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Model Student Self Assessment for Geography Teacher at MAN

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ABSTRACT

Assessment model research student self-assessment aims to; 1) analyze and formulate Student Self assessment instruments Assessment which will be used by geography teachers at Madrasah Aliyah (MAN) Pekanbaru City; and 2) find a new product in the formula instrument student self-assessment assessment that meets the admission requirements namely: validity requirements, practicality, and effectiveness. This study used a qualitative descriptive method, a Research and Development (R&D) type of research. The research sample was geography teachers at MAN 1, MAN 2, MAN 3, and MAN 4 in Pekanbaru City. The results of the study revealed 1) the results of the field findings illustrated that the teachers in the schools that were the research sample did not yet have instrument student self-assessment conducted before learning begins. Based on the results of the evaluation and analysis of the results of product trials carried out in sample schools at MAN 1, MAN 2, MAN 3, and MAN 4, the average score for the assessment of instrument products was 2.75 (quite a good qualitative value); and 2) Instrument products evaluation student self-assessment, the results of the study stated that they had fulfilled three acceptance requirements, namely the requirements of validity, practicality, and effectiveness.

Keywords: Instrument Student, Self Assessment, Madrasah Aliyah (MAN), Pekanbaru.

INTRODUCTION

In the world of education and teaching, in carrying out their professional duties the teacher will not be separated from assessment. The assessment aspect in evaluation activities is important in the learning process. Rating is a process significant and systematic in realizing effective learning (König *et al*., 2022). Starting with the identification of learning objectives and ending with the decision on whether the objectives have been achieved.

Theoretically, there are 3-time domain processes in learning assessment, namely assessment carried out before learning is opened, during learning takes place, and after learning ends (Tsai, 2009; Suasti *et al*., 2018), where teacher subjects should do assessments in the 3-time domains. However, based on the reality in the field from the results of research literature studies from several studies and the reality in schools, it is known that one of the weaknesses of MAN teachers in Pekanbaru City is not conducting assessments before learning begins. So that teachers are not fully able to understand the initial competence of individual students before learning begins. The absence of a basis or foundation for teachers to design learning according to the character of students finally becomes a weakness in determining and establishing effective learning methods, techniques, and strategies and efficient (Putra, 2010; Asmani, 2016). Therefore student self-assessment being present is one way to monitor the competence of students on an ongoing basis to help teachers to be able to know the initial abilities of students with

authentic evidence-based interpretations and actions. Students are directed to be able to assess themselves based on the value of the character of honesty which is by the example of the Prophet Muhammad who gave a direct example of being honest so that he received the title Al Amin (can be trusted) (Rochmawati, 2018). So that through self-evaluation carried out by students, they can see their strengths and weaknesses, henceforth these deficiencies become the goal of improvement (Improvement Goal). Thus, students are more responsible for the process and achievement of their learning goals by prioritizing the values of honesty in conducting self-assessments.

With a valuation model, Student Self Assessment (Ramiz, 2018) can be a bridge and make it easier for teachers to move on to assessment character surveys and strengthen character education such as tolerance, mutual respect, and mutual respect carried out by students themselves. Thus students are used to assessing and evaluating themselves before learning is carried out.

From the research results of student self-assessment, it can be seen the psychological conditions that are being experienced by students individually and the extent to which students are prepared for the learning that will be carried out. So that it can be used as a benchmark to be able to provide feedback or feedback for teachers and schools to be able to create a school environment that makes students happier and stronger in understanding and applying honesty of self-assessment in everyday learning and environment with an assessment instrument student self-assessment will be the basis and foundation for teachers to design learning designs that are effective and for students to be able to recognize themselves so that learning is obtained according to their competence. This means that the assessment is not only to achieve a momentary target but is comprehensive and includes cognitive, affective, and psychomotor aspects by the aim of the Ministry of National Education and the Ministry of Education and Culture. Research model of student self-assessment intended to; 1) analyze and formulate Student Self assessment instruments Assessment which will be used by geography teachers at MAN Pekanbaru City; and 2) find a new product in the form of instrument student self-assessment assessment that meets the admission requirements namely: validity requirements, practicality, and effectiveness.

METHODS

This research was conducted using an R&D approach (Blomqvist *et al*., 2004) to develop or validate, a practical and effective product instrument for student self-assessment before learning begins by the geography teacher. The product development model is a modification of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) product development (Allen, 2006; Palupi, 2017). Then the determination of the school sample was carried out using a purposive sampling technique with the criteria for Madrasah Aliyah (MAN) schools with state status, namely MAN 1, MAN 2, MAN 3, and MAN 4. Secondary data is in the form of instruments/documents and student assessment results used so far. Primary data got from the results of interviews with school principals and teachers regarding the results of product trials which were then responded to by the validators. Data collection techniques through surveys, interviews, observations, structured and unstructured interviews, focus group discussions, distribution of questionnaires, and documentation studies.

RESULTS

The results of this study include the process of developing the formulation of an assessment model instrument for student self-assessment in geography subjects, measuring the level of validity, practicality, and effectiveness of student self-assessment model assessment before learning begins.

3.1 The Process of formulating model instruments student self assessment

In general, based on the findings of the field, it can be explained that in terms of teacher and school responses to the student self-assessment model, in general, it explains the importance of having instrument products student self-assessment applied at school. All teachers who are the subject of research expect an instrument This can be used to provide an effective assessment about self-evaluation in preparing yourself to learn. Before the product is tested on sample schools, the research team did a Focus Group Discussion (FGD) to formulate the instrument student self-assessment model. By studying literature and theoretical studies in formulating drafts instrument. evaluation. Based on the results of the student analysis can be explained in the following way the outcome findings field gives the picture that the teachers in the school that became the research sample did not yet have instrument student self-assessment conducted before learning begins. Based on the results of the analysis of results product trials carried out to sample schools school Man 1, MAN 2, MAN 3, and MAN 4 got a score the average rating of instrument products is 2.75 which can interpret that instrument product student self-assessment is in the sufficient category with the indicators seen are the characteristics of the participant's students, indicators of oral and written communication as well as indicators academic performance. With a description of the Man 1 school, the total value of the average score is 3.3 with the category already according to the instructions given by the teacher companion. Then at the MAN 2 school, a score was obtained an average of 3.1 with the category by which command was given by the Teacher. While the total score is obtained from the results of data processing and analysis data for MAN 3 school average score obtained is 2.8 with a category that fits the instructions already given by the teacher. For schools on MAN 4 is obtained the average score obtained is the same as the MAN 3 school which is by 2 2.8 with a fairly appropriate assessment category.

It can be concluded that in general the application assessment in student self-product trials assessment before learning started which were tested on students was still in the fairly good category, meaning that the assessment product needed more mature refinement with input from users/the teacher himself and input directions from evaluation experts. Several causative factors include the school itself does not have high attention to providing instrument student self-assessment before learning begins and geography teachers' knowledge of student self-assessment before learning begins is still low.

3.2 Application of student self assessment

Analysis of the conditions of the teachers and students of the sample schools

Based on field findings dated July 27, 2022 general can be explained that assessment student self-assessment before learning started is not done by teachers in conducting learning assessments. Evaluations which has been done such as the evaluations that have been done there are pretests, posttests, and daily tests while evaluation students before learning begins individually never been done. This matter caused factors still low

knowledge and skills of teachers will model assessment of student self-assessment before learning in start individually. The condition of students in understanding instrument student self-assessment assessment in a way qualitatively quite good with a total score of 2.75. Support policymakers also do not look good. School leaders tend to leave hands with the model assessment to be applied to the sample schools because this valuation model is considered part of the continuation of national policy in character assessment in terms of developing assessment tools.

Preliminary product design

In the early stages of product design, the instrument was developed based on several indicators. These indicators include; cabbage assessment indicators, weight column (which indicator is the highest is given a large weight or small weight), assessment scale column (yes and no) summation column (total score), scoring formula column, rubric column, and reflection column. Sheet Instrument student self-assessment is shared into 3 sections, namely: indicators of student character assessment, indicators of oral and written communication, and indicators of academic performance.

Test result meeting

The results of the first test on July 27, 2022, showed that there were imperfections in instruments created by the research team. Some of the weaknesses found include: 1) The assessment indicators used are still partial, there is no uniformity, not even by strong theoretical foundations; 2) Giving weights does not have a proper and mature rationale. Weights tend not to be determined by simple perceptions and do not consider the purpose of the assessment itself; 3) The initial design of the product did not have a clear scoring rubric, as a result, instrument users had difficulty determining the scale/score given; and 4) The initial design of the product uses standard sentences so that it will be understood by the user (user/teacher).

Product revision

At the product revision stage through FGD with the research team together with the sample school teachers on August 27, 2022, the results of the FGD activities included conclusions; The assessment indicators used were revised based on theoretical criteria and joint input from geography teachers at the sample schools. Make changes to the narrative on student self-assessment before learning starts to make it easier for students to answer questions. Improvements in sentence redaction for questions on some indicators adapted to the language of understanding of high school students. Giving weight is based on proper and mature thinking because it is based on the purpose of the assessment itself. Placing the scoring rubric as an integrated part of the assessment instrument provided. The assessment scale for students was considered too simple with yes and no answers, so it was changed to a scale namely; 1-4.

Second test results

In the product design revision stage, the instrument was developed based on several indicators. These indicators include; cabbage assessment indicators, colOm weight (which indicator is the highest given a large weight, or a small weight), column rating scale (scale 1, 2, 3, and 4) colOm summation (total score), scoring formula column, rubric column, and reflection column. Sheetinstrument student self-assessment is divided into 3 namely: indicators of student character assessment, indicators of oral and written communication, and indicators of academic performance. From the data collected, it can be concluded that

the second stage of product design is close to the perfect stage. It means the user instrument the assessment already understands and feels helped compared to the initial design.

Product improvement

The product is refined to be better, including in terms of appearance, using additional explanations/information, which is then packaged in the form of a handbook for teachers. Product improvement is carried out after being validated by external parties; teachers with a team of researchers and education experts. The perfect product was duplicated to be distributed to sample schools.

Assessment instrument validity (product validity)

Validity instrument student self-assessment assessment relating to aspects of the content and appearance of the instrument itself. From the aspect of content is a suitability indicator assessment with what to value. That is, whether the indicator that is loaded in instrument assessment is truly by the intent and purpose of the assessment itself. As the example above to determine the characteristics of students the indicators assessed include; coming on time, being excited, and confident, contributing deeply to learning geography, respect, and responsibility. As well as to know the indicators of oral and written communication, indicators among others; hearing the teacher's voice, seeing the teacher's writing, being able to answer questions about geography material, speak clearly in the discussion. Likewise, with academic performance indicators, the aspects that are assessed are: having studied the subject matter at home, completing homework, submitting homework on time, and being ready to present assignments in front of the class. As stated by Sugiyono (2011), the validity test must be carried out by experts (expert validators). The experts in question are those who formally own skills in the field in this case, among others; experts in the field of evaluation (assessment). The experts specified in this study include; Dr. Didi Hartanto. The validator was shown to give an average validity score of 6.4 (good qualitative score). The score given illustrates that the student self-assessment model before learning started which is used in sample schools has been recognized for its reliability, practicality, and effectiveness in the good category. Furthermore, this model can be used by schools, especially teachers of geography in sample schools. Besides the expert *validator* above, the content validity of the student self-assessment instrument assessment is also assessed through an external validator (external validator).Validator external directed at the evaluation by the user (user) who will apply/use the assessment sheet at the school where they teach. This activity is more dominantly directed at product evaluation and is carried out in the form of FGD. The parties involved/present in this activity include; 3 teams of lecturers from UIN Suska Riau and 8 geography teachers at MAN 1, MAN 2, MAN 3, and MAN 4 in Pekanbaru City.

The evaluation results by the FGD participants provided the same picture as a para-expert *validator*. In other words, the parties external who will use student self-assessment assessment products provide an assessment that this instrument is very suitable to be applied in learning which makes it easier for teachers to use appropriate learning methods and strategies effectively. The results of the discussion also recommend presumably policymakers such as school principals and service heads contribute to the supply/multiplication of this measurement tool so that it can be owned by other schools.

Practicality student self assessment (product practicality)

Product practicality, intended to determine the level of ease of use instrument evaluation. In this case the ease of conducting student self-assessments by students and reflection by the teacher. The conveniences in question include; 1) easy-to-understand indicator assessment, b) easy to set a score (because the score is given using a scale of 1-3), c) easy to add and multiply weights and scores; 2) easy to get results (because it uses a simple formula); 3) easy to give reflection, or conclusions about the results of the assessment, f) easy to provide explanations about student learning outcomes. Validator as previously stated, gives an average product practicality score of 6.3 (good qualitative value). The score given illustrates that the student self-assessment model used for students has been recognized for its practicality in the good category. Furthermore, this model can be used in the field, especially by geography teachers in sample schools. FGD results also provide the same picture as the assessment expert. The teacher as a party external at the same time the user states that from a practical aspect, this assessment sheet is very suitable to be applied in schools and used for assessing competence noncognitive. All FGD participants acknowledged that this student self-assessment assessment instrument was very easy/practical to use. The convenience indicators include; easy-to-understand assessment indicators, easy-to-set scores, easy sum and multiplying weights and scores, easy-to-get results, easy-to-give reflections, and easy-to-give explanations about characteristics participants educate.

Criteria for effective student self-assessment (product effectiveness)

Product effectiveness discusses the extent to which the product influences the achievement of goals. An effective product if its use can make a significant contribution to assessing student competence. Conversely, a product is not effective if its use cannot make a significant contribution to assessing student competence. Validator giving an average product effectiveness score of 6.4 (good qualitative value). The score given also illustrates that the student self-assessment model used for students has been recognized for its effectiveness. Because it meets the requirements effectiveness This model can certainly be used, especially by geography teachers in sample schools. The FGD results also provide the same value as the expert's assessment. The teacher as a party external at the same time the user also agrees that the instrument This assessment is very suitable for assessing competency in cognitive students (character, communication, academic performance) because they are considered effective.

The results of the analysis show that the development of student self-assessment products to assess the character of students' self-honesty in conducting self-assessments can be said to be good. As an instrument student self-assessment assessment before learning begins which is developed, meets the requirements of validity, practicality, and effectiveness, of course, it will make it easier for teachers to monitor the progress of their students. Student self-assessment assessment instruments needed in the sample schools because: 1) With the assessment model Student Self Assessment becomes the basis and foundation for teachers to design effective learning designs and for students to be able to recognize themselves so that learning is obtained according to their competence; 2) Evaluation model Student Self Assessment being present is one way to monitor the competence of students on an ongoing basis to help teachers to be able to know the initial abilities of students with authentic evidence-based interpretations and actions; 3) Students can be directed to be able to assess themselves based on the character values of honesty and to be responsible for the process and achievement of their learning goals by prioritizing the values of honesty in conducting self-assessments; 4) With the evaluation

model Student Self Assessment can be a bridge and make it easier for teachers to move on to assessment character surveys and strengthen character education such as tolerance, mutual respect, and mutual respect carried out by students themselves; 5) From the research results of student self-assessment it can be seen the psychological conditions that are being experienced by students individually and the extent to which students are prepared for the learning that will be carried out. So that it can be used as a benchmark to be able to provide feedback or feedback for teachers and schools to create a school environment that makes students happier and stronger in understanding and applying honest self-assessment in everyday learning and environment.

The results of the FGD with the experts concluded the product design. The results of this FGD activity covered several things: each point assessment process is more detailed from a yes and no scale to a scale of 1-4, Prioritizing the assessment process based on sequence and systematic, which makes it easier for students to read teachers to do assessments, strive to open for the model book as a book handle doubled students and teachers, providing training related to how to carry out student self-assessments. Equipment Instrument also meets the standards according to the theoretical aspect which exists. Appropriateness can be seen from the suitability of indicators with learning objectives, weighting according to the level of difficulty, use of formulas, rubric scores, and reflections. The supporting components in the assessment sheet are laid out in such a way that it is practical and effective to use. Therefore Instrument student self-assessment before learning begins is appropriate for use by teachers at MAN schools. Used Instrument student self-assessment is expected to become a policy for organizer education, especially in the city of Pekanbaru, Riau Province. The efforts of the head of the service and school principals are especially expected. How schools and teachers have books instrument assessment of student self-assessment before learning begins and use them in assessing preparation Study students individually.

CONCLUSIONS

Some conclusions from the research results of the student self-assessment model are as follows based on the results of the research analysis the analysis phase can be described as follows the findings from the field results illustrate that the teachers in the schools that were the research sample did not have instrument student self-assessment conducted before learning begins. Based on the results of the evaluation and analysis of the results of the product trials carried out in sample schools at Man 1, MAN 2, MAN 3, and MAN 4, the average score for the assessment of the instrument product was 2.75 (value qualitative pretty good). This assessment instrument as well has fulfilled at least three acceptance requirements, namely the requirements of validity, practicality, and effectiveness. Validity requirements relate to the substance of the indicators contained in the instrument sheet, practical requirements relate to the ease of filling in the instrument, and effectiveness requirements relate to aspects of achieving goals, namely the competency results of students. Results FGD which involves related parties and has the competence to provide an assessment of the product, as well as provide positive recommendations, that the product instrument Student self-assessment before learning begins is very suitable for learning and use by teachers at school.

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