



SELF ASSESSMENT AND ITS APPLICATION IN INDONESIAN LANGUAGE LEARNING INSTRUCTIONS OF METACOGNITIVE STRATEGY-BASE FOR IMPLEMENTING CURRICULUM 2013

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Abstract

Changing and revising curriculum is absolute. Adaptation to world development is one of the reasons for discussion of the changing curriculum. The changing of curriculum from KTSP 2006 to curriculum 2013 changes the paradigm of good learning instruction related to system, principles, approach or the assessment form. Paradigm of learning instruction, that shifts from teacher-center to learner-center instruction, raise logical consequence of learning instruction in which teachers must involve students in every learning process. This also gives impact to the form of assessment. Teacher are instructed to design dan apply assessment that involves students. One of assessment types that involve students actively is *self-assessment*. Self-assessment is assessment that instructs students to describe themselves about their cognition, ability, skill, affection, psychomotor, status and competence achievement level that they have learned on particular subject matter. Self-assessment gives chance for students to observe and reflect their work so that there is control and responsibility of their learning. Therefore, self-assessment is appropriate to be an alternative assesment formthat can be used to measure students according to target competence. In addition, the form of self assessment should be subject to the evaluation standard of Curriculum 2013, namely, to measure affective, psychomotor and cognitive competence based on process and result. This writing is aimed at elaborating self-assessment form and its application in Indonesian language learning with metacognitive strategy-base in endorsing the implementation o Curriculum 2013 that is recently implemented by the government.

Key words: Self-assessment, Metacognitive strategy

INTRODUCTION

Learning instruction process in the classroom is one of elements that often become target of development. Teacher as the main guardian in the teaching-learning process has responsibility to develop students' potential. When learning instruction process was defined as the effort to develop students' behavior based on established learning objectives, the role of assessment in learning instruction process is very essential. Assessment in learning process is activity to collect, analyze and interpret information of students' progress and the effectiveness of particular learning process. Accordingly, assessment has to be done repeatedly and continually. Therefore, assessment that emphasizes on the result will not display accurate information to reckon students' achievement in learning activities and the achievement of learning instruction effectiveness. Such perspective is guidelines for paradigm shift of assessment standard in curriculum 2013.

The regulation about assessment standard in curriculum 2013 was written in Permendikbud (Education Ministry Regulation) Number 66 Year 2013. Based on that regulation, learning assessment standard is criteria of mechanism, procedure, and instrument of studenents learning result measurement. Learning assessment as process of collecting and organizing information to measure students' learning achievement covers: authentic assessment, self-assessment, portofolio based



assessment, test, daily test, mid-test, final test, competence test, competence quality test, national examination and institutional examination. And then, there is elaboration of assessment standard in curriculum 2013, namely employing competence-base assessment. In addition, there is clarification of shifts in administering assessment, namely, from test that measure students' comprehension based on result only, to authentic assessment through test that measure all competence including behavior, skills, and knowledge based on process and result. There is also support to take benefit from portfolio created by students as primary assessment instrument. Therefore, assessment standard in curriculum 2013 leads to more comprehensive assessment. The assessment is not only used to reckon students' achievement, but also to know how their learning process is like.

Discerning the elaboration above, self assessment is one of assessment technique in line with assessment standard of Curriculum 2013. Self assessment technique can be used to measure the achievement of students' learning activity and the effectiveness of learning instruction in which there is description of students learning process and results. In this writing, there is elaboration about the use of self-assessment and its application in learning instruction of Indonesian language with metacognitive strategy base as the efforts to endorse the implementation of Curriculum 2013 that recently conducted by government.

DISCUSSIONS

Self Assessment Technique

Evaluation standard in curriculum 2013 employs authentic assessment, although in School-Based Curriculum (KTSP) 2006 has implemented it, but the implementation in practice does not run optimally. Through Curriculum 2013, this authentic assessment is emphasized seriously so that teacher in conducting assessment for students learning achievement should regard authentic assessment.

Nurgiantoro (in Abidin, 2012: 249) states that essentially authentic assessment is activity of assessing conducted to assess not only students learning result, but also some other factors, one of them is teaching activity itself. In other words, information gained from authentic assessment can be used as assessment feedback for activity presented. Accordingly, Kunandar (2013: 35) explains that authentic assessment is activity of assessing student emphasize on what should be assessed, process and result, by many assessment instrument appropriate with presented competence in Competence Standard (SK) or Main Competence (KI) and Basic Competence (KD). Therefore, authentic instrument is deeply related to the effort of achieving the competence. In addition, authentic assessment should pay attention on input, process and output of students'. it means that authentic assessment should be conducted in the beginning of learning process (assessment of input), during learning process (assessment of process), and after learning process (assessment of output) so that the implementation of authentic assessment is conducted along the learning process. By authentic assessment, the effectiveness of all students activity will be identified for the sake of promoting learning achievement.

Self-assessment technique is one of recommended authentic assesmennt types for Curriculum 2013. self assessment is assessment technique in which students are instructed to assess themselves related to status, process and grade of competence achievement that they learn (Rusijono and Yulianto, 2008:21). Rolheiser and Ross (in Muslich, 2011:71) define self assessment as a way to see deep inside themselves. By self assessment, students can see their strength and weaknesses, and afterwards the weaknesses should be repaired. Self-assessment technique enables students to be more responsible towards their learning process and objectives. This technique can be employed to measure affective competence, skill and knowledge as in the guideline of curriculum 2013.

Haladyna (1997: 48) explains that this technique is not popular and has some weaknesses like asking students assess themselves that will cause the assessment bias. In addition, this technique reveals personally strengths and weaknesses of students so that their secrecy cannot be kept meanwhile they are endorsed to have privacy. Nevertheless, self assessment technique is recommended as long as it is used to assess the effectiveness of learning instruction process and not to assess students' personal concern. Teacher can benefit from this self-assessment technique in learning instruction process by minimizing bias that possibly happens, it can be done by determining assessment criteria clearly and objectively.

Beside its weaknesses, self-assessment technique has strength too as what PustakaYustisia Team (2007: 404) explains that self-assessment can develop students confidence because students are given the trust to assess themselves and they realize their strengths and weaknesses so that they can introspect their strengths and weaknesses. Self-assessment can also endorse, accustom and drill the students to be honest because they are asked to be honest and objective in doing the assessment.

Instrument of self assessment technique is self-assessment sheet. This self-assessment sheet gives description of assessment result data on ability, skill, or mastery of specific competence. It is done by the students themselves based on established criteria. In order to make this self-assessment reliable, there are some aspects to notice by the teacher. PustakaYustisia Team (2007: 422) explains that in the beginning stage, the result of self-assessment by students is not directly trusted and used because of two reasons. First, students are not accustomed and trained so that it is possible for students to be subjective in doing self-assessment. Second, there is possibility for students to be subjective in doing assessment because they want to get good score. For the solution, teacher can take samples between 10% to 20% students to observe, to revise, and to make re-assessment. If the revised results show student error, the teacher can give back students self-assessment result for correction, by showing notes about the weaknesses that they have done. This activity can be done repeatedly as it is necessary. If the students have been trained to do the assessment, the teacher can use the data from the students' self-assessment for the sake of learning assessment.

Metacognitive Strategy

Metacognitive is a term in the adjective form of metacognition (Muin, 2005: 21). Muin (2005:22) explains that prefix "meta" means "after", "beyond", or "above", meanwhile *cognition* means what is known and what is thought. In similar perspective, Anderson and Krathwohl (2010:64) explain that prefix "meta" in *cognition* promotes idea that metacogniton is "about" or "beyond" and "after" cognition. Therefore, literally metacogniton means cognition about cognition or thinking about thinking.

The following elaboration is citation about formulation of metacognitive. John Flavell (1976), the proponent of *metacognitivist*, defines metacognitive as "knowing about knowing". Metacognition refers to someone's knowledge about his/her cognitive process or anything related to it, for example, learning relevant to the characteristics of the information or data. Furthermore, Flavel explains the conception of cognition and metacogniton is difficult to interpret, especially the difference between them. However, generally the difference is that *cognition* proceeds knowledge meanwhile metacogniton creates someone's knowledge about knowledge. Slavin (1995) used term *learning how to learn*. Livingstone (1997) defines metacognition as *thinking about thinking*. Borich (in Yamin, 2003: 172) defines metacognitive as strategy of self directing. In another side, Anderson and Krathwohl (2010: 83) regards metacognitive differently. They consider metacognition to have higher level of knowledge, namely, four knowledge stages from Bloom: *factual knowledge, conceptual*



knowledge, procedural knowledge, and cognitive knowledge. Knowledge of metacognition includes knowledge about strategy, thinking task and personal knowledge. Anderson and Krathwohl assert that metacognitive knowledge is one of knowledge dimensions that has to be evaluated. Consequently, the development of metacognitive ability should be one of learning instruction objective. In other words, metacognitive training should be conducted by teacher so that there is evaluation of its achievement like the other learning objectives.

Based on the definitions above, it can be concluded that metacognition is one of knowledge about cognition itself, one's knowledge about cognitive process and the ability to control and to monitor this process as reflective function of their learning acquisition. In learning instruction context, metacognitive ability is related to cognitive components control that enable students to understand the task or this matter presented, and then they ensure that all the matters has been done well. Metacognition also enables the students to manage their cognition and find their weaknesses to improve their future cognition. In other words, learners know how to learn, know their ability and potential and to know strategy for effective learning.

The position of self-assessment in learning instruction process with metacognitive strategy-base

The previous elaboration shows that metacognitive is learning instruction strategy recommended in learning instruction process. Metacognitive strategy leads students to a process called *mental modeling* (Woolfolk in Yamin, 2013, 172). As mental process, metacognitive strategy can only be identified in behavior as the manifestation. Therefore, activities and discussions in classroom with various strategies can develop the ability of metacognitive ability. Mustika's 2012: 333) research proves that metacognitive thinking ability is trainable ability. Her research shows its application of metacognitive strategy through cooperative learning setting that can improve metacognitive thinking ability. This is because in cooperative learning, it is possible to develop activities such as interaction within group. This interaction can happen well because of mental skill in organizing information, namely, metacognitive thinking ability. Nevertheless, applying metacognitive strategy of learning process in classroom is inevitable.

Essentially, metacognitive strategy is learning strategy used in planning, controlling and evaluating reflecting process. Therefore, it is necessary to have ways that lead to development of metacognitive ability for optimal thinking process. In this condition, self-assessment technique is needed as evaluation instrument functioning to monitor, control and evaluate students thinking process. As what Muslich (2011: 72) asserts, self-evaluation is a metacognitive element that has very significant role in learning process. Therefore, for the sake of effective evaluation, it is suggested that students trained for metacognitive strategy. Rolheiser and Ross (in Muslich, 2011:71) describe that when students evaluate their performance, students are endorsed to get to higher determination. To achieve this, hard work is necessary. Combination of both will determine students' achievement. This ability ends in evaluation of themselves by contemplated questions, "Is my learning objectives achieved?" Consequently, there is reaction, "What do I feel from this ability?" Combination of determination, hard work, skills (prestige), self-evaluation and self reaction can create positive confidence.

The implementation of self-assessment technique Indonesian language learning process with metacognitive strategy base

Referring to evaluation standard established by curriculum 2013, there is paradigm shift on evaluation standard from assessment through test that measure cognitive competence based on result only to authentic assessment, namely, measuring competence of behaviour, skills and knowledge based on process and result. Authentic assessment refers to Established Assessment Guideline

(Penilaian Acuan Patokan) namely students learning achievement is based on score position acquired towards ideal score. Nevertheless, achievement of students' competence is not in context of comparing students to the certain standard or criteria, namely, Minimum Achievement Criteria (KKM). In authentic assessment, a teacher conducts assessment not only for basic competence (KD) level but also to core competence (KI) level and Graduation Standard (SKL). Related to this issue, it is necessary to compose assessment instrument that fits given competence.

Self-assessment technique can be used to measure affective competence, skills and knowledge. In assessing affective competence, for example, students are asked to compose writing about sharing their feeling to a particular object. For assessing competence of skill, students are asked to assess their ability and skills. For assessing competence o knowledge, students are asked to assess their mastery of knowledge and thinking skill as the result of particular subject. At last, students are asked to do self-assessment based on prepared criteria or guidelines (Tim Pustaka Yustisia, 2007:404).

In doing self-assessment toward those three competences, namely, behavior, skill and knowledge, obviously it has to follow competence achievement indicator made by teacher based on basic competence and core competence. Nevertheless, what to measure is clear so that it result in accurate data. The followings are the implementation of self assessment in Indonesian language learning based on metacognitive strategy base.

Example of Self-Assessment Technique of Affective Competence

Fishbein and Ajzen (in Muslich, 2011:166) explain that behavior is repositioning of what are learned to respond positively or negatively to an object, situation, concept or people. Behavior towards object is like behavior towards school or subject. Scales often used in affective instrument are (1) Thurstone Scale, (2) Likert Scale, and (3) Semantic Distinct Scale (Muslich, 2011:176). For example, students behavior towards Indonesian language subject should be more positive after the students take the course compared to before they take the course. This change is one of achievement indicator in implementing learning process. The following table is example of self-assessment instrument on affective competence using Likert scale:

Table 1 self-assessment instrument of affective competence

NO	PERNYATAAN	Penilaian				
		SS	S	N	TS	ST
1.	Saya senang belajar Bahasa Indonesia					
2.	Pembelajaran Bahasa Indonesia bermanfaat					
3.	Saya berusaha hadir tiap pelajaran Bahasa Indonesia					
4.	Saya berusaha memiliki buku mapel Bahasa Indonesia					
5.	Pelajaran Bahasa Indonesia membosankan					
6.	Guru Bahasa Indonesia saya menguasai materi yang diajarkan					
7.	Pembelajaran Bahasa Indonesia menggunakan media yang menarik					
8.	Pembelajaran Bahasa Indonesia menggunakan berbagai sumber belajar					
9.	Saya malas mengerjakan tugas-tugas mapel Bahasa Indonesia					
10.	Guru Bahasa Indonesia mengajar dengan penuh semangat					

(Adapted and modified from Kunandar, 2013:136)

Example Of Self-Assessment Instrument Technique Of Psychomotor Competence

Bloom (in Muslich, 2011:145) make opinion that psychomotor field is related to learning result attained through manipulation that involves muscular power or physical power. This is in line with Jihad and Haris (2008:116) opinion that assessment of psychomotor/skill competence is related to students' ability in assessing attained ability or skill. Referring to Mills' (Muslich, 2011:147) opinion, learnig skill will be effective if it is done repeatedly by using learning principles while doing it. Leighbody explains that skills trained through repeated practice will be habit and automatisized. Meanwhile Goetz in his research report that training done repeatedly will influence greatly to improvement of the skills (Muslich, 2011:147).

As explained earlier, John Flavell identifies steps of metacognitive strategy. There are three steps, namely, self-planning step, self-control step and self-assessment/evaluation step. Therefore, instrument arranged refers to students' ability/skills of Indonesian language learning based on metacognitive strategy steps. As examples, if the basic competence is to understand narrative text, the indicator point for self-assessment should refer to students' skill to understand narrative text based on metacognitive strategy steps. The following table is an example of self-assessment technique of psychomotoric competence.

Table 2Self-Assessment Instrument technique of psychomotor competence

NO	PERNYATAAN	Penilaian				
		TP	SJ	J	S	SS
A	Merencanakan Proses Pemikiran					
1.	Secara berkala saya bertanya kepada diri sendiri apakah saya sedang berusaha mencapai tujuan saya					
2.	Saya berusaha memanfaatkan strategi yang telah terbukti efektif dimasa lalu					
3.	Saya paham akan kelebihan dan kekurangan intelektual saya					
4.	Sebelum memulai membaca, saya berpikir tentang apa yang sesungguhnya saya butuhkan untuk dipelajari					
5.	Saya memacu diri agar memiliki waktu yang cukup dalam belajar dst..					
B.	Mengontrol Proses Pemikiran					
6.	Saya menetapkan tujuan dalam mengerjakan tugas membaca					
7.	Saya tahu informasi yang paling bermanfaat bagi saya					
8.	Sayamampumengendalikandiri agar dapatbelajarlebihbaik					
9.	Saya menggunakan strategi belajar yang sesuai dengan situasi					
10.	Saya mengatur waktu untuk mencapai tujuan dengan baik dst..					
C.	Mengevaluasi Proses Pemikiran					
11.	Saya bertanya kepada diri sendiri seberapa baik saya telah mengerjakan tugas pada saat belajar hal yang baru					
12.	Setelah saya menyelesaikan tugas, saya bertanya kepada diri sendiri apakah saya telah belajar banyak, sebanyak mungkin yang saya bisa					
13.	Saya mengurangi kecepatan membaca jika menemukan informasi baru					
14.	Saya berhenti dan kembali ke informasi baru yang belum jelas					
15.	Saya berhenti dan membaca kembali jika masih bingung dst....					

(Mustika, 2012:400)

Example of Self-Assessment Technique of Cognitive Competence

Assessment of cognitive competence aspect is related to sub-taxonomy that expresses mental activity that begins from the simplest cognitive level to the highest cognitive stage. Muslich (2011:86) explain that assessment instrument can be used in spoken or written test. Spoken test is spoken questions used to measure students' ability to comprehend any problem related to cognition. In another side, written test is used to express mastery of knowledge and thinking skills as learning result of a subject. If the basic competence is to understand narrative text, the self-assessment instrument of cognitive competence consisting of questions that leads students to understand the narrative discourses. The question prepared are related to students' understanding of formal aspect of narrative text consisting of understanding theme, plots, characters, setting, point of view and language. The example is serving short story text entitled "Tunggu Aku di Pojok Jalan Itu Karya Iwan Simatupang". Students are asked to answer the questions prepared by the teacher. The following is an example of self-assessment technique of cognitive competence.

Table 3 Instrument of Self-Assessment Technique of Cognitive Competence

NO	PERTANYAAN
1.	Rumuskanlah masalah yang ingin diungkapkan pengarang!
2.	Bagaimanakah sikap pengarang terhadap masalah yang dikemukakannya?
3.	Di bagian cerita manakah sesungguhnya cerita pendek ini dimulai? Sebutkan bagian-bagian cerita yang hanya merupakan penjelasan atau keterangan saja dari peristiwa-peristiwa cerita yang sesungguhnya.
4.	Sebutkan bagian permulaan konflik yang mendasari cerita pendek ini, juga klimaks dan pengakhirannya!
5.	Siapakah tokoh utama atau protagonis cerita pendek ini? Gambarkan keadaan fisik, pribadi, dan latar sosialnya.
6.	Apakah konflik pribadi tokoh perempuan dalam cerita pendek itu?
7.	Peristiwa ceritaituberlangsung di pojokjalan, pada sore hari. Apakahpemilihanlatarmampumemperkuatgambaranceritapendekitu? Jelaskan!
8.	Cerita ini berlangsung di lingkungan masyarakat bawah. Tunjukkan hal itu berdasarkan penokohan!
9.	Siapakah penutur cerita yang dipilih pengarang dalam cerita pendek "Tunggu Aku di Pojok Jalan Itu"? jelaskan!
10.	Apakah perkiraan Anda bahwa pengarang memilih <i>point of view</i> seperti di atas?
11.	Pengarang menggunakan gaya penuturan cerita yang khas. Temukan gayanya itu!
12.	Mengapa cerita ini diakhiri dengan " Kepada mereka yang datang kepadanya ia selalu berseru, 'Selamat sore...'. Apa maksudnya? Gambaran apa yang ingin disuguhkan pengarang ?

(Mustika, 2012:384)

The self-assessment instrument above is only simple example. A teacher can develop his/her self-assessment instrument that refers to competence standard settled before more variously without ignoring main principles of self-assessment technique. The principles that should be regarded in self-assessment are aspects that will be assessed by the students' through clear self-assessment that should determine and establish the way and the procedure of self-assessment like check list and scales, that determine procedure to manage and to decide the score result of self-assessment, and teacher should

make conclusion of self-assessment result done by students (Kunandar, 2013:132). Although self-assessment technique can be used to measure the achievement of students' learning activity and to measure the effectiveness of learning that contains description of process and result of students' learning process. Nevertheless, there is not any assessment that can collect information of students' progress completely. Single assessment is not enough to give description/information about affective, psychomotor and cognitive ability. Besides, the result of assessment is not absolute and eternal because students always develop in accordance to their learning experience.

CONCLUSIONS

The presence of Curriculum 2013 is related to paradigm change in learning paradigm. This also result in the change of evaluation standard for learning instruction. Evaluation standard in Curriculum 2013 focus on authentic assessment of affective, psychomotor and cognitive competence based on process and result. Self-assessment can be used to measure students' activity achievement and the effectiveness of learning that contains description of process and result. Nevertheless, a teacher had better prepare various types of assessment to measure students' learning achievement because assessment that relies on one type of assessment that is not enough to give complete description/information about one's affection, psychomotor, skill and cognition.

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