Students' Perceptions on Self-Assessment in Writing Competency at Senior High School

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A B S T R A K

Situasi saat ini yang sudah memasuki era digital sangat erat kaitannya dengan pemahaman karakter seseorang. Penilaian diri merupakan suatu proses penilaian dimana seseorang diminta menilai dirinya sendiri berkenaan dengan status, proses, dan tingkat pencapaian kompetensi yang telah dipelajarinya. Penelitian ini bertujuan untuk menganalisis dan memahami persepsi siswa mengenai penggunaan penilaian diri dalam kompetensi menulis mereka dan tantangan yang menyulitkan mereka untuk melakukannya. Dalam penelitian ini metode yang digunakan adalah survei dengan pendekatan kualitatif, sedangkan subjek penelitiannya adalah siswa kelas 10 dan 11 SMA. Pengumpulan data berupa kuesioner melalui link Google Form dan wawancara yang dilakukan secara online. Analisis data dilakukan analisis tematik menganalisis data kualitatif untuk mendeskripsikan dan menginterpretasikan. Hasil penelitian ini menyatakan bahwa siswa cenderung mempunyai persepsi positif terhadap penggunaan penilaian diri yang terkandung dalam kompetensi menulis. Agar siswa dapat lebih percaya diri, mencapai keinginannya dan memotivasi dirinya untuk menggunakan penilaian diri sebagai evaluasi dalam pembelajaran untuk meningkatkan kualitas keterampilan menulis. Namun terdapat juga tantangan ketika menggunakan self-assessment dalam pembelajaran yang membuat siswa merasa kesulitan, seperti menilai diri sendiri dan tidak memahami kriteria dalam self-assessment.

A B S T R A C T

The current situation, which has entered the digital era, has a close relationship with understanding character for a person. Self-assessment is an assessment process in which a person is asked to assess himself with regard to the status, process, and level of achievement of the competencies he has learned. This research aims to analyze and understand students' perceptions regarding the use of self- assessment in their writing competence and the challenges that make it difficult for mov them to do. In this research, the method used was a survey with a qualitative approach while the subjects of this research were students in grades 10 and 11 from Senior high school. Data collection took the form of a questionnaire via a Google Form link and interviews conducted online. Data analysis conducted thematic analysis analyzing qualitative data to describe and interpret. The results of this research state that students tend to have positive perceptions regarding the use of self-assessment contained in writing competency. So that students can be more confident, achieve their desires and motivate themselves to use self-assessment as an evaluation in learning to improve the quality of writing skills. However, there are also challenges when using self-assessment in learning that make students feel difficult, such as assessing their own and not understanding the criteria for self-assessment.

1. INTRODUCTION

Education continues to change, as well as education in Indonesia which has developed along with the progress of the times and technology. A clear example of efforts to develop education in Indonesia is the change and improvement of the curriculum (Bhattacharjee & Deb, 2016; Hasanah & Supriansyah, 2022). The curriculum itself is a plan that provides guidelines for the teaching and learning process according to previous study new education curriculum policy aimed at overcoming the learning crisis caused by the pandemic, as well as encouraging students to master scientific competencies in the field of Education (Li & Chu, 2021; Peng et al., 2014). Therefore, an update was made to the curriculum concept which was previously the 2013 curriculum to become an independent learning curriculum. The independent learning curriculum is a curriculum related to new learningpatterns, namely ensuring that learning is more student-focused so that each student can learn according to their needs and stages of development (Schunk & DiBenedetto, 2020; Tristananda, 2018). This new learning pattern also provides flexibility for teachers to design learning that still adapts to the characteristics and needs of students. Therefore, in order for students to achieve competencies as expected, this new learning pattern will begin

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with mapping competency standards, planning the learning process, and implementing assessments (Luthfi & Hamdi, 2020; Watanapokakul, 2022). In addition, in this new learning pattern, the Pancasila Student Profile is one of the important roles in education in Indonesia, namely playing a direct role in the learning and assessment process. Basically, every curriculum policy imposed by the government, its implementation is determined and influenced by the preparation and ability of teachers. The influence of the independent learning curriculum or new learning patterns that have beenimplemented in this Indonesian Education unit, of course, has many pros and cons on the quality of student learningin schools. Both positive and negative impacts are felt by students (Mahmud, 2020; Zuhdi et al., 2021). The positive impact felt by students includes changes in student learning. In the independent curriculum, students are given the opportunity to explore and expresstheir interest in learning, this aims to form students with good competence and character. While the negative impactis that the quality of education can decrease and changes in curriculum development so that it quickly causes new problems such as decreased student achievement. This is because students cannot adjust to the learning system in the development of the applied curriculum or the new curriculum (Rasheed et al., 2020; Thibaut & Curwood, 2018).

In the new learning pattern or independent learning curriculum, it is still related to the use of assessment inlearning. In this learning context, assessment is an activity that is separate from the learning process. Assessment for students is given as a learning process for students who have gone through various stages in learning, not just numbers (Daga, 2020; Suryaman, 2020). There are three approaches to assessment carried out during learning, namely learning assessment, assessment for learning, and assessment as learning. Learning assessment is an assessment stage carried out after the learning process is complete, assessment for learning is an assessment carried out directly during the learning process as a basis for improving the teaching and learning process and the last assessment as learning is learning that involves students to be active in these activities and provides a lot of experience in order to learn to assess themselves (Das, 2019; Srirahayu & Arty, 2018).

The current situation, which has entered the digital era, has a close relationship with understanding character for a person. Self-assessment is an assessment process in which a person is asked to assess himself with regard to the status, process, and level of achievement of the competencies he has learned. This self-assessment technique can be used to measure cognitive, affective, and psychomotor competencies possessed (Cubukcu et al., 2020; Pawar et al., 2020). Self-assessment is one of the assessment strategies that can be done and is very necessary to describe the competencies possessed. Self-assessment is considered more useful than assessment by teachers or peers who only see the same thing, becauseself-assessment can be used to measure one's own attitudes and behavior which is a more authentic assessment. The implementation of reflection and self-assessment is the basis for encouraging students to be responsible for teaching and learning activities, and helping students be actively involved in the educational process. Self-assessment is currently used as an alternative form of self-understanding in evaluating because of its characteristics that can encourage students to learn, increase student awareness in learning, increase students' sense of their learning goals, and provide some positive effects to students and teachers (Kumar & Nanda, 2019; Rasheed et al., 2020; Selman & Jaedun, 2020).

Perception is a general or global view of an object seen from several aspects that can be understood by a person. Knowing the public perception of an educational institution is an effort to see the wishes or expectations of the community towards the institution (Dewi, 2021; Elbasuony et al., 2018). Perception is the process of a person's treatment of objects or information received through observation using their senses. This process is concerned with giving meaning and interpreting the observed object. Perception is a process initiated by sensing. Sensing is the process of receiving a stimulus by an individual through a receiver, that is, the senses. In general, the stimulus is passed by the nerves to the brain as the center of the nervous system and the next process is the perceptual process. The perception of a person or group canbe much different from the perception of another person or group even though the situation is the same (Hanif et al., 2018; Yuzulia, 2021). Differencesin perception can be caused by individual differences, personality differences, differences in attitudes or differencesin motivation. Basically, this process of perception formation occurs in a person, but perception is also influenced by experience, learning process, and knowledge (Akdamar et al., 2021; Chang & Yang, 2011).

According to previous study suggest that linguistic elements are an important aspect thatneeds to be considered in the written test. In addition, the content of the message expressed is core as a form of productive use of active language (Fonseca, 2020). Other study argues that writing tasks involve linguistic and extralinguistic elements, language elements and messages, providing opportunities for students not only to think using language appropriately, but also to think about the ideas posed (Rasheed et al., 2020). Writing competence can be defined as the quality or standard of a person in how to convey ideas, facts, and thoughts into a paper or writing. This focuses on observing a person's performance in writing, by examining whether it is up to standard or not (Cohen et al., 2020; Kurniawan et al., 2020). Thus, it is known that writing is not only about knowledge and about writing several papers, but can also improve behavior and attitudes in the writing process. Similar to what other study said, writing competence is about a person's ability to meet standards through the performance process (Kaufmann, 2018). The activity process contains communicative, productive, and expressive activities used to convey messages from the author to the reader. Therefore, in writing competence a writer needs

to communicate with readers using their writing to express their feelings. This research aims to determine students' perceptions of using self-assessment to improve their writing skills

From the perspective of school teachers, self-assessment is believed to have a positive impact on students' writing abilities. However, the introduction of self-assessment is still relatively new so some students may find it difficult to use. Therefore, this research also aims to analyze the problems students face when using self-assessment. The novelty of this research is not only emphasizes the effectiveness of self-assessment in improving students' writing skills, but also provides insight into the obstacles that may occur in the process of implementing self-assessment.

2. METHOD

This research was designed as qualitative research conducted at SMAN 1 Sawan, which was the research location. According to previous study survey research involves collecting data from a sample of individuals through their responses to surveys (Braun et al., 2021). This qualitative research aims to explore an in-depth understanding of students' perceptions and experiences in writing English. With this approach, researchers can collect richer and more detailed information about the topic being studied, so that they can provide a more comprehensive picture of the phenomenon being studied. Data was collected through open questionnaires and interviews. The questionnaire uses a 4-point Likert scale consisting of (1) "Strongly Disagree," (2) "Disagree," (3) "Agree," and (4) "Strongly Agree." The use of this questionnaire provides students with the opportunity to express their opinions indirectly. In addition, further interviews were conducted to gather additional information regarding the students' experiences and their abilities in writing English. This method of data collection allows the researcher to obtain a variety of viewpoints and experiences from the respondents, which will provide a better understanding of student perceptions and views. Questionnaires were analyzed using Excel to determine median values, while data collected from interviews were analyzed using thematic analysis. Thematic analysis is a qualitative data analysis method for describing and interpreting data (Braun & Clarke, 2019). The thematic analysis process involves several steps, such as understanding the data, coding, and determining emerging themes. These steps include data collection methods, data sources, and data analysis methods. With this approach, researchers can identify key patterns and themes in the data, which will help in drawing relevant and meaningful conclusions.

3. RESULT AND DISCUSSION

Result

Students Perception on Self-Assessment in Writing Competence

Questionnaires that have been given to respondents to evaluate their perceptions of the use of self-assessment in improving writing skills. Questionnaires were sent to 118 students from 4 classes at SMAN 1 Sawan via a Google Form link. The results of the questionnaire provide an overview of how students' perceptions of the use of self-assessment in improving their writing competence. Based on the questionnaire, the first dimension involves evaluating the quality of self-assessment. It is based on students' perceptions of how useful self-assessment is, how self-assessment provides motivation to students, and how self-assessment leads to an understanding of self-evaluation on their writing competence. The second dimension focuses on the use of self-assessment in assessing students' writing competence. The results of the questionnaire data collection can be seen in Figure 1.
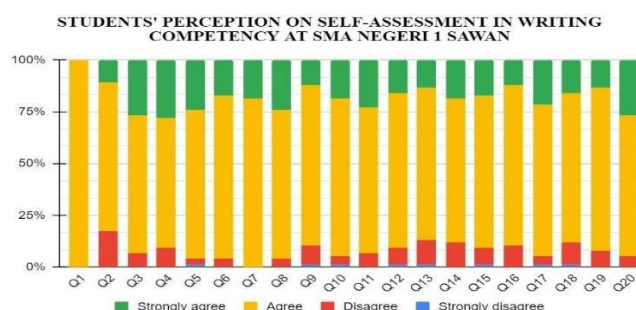

Figure 1. Result of Students Perception on Self-Assessment in Writing Competency

Based on Figure 1, it can be concluded that students' perceptions of the use of self-assessment in improving writing competence tend to agree. This can be seen from the median on the graph which shows that students have a good perception of self-assessment in improving their writing competence. Based on the graph in

the figure above, it can be concluded that students' perceptions of the use of self-assessment in improving writing competence tend to agree. This can be seen from the median on the graph which shows that students have a good perception of self-assessment in improving their writing competence. The results of the questionnaire were also supported by interviews and data analysis using thematic analysis. From the results of the interview analysis, several themes were found such as the benefits of self-assessment in improving students' writing competence, self-assessment provides motivation to students in improving the quality of their writing, self-assessment helps students in achieving the expected goals, and self-assessment helps students in evaluating their writing competence.

Self-assessment can also encourage students to improve the quality of their writing. To improve the quality of their writing, students are encouraged and feel motivated to do critical thinking about their own writing. They are redirected to critically evaluate which aspects they have mastered and which aspects need improvement. By encouraging students to critically analyze their own writing, self-assessment helps increase students' awareness of the quality of their writing. This approach, as a whole, supports a student-centered approach in improving their writing competence, fostering a sense of ownership, critical thinking skills, and continuous learning. Integrating self-assessment into routine writing tasks ensures that students develop the habit of critically evaluating their work. Scheduled self-assessment exercises help students recognize patterns in their writing and make improvements consistently. Along with that, increased self-awareness encourages students to be active in achieving development and continuation by giving control to their learning process. When students are actively involved in assessing their own writing, they feel ownership of the learning process. This sense of responsibility drives them to make conscious efforts in making improvements. Thus, students can indirectly produce more quality writing.

By evaluating one's own writing, students become more aware of its advantages and disadvantages. The more often students conduct self-assessments, the more skilled they will be at recognizing patterns in their writing and making improvements accordingly. This is also in line with research put forward by Muñoz and Alvarez (2007), which shows that when students realize that they are able to accurately assess themselves, they will be more confident and motivated to engage in self-assessment activities. All components in the overall self-assessment evaluate the development of students' writing competencies. It encourages students to see self-assessment as an important tool in honing their skills throughout the academic journey. The application of self-assessment places students as active participants in their learning process, which fosters a sense of responsibility, metacognitive awareness, and commitment to lifelong learning.

Self-Assessment Helps Students Achieve their Expectations of Writing Competence

Self-assessment is also believed to facilitate students in achieving their targets regarding writing competence. Students are given the opportunity to evaluate their competence and development in writing in order to improve the quality of their writing. Through a process of self-reflection, students gain a valuable understanding of their current writing competencies while identifying areas of excellence and aspects that need improvement. Thus, self-assessment is considered to play an important role in helping students set realistic and achievable goals in writing competence. Self-assessment helps students evaluate their writing competency by following the appropriate stages of self-assessment in stages. During the learning process, self-assessment involves students assessing their own writing and asking themselves questions. Through self-assessment, students can develop a more active and responsible role in the learning process. They can identify weaknesses in writing and understand the extent of their writing competence. In addition, students gain a deeper understanding of their writing process through reflection on the strategies they use, from brainstorming and drafting to the revision and editing stages. Interview sessions were also conducted to gather information about the barriers students face in using self-assessment in writing competence. The interview results showed several themes related to the barriers students face when using self-assessment in writing competence. These challenges include students' feeling that their writing skills are neglected, lack of objectivity in assessing their writing competence, and lack of time in assessing their writing competence.

Although self-assessment offers many benefits, students sometimes also face challenges in using it. One of the challenges that some students face is feeling underestimated regarding their writing competence. The application of self-assessment in the context of writing can sometimes lead to feelings of slightedness among students towards their writing competence. There are many factors that can cause these feelings, such as a lack of self-confidence that makes students focus more on their perceived weaknesses than their competencies. In this context, the role of the teacher is very important in creating a supportive environment, which encourages students to reflect not only on the areas that need improvement but also on their achievements and progress. Teachers can contribute to more balanced and realistic self-assessments by helping students appreciate their true writing competence. This can be done by providing constructive feedback that highlights their strengths and provides guidance on areas that need improvement.

Students Feel Less Objective in Assessing Their Writing Competency

The second challenge students face when using self-assessment is feeling less objective in assessing their own writing competence. They worry about giving too high an assessment that can seem arrogant or even too low that can demean themselves. Some students may hesitate to give high ratings to their own smears for fear of appearing arrogant or overconfident. On the other hand, they may be reluctant to give lower grades for fear that it could damage their self-esteem. From the statement, we can see that self-assessment can make students feel less objective in assessing theirwriting competence. Students, especially those who are beginning their writing journey, are often in the process of perfecting and developing their writing competencies. Writing skills develop gradually over time through practice and continuous feedback. Students may not yet have a deep understanding of writing conventions, styles, and nuances of writing. Their limited experience can cause them to doubt the quality of a strong piece of writing. This lack of experience and expertise can hinder their ability to evaluate their work objectively, leaving them feeling thatself-assessment is a challenge for them. Time constraints are one of the common challenges students face when using self-assessment. Given that self-assessments must be careful and objective, some students may need more time to complete their self-assessments properly. Teachers may have specific targets that encourage students to complete self-assessments quickly, which can create additional stress for students. Evaluating these components comprehensively and objectively may take longer, especially for students who are still developing their analytical skills. The primary purpose of using self-assessment by students tends to bemore focused on improvement than just grading. Therefore, there are times when students need to spend more timeidentifying aspects of growth and setting improvement goals with careful consideration. By recognizing that conducting a thorough and objective self-assessment takes significant time, educators can create an environment that values those thought processes.

Discussion

Based on the results of this research, it is stated that students from SMAN 1 Sawan gave positive perceptions regarding the implementation of self-assessment in improving students' writing competence. This research identifies the understanding, benefits and challenges faced by students to improve writing skills. The results of this research have stated that by implementing self-assessment students can understand their strengths and weaknesses in writing, feel confident, and motivate students to apply self-evaluation (Rasheed et al., 2020; Yıldırım, 2016). However, there are still benefits to implementing self-assessment that students do not yet understand, such as obstacles when implementingit, lack of self-confidence during self-assessment, and lack of understanding of the criteria or aspects of writing thatmust be assessed (Cañete & Inostroza-Araos, 2022; Ma & Zhou, 2022). Based on the results of students' understanding regarding self-assessment, it can be an effective tool in improving writing skills if managed well and paying attention to the challenges and benefits of self- assessment. Students can create their own learning strategies according to their needs and create an inclusive learning environment and can turn students into active learners so they can be guided in developing writing skills (Basyoni et al., 2020; Rasheed et al., 2020).

Self-assessment is a useful tool for students to improve their writing competence. Self-assessment provides great benefits for students in evaluating their writing competence. Self-evaluation provides an opportunity for students to introspect and improve themselves, understanding the advantages and disadvantages in their writing competence. Through self-assessment, students can identify their weaknesses and aspects that need improvement inwriting (Angelina, 2020; Asokan et al., 2019). As seen, students state that self-assessment is very useful for them in recognizing themselves. By providingopportunities for self-reflection, they can discover their potential in writing. This process of reflection helps them become more aware of their strengths and weaknesses, as well as gain a more effective understanding of how to improve their writing competence (Binmahboob, 2020; Taufan, 2022). This is also in line with some previous research in this area. For example previous study found that self-assessment can help students to identify their mistakes in writing (Herbein et al., 2018). The same thing was also found that stated that self-assessment helps respondents in evaluatingtheir strength in writing, including in the use of proper grammar, spelling, and punctuation to make it easier for readers to understand their writing (Huda et al., 2020). By knowing their strengths and weaknesses, students can easily revise their writing and come up with new ideas for their writing.

Through these statements, it is seen that self-assessment has the potential to help students identify and setgoals that can help them achieve expectations in writing. This is also in line with the results of research which states that students hone their abilities in order to meet the needs to achieve optimalresults and achieve the desired goals (Shorey et al., 2021). Other findings from other research also support the idea thatself-assessment can help students assess their performance and determine whether they fit with set goals and criteria (Dewi, 2021). In the context of training to improve writing skills, setting goals or expectations based on self-reflection helps students identify certain aspects that need improvement. The establishment of clear and specific assessment criteria is the key to success in this process. Goals can be focused on aspects that need improvement, such as sentence structure,

vocabulary use, or overall coherence. This creates a focused roadmap for improvement. In addition, the provision of rubrics or assessment guides helps students understand the standards on which their writing is graded.

Self-assessment is a form of evaluation where students are asked to assess their own performance. This helps students in assessing their competencies based on their personal understanding of their performance in the learning process. Previous research also shows that through self-assessment, students learn how to honestly evaluate their work and use the results to improve subsequent writing tasks (Zhang, 2020). After improving their writing skills and getting positive feedback from the teacher in subsequent writing assignments, students became more confident in their writing skills. Students expressed their confidence in the use of self-assessment to help improve their writing skills in their reflection (Meiranti, 2012; Nappi, 2017). This process involvesany form of exercise that encourages reflection for further improvement. In addition, students also hold responsibility for the learning process and the achievement of their goals.

This research provides several important implications for the development of learning methods at the high school level, such as self-assessment can increase students' learning independence by giving them the opportunity to actively assess and reflect on their own writing abilities. This can encourage students to be more critical and aware of their strengths and weaknesses in writing. Through self-assessment, students can develop important metacognitive skills, such as planning, monitoring, and self-evaluation. These skills are not only useful in writing, but also in various other aspects of learning. Self-assessment allows students to receive more relevant and personalized feedback, because they can match their own assessments with the standards set by the teacher. This can help in clarifying expectations and improving the quality of their writing.

However, this research also has limitations, self-assessment is prone to subjectivity, where students may have inaccurate assessments of their own abilities. Some students may be overly critical of themselves, while others may be overconfident. Students' abilities and experience in conducting self-assessments can vary significantly. More skilled or experienced students may be more capable of conducting effective self-assessments compared to less experienced students. Additionally this study may have methodological limitations, such as an unrepresentative sample or inadequate data collection instruments. This may affect the generalization of research findings.

4. CONCLUSION

Based on the results of this research, students from SMAN 1 Sawan gave positive perceptions of the application of self-assessment in improving their writing competence. This research identifies the understanding, benefits and challenges faced by students in improving their writing skills. The results of this research state that by implementing self-assessment, students can understand their strengths and weaknesses in writing, feel confident, and be motivated to carry out self-evaluation.

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