire that has been distributed to students in class X and XI obtained information that 96.4% of students know and are aware of the attitude assessment in the learning process. Students who know that there is an attitude assessment in learning also know the form or method of attitude assessment carried out by the teacher. Then, as many as 52.7% of students knew the form of attitude assessment in the form of self-assessment, 29.1% of students admitted to knowing the form of assessment in the form of direct observation. In addition, students also know the assessment in the form of a daily journal as much as

10.9% and the assessment between friends as much as 3.6%. Assessment of attitudes known to students is carried out during the learning process. This is based on the answers from 85.5% of students who filled out the questionnaire. Then, 94.5% of students admitted to having conducted attitude assessments in the form of self-assessment. 1% of students answered the form of self-assessment they had done in the form of a Guttman scale model that required answers between yes and no. Students' knowledge of attitude assessment can provide great opportunities for teachers to take advantage of these moments. This opportunity can be used by asking students to assist the teacher in carrying out the attitude assessment process so that the teacher's burden can be reduced.

Another thing that the researchers found from the questionnaire was that as many as 65.5% of students admitted that self-assessment could measure their real attitudes according to the circumstances. The reason given by students is that through self-assessment students can reflect on their mistakes or shortcomings and maintain their strengths. In addition, students can also reflect on the attitude indicators that are assessed so that answers will appear according to their capacity. Students also see self-assessment as a fairly accurate assessment of their condition. But besides that, 34.5% of students thought that self-assessment had a gap to make students dishonest in making assessments because of their ego wanting to look good in front of others. Therefore, the implementation of self-assessment requires follow-up from the teacher to direct students according to the self-assessment given by students.

Attitude assessment using self-assessment is an assessment in the affective domain carried out by individuals/students based on available criteria. This assessment is carried out during learning and is not carried out by the teacher but carried out by students so that this assessment is a development model of affective assessment. If it is connected with John Dewey's theory which requires an active and creative learning model centered student, self-assessment model learning is very suitable. This supports the research of Siahaan (2014) which reports that self-assessment techniques train reflective and metacognitive skills which are one of the philosophical foundations of the 2013 curriculum. Literature reviews and several studies also show that self-assessment has a positive impact on increasing student motivation and achievement. This self-assessment technique involves students directly, students are given the responsibility to assess themselves so that students must tell the truth. If in the assessment students say they have done something even though they have not actually done it, the student has committed a sin, this is where there is a big responsibility for the student.

Wiley and Gardner (2007) from the results of their research concluded that self-assessment and peers have a positive effect on student learning outcomes, which can improve learning outcomes and increase their desire to learn. Self and peer assessments can also encourage students to be independent and increase their motivation. Self-assessment can be used to shape and develop students' abilities to examine and think critically about the learning process they are undergoing. The positive responses given by students are clearly illustrated in the results of the questionnaire. With this response, the teacher can use other attitude assessment techniques by involving students actively in the assessment process.

4. CONCLUSION

The implementation of self-assessment has not received attention because almost all teachers have not yet used the assessment technique to assess student attitudes. This is due to various obstacles experienced by teachers, including problems with time management and assessment instruments. In this case, the teacher needs an attitude assessment instrument that can facilitate its implementation. Attitude assessment planning is listed in the lesson plan and syllabus, attitude assessment is not explained in detail and there are no attitude indicators that will be assessed by the teacher. This means that the attitude assessment planning needs to be prepared again such as the assessment of knowledge and skills. In addition, in the attitude assessment plan, there is no self-assessment technique to assess student attitudes. This makes students do not know what attitudes they should develop and do not have concrete evidence. Based on this, self-assessment has not received attention from teachers.

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