



## The Implementation of Doing Self-Assessment in Higher Education

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### Abstract

This study aims to discover how undergraduate students conducted self-assessments of their learning process and outcomes, and how much doing self-assessment could contribute to the learning achievement. This research applied a qualitative method. The authors utilized interviews to collect data and wrote them down as the results of the analysis. Based on the results of the interviews, six students responded to the survey regarding conducting self-assessment in the learning process revealing that the benefit of doing self-assessment for students was that they could introspect themselves in the learning process, the self-assessment had significantly contributed to time management during the learning process. In addition, self-assessment could motivate students to improve their ability to learn from previous results. Students could also evaluate what had been done in the learning process. Evaluation results were also significant for students in conducting self-assessments. Hence, students understood the extent of their ability to learn, which was better or worse than before, in every problem during the study process.

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## INTRODUCTION

Self-assessment is defined due to the involvement of learners in making judgments about their achievements and learning outcomes (Boud and Falchikov, 1989: 529). Moreover, it also applies to the definition of requirements and guidelines to be applied to their work and to the degree to which they must follow certain guidelines and requirements (Boud, 1995: 4). Thus, self-assessment is closely related to problems of strength, control and authority, as well as the degree to which they are passed from academic staff to students (Brew, 1999). This form of self-assessment will occur when students assess the results of their work to improve their performance and when they identify the difference of current desired performances. This self-assessment component is consistent with standard-based

education that offers specific expectations and requirements for self-assessment facilities for students. Pervasive standard-based academic training provides a great structure for such basic standards to be required to be able to analyze the products of students, and can provide the information needed for self-assessment when internalized by students.

Self-assessment can be meaning that students not only check answers on multiple-choice tests and assess themselves but involve quite that. Self-assessment is more precisely defined as a method by which students can track and evaluate the level of their thinking and behavior while studying, and also recognize techniques that can enhance their understanding and skills.

Assessment may be able to a comprehensive evaluation wont to know the performance of scholars or often interpreted place to judgment. It's essential in learning as a trial to boost the standard of education. Today, there's a shift within the emphasis on the quality assessment of science learning, from "what is well assessed" to "which is vital to be assessed." Meanwhile, assessment in instruction Mobilizes towards a radical shift from traditional training to learning assessment (Dochy, Gijbels, & Segers, 2006). Gallavan & Kottler (2009) claimed that when students are rewarded for voicing their opinions, they should have influence over their learning, motivation, engagement and ability to enhance their learning outcomes. Besides, McNamee and Jie-Qi (2005) and Burns (2005) stated that self-assessment is taken into account as some way to induce students involved and motivated about their learning. It implies that the educational process within the classroom begins with designing learning activities. One aspect that has to be present within the planning is the aim of teaching because of the expected target of the teaching and learning process and the way the objectives and teaching and learning process will be achieved effectively.

In the implementation of learning, questions always arise, whether teaching activities are following the objectives, whether students have mastered the material presented, and whether the learning process has been able to teach students effectively and efficiently. Moreover, McMillian and Hearn's (2008) self-assessment is seen As a process that allows students to assess their work on the basis of a set of specified criteria, for the sake of progress. It means that self-assessment is not only critical to evaluate students' work but even more after they graduate.

### *Self-Assessment*

Student self-assessment may also be a kind of objective assessment in which each student reflects on their strengths and limitations, which will soon be identified as learning needs, and reinforces deficiencies in improving performance or achievement (Fitzpatrick, 2006). It means its measurement approach is commonly used for both formative and formative assessments purposes. However, two research studies found that it was used primarily for formative purposes; since most researchers agreed that it would be useful for formative purposes and did not agree on its use for summative purposes student self-assessment also suggests that teachers learn through scaffolding and modeling, evaluation, change of approach, and reflection to transfer evaluative roles on to their students. Scaffolding, which seeks to change student responsibility, encourages teachers to step back and serve as mentors and counselors as students learn from their experiences (Joyce, Weil, and Calhoun, 2005). Therefore, the students who assume they can complete the assignments successfully are more inspired and engaged. When students set goals and concentrate on self-assessment, teachers should have held high standards for progress. In this way, student self-assessment in the classroom establishes specific learning goals, recognizes, include assessment resources and provide time for reflection.

### *Clear Learning and Target Criteria*

Establishing specific learning objectives helps students understand what they should learn and engage in the creation of performance standards and quality benchmarks (Bruce, 2001). Following line with the studies of Schunk (1989) and Zimmerman (1989), students have reached clear targets for themselves once again. Such studies indicate that the students' outcomes can be strengthened by asking them to report on their learning. Students must also consider the approach used to achieve the specified learning objectives. We will therefore be more comfortable with their performance as long as they can analyze their work. Providing clear steps can make it possible for them to realize their objectives and achieve a better level of self-efficacy. (Kitsantas, Reiser, and Doster, 2004). Teachers may require students to make a number of choices from the set of predetermined activities of individualized instruction that allow students to learn at the appropriate level. Students who do self-assessment can therefore choose a number of choices made by the instructor and work flat out in line with their level

of ability.

### 1. Self-Evaluation

Using student self-assessment should make students recognize their priorities and requirements. They must therefore have the opportunity to evaluate their results and make adjustments. The instructor must take advantage of the opportunity to convey the idea that mastery must be supervised and that the goal is not only the completion of tasks but also the acquisition of information. (Schunk and Pintrich, 1996). Therefore, combined with constructive attritional feedback, these basic targets and sub-goals will improve the commitment of students towards greater goals (Schunk, 1996). The impact is when they feel a sense of achievement coming from implementing effective learning strategies.

### 2. Reflection

While the students doing the reflection is one of an essential part of the self-evaluation process. Reflection-in-action repeatedly happens when confronted with unforeseen events that potentially related to students' learning (Jung, 2010: 172). Through reflection, students may think about what they know or understand by finding areas of uncertainty in order to achieve a new target. It is obviously important to determine what they learn, and how they can all get to know it better than shallow knowledge. It is important to understand. Students are able to use reflection activities such as seminars, written contact with parents or peers and self-reflections or write checklists to explain their study and measure their performance. Growing student requires self-reflection and is necessary. Each year, month, week or even growing day, it can also be performed regularly.

### 3. Students' Learning

The self-assessment Logan (2009) indicated provides students with a clearer understanding of performance criteria and a contribution to an enhanced method of learning. Through Logan's study of the emotions and attitudes of students on self-evaluation the researchers considered their work more critical and concise. De Grez and colleagues (2012) have recorded students having seen significant learning changes as a result of self-assessment in a study that discussed student understanding of them. Cheng and Warren (2005) said that student performance and attitudes were affected by self-appraisal. Planas Lladó et al. (2013) established the following motive, the best way to trust personal competences and engage with the effects of student attitudes, in their

investigation to determine student views on themselves. In accordance with Jones (2004) the students can and may not focus on achieving education goals and become unsure as to the outcome of their research when progress has not been tracked at key points in the mission. It means that self-evaluation can have a positive effect on learning stages of students by helping them develop insightful and effective approaches to achieving the objectives. The diagram below may be a step for students to take in the self-evaluation process. This process is supposed to show the self-evaluation of students.

Self-assessment means a process in which students are led to measure their success against defaulting expectations and involve students in the setting of their goals and to become more independent, independent and self-regulatory (Bourke & Mentis 2011: 859). This can also help facilitate learning by providing an atmosphere where students can participate and making them accountable for their learning internally. For example, a proactive means of managing and directing their learning may foster trust and motivation. In the same way, as a desire to make the required efforts for better learning. Thus, self-assessment is applied to form achievements and find the unique potential of each student, and it will reveal which students increase problems in their learning and which don't.

Thus during this study, the author focused on how students do self-assessment in their learning process and the way many students do self-assessment contribute to the training process. Therefore so as to urge the aim of this research, the author can get describe how students do self-assessment in the learning process and during this study also prove that students may know the contribution of doing self-assessment in their learning process.

## **RESEARCH METHODOLOGY**

This research utilized a descriptive qualitative method. During this qualitative method strategy, the researchers analyzed students' responses during the interview. Marshall and Rossman (1999: 33) declared that historically a qualitative study aims to explore, explain, or describe the phenomenon of interest. The instrument employed in this study was the interview. Within the interview, the researchers employed purposive sampling, meaning that the researchers selected individuals and sites for the study as they may purposefully inform an understanding of the research problems. The research setting and participants were

undergraduate students from one in all the colleges in Yogyakarta consisting of three females and three males studying on their campus, facing many examinations, and dealing on scientific papers as a graduation requirement. They were expected to be able to conduct self-assessment during the educational process. After gaining a deeper understanding of the info text, the researchers concluded the ends up in detail supported the info collected.

This study used data collection methods through interviews conducted within the field involving six students. The interview method employed in this study is an unstructured interview, where the interviewer only carries a guide which is a top level view of the items that may be stated. Research interview techniques with the aim of obtaining information provided by respondents. Therefore, the analysis of interview data relieved consistency toward students in doing self-assessment. Six students skilled the survey that, there are some differences in giving opinions but the findings discussed below may it still offers a deeper understanding of the students' perceptions of the benefits of doing self-assessment. Furthermore, the findings can guide specific mechanisms that teachers must detain mind when applying independent assessments in their classrooms. The findings are going to be discussed within the context of the research questions that guide this research.

## **FINDING AND DISCUSSION**

*What are the benefits of self-assessment of the learning process?*

Students revealed that the benefits they obtained through the process of self-assessment for their contribution in the learning process were they could identify several elements that could be categorized into frameworks like feedback, clarity of objectives, cooperation and a supportive learning environment. The process is set out in the section below:

According to students, self-assessment helped them to develop techniques and strategies for learning and feeling of responsibility and made them aware of the course and goals of the assignments as expressed in the comments: *“So far, an important reason for doing self-assessment that I can think of is the way I do things, that knows how to act when encountering problems”*. More students gave similar comments concerning the benefits of self-assessment and how they took steps when facing problems.

*"The emphasis on this question is the techniques and strategies used in doing something. After knowing how to do things, I think individuals can find out what makes them think so".* Such comments demonstrate the advantages of getting the opportunity to speak with your self-assessment about the objectives of the course and how it will enable students to understand. This was consistent with earlier studies which showed that self-assessment was relevant (Abdou Ndoeye, 2017; Richard Pinner, 2016 & Wenjie Qu, 2010). In addition, students realize they can solve the challenges they face. Another student also said that self-evaluation is necessary to handle a deficiency. *"We need to get used to making self-assessment so that we can realize what deficiencies and problems we are currently facing".* As reflected in the comments, self-assessment had the benefit of identifying deficiencies, difficulties, and strategies that should be used and needed to resolve the problems faced in learning.

*Please explain the effect of self-assessment on your enthusiasm for the learning process!*

The motivation is one of the crucial factors influencing students' learning and cognitive abilities. In general, all students having abilities above average carry out all the abilities they have as they want to obtain optimal learning results in accordance with the goals they expected. The higher the motivation needed by students would encourage them to learn more to increase the learning outcomes. Similarly, what is conveyed by students that *"Through self-assessment, individuals learn from their work to improve it"*. Therefore, to become capable assessors of their work, students should have clear goals, opportunities to help them make resolutions of quality work, responses, and to improve the work. It seems what Jones Cheryl A says (2005) that assessment learning appraisal encourages and allows trainees to focus on learning and learning in individual training sessions. Therefore in conducting self-assessments can help students increase their motivation during the learning process especially for higher education level.

*Do your own contributions contribute to your learning process? Please explain!*

Personal development complements all activities that increase awareness and self-identity, develop talents and potential, build human resources and manage performance, improve quality of life, and contribute to realizing dreams and ideals. The students required personal development as part of doing self-assessment. The other also said that *"All students seem to benefit from the self-*

*assessment strategy of learning, but it is a bit difficult for students having a low score on getting themselves".* For example, the teacher could help them by building an atmosphere of cooperation among students in developing the required skills in the school.

The student's self-assessment and reasoning is an important skill in lifelong learning. Boud, 1995, page 11. Furthermore, self-evaluation during this learning process will ideally help prepare students not only in the solution of problems that we already know about, but also in the resolution of problems that we do not even think about at the present time (Brew 1995, p.57). Intensive discussions with students must take place before any self-assessment activities are implemented. It is particularly really important to examine the assumptions and concepts underlying creativity in self-assessment. Introduce the concept and start providing realistic incentives being beginning in the paper if you want to apply it.

*Do you often experience shortages in the learning process? Please explain!*

Every student has different abilities. Several students can achieve it without difficulty, but some others cannot. Some problems commonly found such as laziness, easy despair, avoidance of lecturer's indifferent confusion are part of students' learning. However, not all students can solve these problems themselves. Some people might not understand the proper ways to solve problems on their own. Commonly, self-assessment promotes advanced learning and is one of the most critical skills students need to develop the capacity to become apprentice assistants for future career development and lifelong learning. (Taras, 2010) (Boud, Falchikov, 2006). Taras also points out that the concept to merge schooling and learning begins with self-assessment. This can be just as necessary to assume that learners and tutors differ, have distinct roles and have separate focus areas. Most of them don't know what the important problem is; sometimes they are doing not seem to own a controversy, while they are doing have it. Therefore, students find it difficult to get learning achievement in class, while they need taken the teachings seriously. One example of the matter, students are impressively slow in doing school work. For this reasoning, schools, especially educators, should help to resolve problems faced by students.

It made several questions for students. Basic questions categorized as "effective learners" include: "What did I find?", "How can I achieve my target?", "How can I do this better in the future?", and several other questions were asked.



*"I often doubt whether the learning I have applied has been effective or not, whether I have found what I am looking for in the learning process I apply, and I hope that with all I have learned, I can achieve the targets I have set".*

Students also have questions about what they will face in the future. They must therefore prepare and realize a learning environment and process that satisfies their capacity for spiritual power, discipline, temperament, intellect, noble character, and other qualifications needed by the group.

*They have a target in doing self-assessment in their learning process.*

Most students want to achieve different target. Almost all students have targets to be achieved in learning, as stated by the student that *"I have a target that must be better than my previous level of achievement. Therefore I always look for effective opportunities in achieving what I want"*. What happened in the learning process was ineffective. Much time, energy, and costs are wasted when learning goals cannot be achieved. It also happened that the lecture was not creative in using the renewal method. They tended to feel satisfied with conventional methods, causing students less motivated to follow the teaching and learning process.

It is further argued that the relationship of students to learning shifts, in terms of developing a greater awareness of what is required of them, due to the explicit specialization in the communication of learning objectives and requirements. This moves their emphasis from rivalry and contrast with other students to a stronger focus on recognizing their own learning process and success in accordance with pre-established learning objectives and requirements. Thanks to this, it's argued that they become suffered for their own learning progress, which is monitored by them through self-assessment methods. All of this transition is seen as helpful to them in further improving their meta-cognition skills and then allowing them to become more active learners.

*In learning activities, do you conduct an evaluation? Please explain!*

In the context of learning, the evaluation system becomes a benchmark for manners beyond students' understanding of the material being studied, in which the evaluation system not only addresses the assignment or test given, but the teachers also assess students in terms of affective, cognitive and psychomotor. In learning, these three things are systems in knowledge, attitudes, and skills. The evaluation process should be carried out in accordance with the competencies of

the objectives to be achieved from the material. In general, students evaluate learning activities before the final exam, so that they can manage the result they want to achieve. As the following student stated about the evaluation he did: *"I always evaluate the level of achievement I have as it reflects what I have done so that the previous mistakes are not repeated, and then I can improve the results or achievements"*. For students, learning about education will provide guidance or inner grip to know their abilities and status in the group or class. By considering the evaluation of student learning outcomes, students will be confronted with the question of whether they are of high, average, or low ability.

For students, evaluation of education (specifically, evaluation of learning outcomes) will encourage or motivate them to improve and maintain their achievements. Another student also said about the act of evaluating as follows, *"My compilation illustrates that my ability to learn is not above average. I think doing activities in my study is important because I can minimize the failure rate in the exam later"*. General evaluation can be interpreted as a systematic process to determine the value of something (goals, activities, decisions, performance, processes, people, or objects) based on specific criteria. In the context of educational activities, assessment can be characterized as a structured process to determine the level of achievement of the educational objectives that have been set.

Evaluation becomes vital in the teaching and learning process because, without it, it will be difficult to measure the level of success. The role of evaluation in education is as the basis for decision making and policymaking, measuring teacher success rates and student achievement, evaluating curriculum, accrediting schools, monitoring the use of community funds, improving education materials and programs.

## **CONCLUSION AND SUGGESTION**

Feedback, collaboration and a supportive study atmosphere are factors that lead to student learning through self-assessment. The findings show that the students found that self-evaluation activities enhanced their sense of obligation in learning through an increase in knowledge of the courses needs and expectations, as well as their performance, evaluation abilities and strategies for resolving identified learning gaps. The explanation why people should be addressed is that

they should understand how complex they are.

The emphasis on the problem is the methods and approaches used to do something, particularly when students attempt to analyze the learning process themselves. Students should say what they think after learning how to do stuff. Individual evaluation frees tutors or lecturers from high appraisal loads, even pragmatically. In the case of the students' primary assessment, the instructor or teacher and the students will be the test facilitator and moderator. Teaching and learning are primarily participatory activities within the self-assessment framework, which are somehow related to the appraisal 'glue.' In a coherent learning group where every individual is involved in tutorial negotiation as well as in the activities leading to that learning, self-assessment then paradoxically takes place. Self-assessment then is an opportunity to enable students to gain access to assessment participation and to share influence in decision-making, in particular grading.

The impact of the process by which self-assessment students may make a major contribution to their learning interest. In other words, the willingness and motivation to receive input depends on a supportive atmosphere for learning, which appreciates and recognizes each student as the source of learning value for learning. Therefore, the final step that students go through in self-assessment is to evaluate each learning process to obtain the desired results.

By conducting self-assessments in the learning process, especially for students in the higher education system, these things have given them an understanding that self-assessment is a strategy that can encourage and strengthen assessment as a mirror of self when allowed to assess self-competence. Therefore, students can get feedback from the learning process that has been implemented.

By involving students in self-assessment activities, they will learn to consider weaknesses and strengths of the work done. It also can make students' weaknesses as a source of introspection to improve the learning process. Self-assessment can foster self-confidence and responsibility for students because assessors who know precisely about students are students themselves, and students become the best evaluators of their work.

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