Application of Self Assessment Techniques in PAI Learning

Antlata Digi Maulana Syah
Yudharta Pasuruan University

ARTICLE INFO	ABSTRACT
Keywords: Application Self Assessment Technique PAI learning	The main purpose of applying self-assessment techniques is to support or improve learning processes and outcomes. Self-assessment technique is an assessment in which students assess and evaluate the quality of learning or the work they do so that they can identify their weaknesses and strengths in certain learning independently. The self-assessment technique is an assessment method that provides opportunities for students to take responsibility for their own learning. Therefore educators can start the self-assessment process by giving students the opportunity to validate their own thoughts. The approach used in this research is library research. The process involves data collection methods by looking for references in books, dictionaries, journals, document. The results of this study focus on describing: (1) The nature of self-assessment in PAI learning, (2) The urgency of applying self-assessment techniques in PAI learning, (3) Techniques for developing self-assessment instruments in PAI learning.
Email : antadigi225@gmail.com	

INTRODUCTION

Self-assessment technique is an important skill needed by individuals for their future professional career development. Self-assessment is defined as a process by which individuals assess their performance against predetermined standard criteria in setting goals that are more independent and for self-reflection. The self-assessment process is carried out with two main types of activities, namely: seeking feedback and self-reflection. Feedback is specific information that individuals get to facilitate learning outcomes and is usually used to inform about strengths, weaknesses, and learning progress. Self-reflection refers to the process by which individuals are responsible for seeking specific information with the aim of describing and evaluating their learning outcomes. Individuals need to collect feedback about the quality of himself from various sources that allow him to reflect on the reasons behind his performance. Positive self-assessment can help develop a sense of internal responsibility for self-learning. This sense of responsibility will provide confidence and motivation to control and direct the efforts needed for higher achievements (Muhammad Hasan Abdillah, et al, 2021).

The form of assessment that the teacher does is to give a test at the end of each material or assignment in the form of homework. The results of the interviews also stated that sometimes in a given material, student test scores varied widely and many even had to do remedial because their grades did not meet the standards. This also makes the teacher feel confused because when the teaching and learning process takes place, students are very enthusiastic and eager to work on the questions. As far as the teacher knows, these students have no problems in learning considering their class is one of the superior ones. However, it cannot be denied that every student has different characteristics and learning problems. That's what causes them to know their own character and learning problems, so that they can be personally involved in finding ways to develop themselves. Thus, students become more responsible for their own learning process (Nurwati Djam'an, et al, 2017).

Therefore we need an assessment method so that the problems experienced by students in teaching and learning activities can be resolved on the value of student learning outcomes. One of the assessment techniques that can be used is self-assessment or self-assessment. Self assessment is

an assessment carried out by students in assessing activities or work carried out by themselves. Assessment with self-assessment techniques involves students both in giving assessments and receiving assessments. The advantages that can be obtained from the use of self-assessment include fostering a sense of trust from students because they are given the confidence to assess themselves, increasing students' understanding of their strengths and weaknesses, as well as training and getting used to students being honest (Nurwati Djam'an, et al,

Self-assessment is an assessment in which students assess and evaluate the quality of learning or the work they do so they can identify their weaknesses and strengths in certain learning independently. According to Nirwana, self-assessment or self-assessment is self-assessment, which can also be used as a student's reflection on the learning activities that have been carried out. In addition, self-assessment is a formative assessment process when students reflect on and evaluate the quality of their own work and learning outcomes, assess the extent to which they understand the assessment criteria or objectives, identify the strengths and weaknesses of their own work, and improve it in such a way that their work will be better. .

Although self-assessment is important, students still have difficulty assessing their own work accurately. Several factors contributed to their predicament. One of them is their lack of knowledge about the subject matter. Another reason why students have difficulty self-assessing is because they ignore important relevant information. Both of these usually lead to overvaluation. Lack of practice for self-assessment is also a cause, even when examples are given, students tend to focus only on true or positive characteristics without considering negative features that must be avoided. Therefore, learning support is needed by students to assess their own work (Ulfa Fuji Syafitri, et al, 2020).

METHODS

In this study, researchers applied the library research approach. The library approach process involves data collection methods by looking for references in books, dictionaries, journals, documents (Muhammad Adnan Evanirosa, 2022)

Researchers will describe the data obtained objectively and systematically about an acquired literacy, making it easier for readers to understand it. This analysis technique is used by researchers to describe accurate data with the focus being discussed, namely "Teacher's Strategy in the Application of Self Assessment Techniques in PAI Learning".

RESULTS AND DISCUSSION

The Nature of Self Assessment in PAI Learning

One important aspect that supports the success of teaching and learning activities that cannot be abandoned is assessment. Assessment consists of a series of processes or activities for collecting and processing information to measure student success in achieving learning outcomes. Without assessment in the learning process, the teacher will not know several important things, namely student learning achievements, difficulties experienced by students, and the strengths and weaknesses of teacher learning. By knowing these things the teacher can monitor and evaluate the learning that has been carried out to maximize future learning activities (Arimal, 2020).

Self Assessment in Islam is known as "Muhasabah", which means introspection, introspection, or self-examination. Namely counting the deeds every year, every month, every day, even every time. Therefore muhasabah does not have to be done at the end of the year or the end of the month. But it also needs to be done every day, even every time (M. Sidiq, 2021).

Self Assessment is a formative assessment process in which students reflect on and evaluate the quality of their work, assess the extent to which they state explicit goals or criteria, identify their strengths and weaknesses in their work. Self Assessment is based on a natural tendency to check one's own learning progress. The benefits of Self Assessment are (Chytra Mahanani, et al, 2020):
  a. Self Assessment encourages reflection on one's own learning.

b. Self Assessment can promote learning responsibility and independence.
c. Self Assessment encourages students to continue learning.
d. The practice of self-assessment emphasizes student learning.
e. Self assessment emphasizes students to take responsibility and make judgments and be able to solve problems.
f. Students are given the opportunity to monitor their progress in the attainment of practical skills according to agreed and well understood criteria.

To attract students' attention. Learning with self-assessment techniques uses certain tricks through questions according to the abilities of students. Students are directed to be able to share their attitudes about a learning material through self-assessment. In other words, a teacher must be able to know the extent to which the level of ability of students on the subject matter that has been presented. There are several types of self-assessment, including (M. Sidiq, 2021):

a. Direct and Specific Assessment, namely direct assessment, during or after completing assignments, to assess certain aspects of competence from a subject.
b. Indirect and Holistic Assessments, namely assessments carried out over a long period of time, to provide an overall assessment.
c. Socio-affective assessment, namely an assessment of affective or emotional elements. For example, students can be asked to make writing that contains the outpouring of their feelings towards a particular object.

The Urgency of Applying Self Assessment Techniques in PAI Learning

Self-assessment functions as a technique for assessing the attitude competence of students, as explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 66 of 2013 concerning educational appraisal standards. Self-assessment is one of the assessment techniques that can play a role in shaping the character of students. Meanwhile, the benefits of self-assessment are (Iqbal Faza Ahmad, 2020):

a. First, self-assessment provides reinforcement for the progress of the learner's learning process.
b. Second, self-assessment can foster self-confidence and responsibility in students.
c. Third, self-assessment can explore spiritual values, morals, attitudes and even psychomotor and cognitive aspects of students.
d. Fourth, self-assessment builds honest character in students

The goal of national education which places the main emphasis on the aspects of faith, piety and noble character implies the importance of developing the nation's moral character. This implies that the process of education in Indonesia must lead to strengthening awareness of divine and moral values. For this reason, education on the one hand needs to be developed in learning patterns that make students aware of the values of truth, virtue, honesty, wisdom and compassion as universal values and on the other hand education is developed in order to strengthen faith and piety. Therefore education with a value dimension is very important for the formation of the moral character of the Indonesian nation which is in a transitional period. Maturity morally (morally mature) makes a person able to clarify and determine attitudes towards the substance of values and new norms that arise in the process of change. Likewise, proving the identity and totality of a nation cannot be separated from the moral maturity it possesses. Thus the emergence of values education efforts is very urgent to be implemented in formal education (Mohammad Dzofir, 2020).

Islamic Religious Education (PAI) as a subject included in the compulsory curriculum content at all levels of formal education, has an important role in raising awareness of Islamic values. As a subject that aims to make students understand, live and practice Islamic teachings so that they become human beings who believe, have piety and have

noble character, PAI is definitely a condition with a load of moral values. Therefore PAI occupies a strategic position in the development of religious morals of students. So PAI learning is unlikely to be able to achieve its goals if it only focuses on transforming religious knowledge solely to students. PAI learning must be developed towards a value internalization process coupled with cognitive aspects,

Self Assessment Instrument Development Techniques in PAI Learning

Self-assessment techniques can be used in various aspects of assessment, related to cognitive, affective and psychomotor competencies. In the learning process in the classroom, related to cognitive competence, for example: students can be asked to assess mastery of knowledge and thinking skills as learning outcomes in certain subjects, based on criteria or references that have been prepared. With regard to affective competence, for example, students can be asked to make writing that contains the outpouring of their feelings towards a particular attitude object. Next, students are asked to make an assessment based on the criteria or references that have been prepared. With regard to psychomotor competence,

The use of this technique can have a positive impact on the development of one's personality. The advantages of using this technique in classroom assessment include the following (Asrul, et al, 2014):
a. Can foster students' self-confidence, because they are given the trust to assess themselves.
b. Students are aware of their own strengths and weaknesses, because when they do an assessment, they must introspect on their strengths and weaknesses.
c. Can encourage, familiarize, and train students to act honestly, because they are required to be honest and objective in making assessments.

The self-assessment technique is carried out based on clear criteria and in an objective manner. Therefore, teachers need to understand the strategies for self-assessment techniques to be implemented for students in the classroom. Here are the steps: (Asrul, et al, 2014):
a. Determine the competency or ability aspects to be assessed.
b. Determine the assessment criteria to be used.
c. Formulate an assessment format, which can be in the form of scoring guidelines, checklists, or range scales.
d. Ask students to do a self-assessment.
e. The teacher examines a random sample of assessment results, to encourage students to always carry out careful and objective self-assessments.
f. Providing feedback to students based on the results of a study of a random sample of assessment results.

The criteria for the self-assessment technique include: the content of the material being taught, the presentation of what has been taught, and the cooperation between school leaders, educators and students. The criteria for the content of the material being taught include the extent to which educators can attract students' attention to what is taught in class and influence students' parents and the environment outside the classroom. Educators can assess themselves based on the attention and success of students. Presentations that have been taught by educators have academic quality so that students can trust the information. Thus, it can be used to develop students' self-ability. The quality of student presentations has the characteristics of success so that students can know, assess,

The following is the process of self-assessment instrument techniques in PAI learning, namely (Rina Febrian, 2019):
a. Students produce their own observations.
b. Make your own judgment.
c. Do your own reactions, interpret the level of achievement of goals, and live the satisfaction of the results of your own reactions.

An example of the format of the self-assessment technique instrument is as follows (Asrul, et al, 2014):

A. Format 1

Name :

Class :

No	Indicator	Evaluation		
		0	1	2
1	Interaction and participation in groups			
2	Cooperate			
3	Contribute ideas			
4	Asking question			

Criteria

0 = Never/badly

1 = Rarely/enough

2 = Often/good

B. Format 2

Name :

Class :

No	Indicator	Evaluation	
		Yes	No
1	Interaction and participation in groups		
2	Cooperate		
3	Contribute ideas		
4	Asking question		

C. Format 3

Name :

Class :

Members of the group :

Group Activities:

For the questions below, evaluate each with the letter A, B, or C according to your opinion

A = Always

B = Rarely

C = Never

1. .... During the discussion I gave suggestions to the group for discussion
2. .... When we discussed, each member gave input to be discussed
3. .... Each group member does his own activity in group activities
4. During my group activities:
   .... Listen
   .... Ask
   .... Ask questions/ideas
   .... Controlling the group
   .... Disturbing the group
   .... Sleep

D. Format 4

Name :

Class :

Student Comments:

CONCLUSION

Self Assessment is a formative assessment process in which students reflect on and evaluate the quality of their work, assess the extent to which they state explicit goals or criteria, identify their strengths and weaknesses in their work. Self Assessment is divided into three types namely: Direct and Specific Assessment, Indirect and Holistic Assessment, Socio-Affective Assessment. PAI learning must be developed towards a process of internalizing values coupled with cognitive aspects, so that there is a strong urge to practice religious values. Therefore, self-assessment techniques are needed to make students assess themselves and their peers honestly.

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