

Students' Perceptions of Self-Assessment in Islamic Education Learning

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Abstract. *Assessment has shifted from assessment of learning to assessment for learning. Self-Assessment (SA) is generally a formative assessment practice and seems to play an important role in developing students' spiritual attitudes, including being obedient to worship, practicing Islamic teachings, and religious tolerance. This study aims to analyze students' perceptions of SA in learning Islamic Education (IE). Using experimental research, which was conducted at the Islamic Senior High School Surabaya, Indonesia in IE lessons. Data collection techniques using observation, interviews, and documentation. The population of this study is students at the Islamic Senior High School. The results of the research showed that students felt that they were able to assess their spiritual attitude and that SA helped students to learn IE, was able to increase learning motivation, students had positive experiences in implementing SA and there were great benefits from SA in developing spiritual attitudes.*

Keywords. *Student Perception; Self-Assessment; Islamic Education*

Abstrak. *Penilaian telah bergeser dari Assessment of learning menuju Assessment for learning. Self Assessment (SA) umumnya menjadi praktik penilaian formatif dan tampaknya memainkan peran penting dalam mengembangkan sikap spiritual siswa, di antaranya adalah taat beribadah, melaksanakan ajaran Islam dan toleransi beragama. Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap SA dalam pembelajaran Pendidikan Agama Islam (PAI). Dengan menggunakan penelitian eksperimen, yang dilakukan pada tingkat Madrasah Aliyah di Surabaya, Indonesia pada pelajaran PAI. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Populasi dari penelitian ini, peserta didik tingkat Madrasah Aliyah. Hasil penelitian peserta didik merasa bahwa mereka mampu menilai sikap spiritual mereka dan SA membantu peserta didik untuk belajar PAI, mampu meningkatkan motivasi belajar, peserta didik memperoleh pengalaman yang positif dalam melaksanakan SA dan adanya manfaat besar dari SA dalam mengembangkan sikap spiritual.*

Kata Kunci. *Persepsi Siswa; Self-Assessment; Pendidikan Agama Islam*

A. INTRODUCTION

Education is one of the important needs in human life (Otakoziyevna, 2022; Cooperation & Sector, 2003; Al-Shuaibi, 2014). Education is a place for students to develop their various potentials optimally, in the physical, intellectual, emotional, social, and spiritual aspects (Wahid & Hamami, 2021; Rianawaty et al., 2021). This potential is developed through a learning process (Kurniansyah, Heri. Daveta, 2018), which changes will take place in students (Ocktilia, 2022). These changes can be seen in the achievements obtained by students and in their spiritual attitudes in the practice of daily life.

Islamic Education (IE) has a very significant contribution to the growth and development of spiritual achievements and attitudes (Bassar et al., 2021; Mokodenseho, 2021; Arifin, 2021). The form of achievement that can be produced by Islamic religious education, students have good knowledge of the Islamic religion (Azhari et al., 2022). As for the implementation of daily life, students have spiritual attitudes: obedient to worship, carry out Islamic teachings and religious tolerance (Sultoni, 2021; Boud et al., 2018).

Spiritual attitudes can be developed through a learning process (Ramadhan & Mubarak, 2022; Masbur, 2022), with various methods being used. For example, questions and answers, demonstrations, and storytelling (Istiharoh & Indartono, 2019). As research conducted by Ulfi Fitri Damayanti (2019) and Inne Aprinda (2020) shows in developing spiritual attitudes through these three methods, they are effectively applied and must continue to be implemented so that students will adjust and be able to develop their spiritual attitudes.

In addition, the assessment process can also be used to develop spiritual attitudes (Wang et al., 2020). For example, with project assessment techniques, portfolios, and self-assessment. As part of the learning process, project assessment was determined to be a potential approach for developing spiritual attitudes (Hidayati et al., 2015). As for portfolios, allowing students to build their own knowledge of religion, most portfolios include reflective statements for students (Pettalongi, 2022). While self-assessment (SA) is part of the 2013 Curriculum assessment, this assessment technique is the most effective in developing students' spiritual attitudes. Spiritual attitudes can have a positive impact, leading to the formation of self-actualization and becoming a devout Muslim (Asmarawati et al., 2016). SA can be applied in all subject areas and will make a good contribution (Wijayanti, 2022).

The results of research conducted by Puji Sulani (2020) showed that the use of SA was proven to increase spiritual attitudes. Strengthened by Darmansyah's research (2014) in its findings, there are four evaluation models that can be applied by teachers in evaluating and developing spiritual attitudes, such as: (1) Independent evaluation or SA (2) Teacher observation; (3) Peer assessment; and (4) Daily journal.

Researchers are interested in the practice of AS in IE learning, because several educational institutions have scientifically studied SA at the Islamic Senior High School, but SA is far from common practice (Brooks & Fancourt, 2012). The teacher's fear that students will not be able to assess accurately and objectively than the teacher's assessment. This reason is generally considered to be one of the main reasons for resistance (Falchikov & Boud, 1989; González-Betancor et al., 2017).

Brown, Gebri, dan Michaelides (2019) concluded that the concept of teacher assessment is influenced by culture, context, and local factors. Likewise, IE differs significantly from many other disciplines, and therefore the results of assessment studies do differ in several respects. For example, in IE students in research have been reported to prefer being assessed by teachers (Idris & Asyafah, 2020). SA is used in a formative manner as suggested by Andrade & Valtcheva (2009), the focus is not on academic achievement, but on acquiring valuable skills, reflecting on students' self-reflection from IE material to be implemented, and SA being a tool to measure spiritual level. For this reason, the importance

of the ability to self-assess is clearly seen and proven in research results (Boud et al., 2018).

Research on SA has been widely studied by previous researchers, such as research conducted by Santi Lisnawati that found there is an effect of self-assessment on IE learning outcomes. IE learning outcomes will be better if using SA on understanding and developing spiritual attitudes. Students can easily find out their weaknesses and strengths, provide feedback on the evaluation results by improving what spiritual aspects need to be improved. Likewise, in the research of Aulia Putri Wandia (2021) in this study, researchers developed a self-assessment instrument to measure spiritual attitudes. The results of the pretest and posttest showed that the research product was considered effective. Thus, the self-assessment instrument produced can measure the affective domain of students, especially spiritual attitudes.

For this reason, the novelty of this study is that students' perceptions of SA in IE learning are quite rarely studied in previous studies. This topic is considered very important to collect and explore and analyze how students perceive the benefits of SA practice, whether SA activities in IE learning can improve students' learning and whether they are able to support self-evaluation abilities to develop spiritual attitudes.

B. METHODS

This research is an experimental study conducted at the Madrasah Aliyah level in Surabaya, Indonesia in IE lessons. Surabaya is a representative of Indonesia because it is a benchmark for the rapid progress of education in East Java, Indonesia, with the support of quality human resources and adequate facilities.

The research data used is primary data obtained from students and teachers as research informants. Data was collected using the observation method. Observation sheets were used to observe learning; in-depth interviews with students to explore students' perceptions of AS and documentation were used to adjust learning tools such as lesson plans, teacher notes, and assessments. The instruments used in the study were questionnaires and interviews. The questionnaire consists of a series of questions given to respondents using a Linkert scale with a range of 1 to 5, with a very good meaning to not at all, which consists of 14 questions.

The research respondents were 47 and 5 teachers. Students are given 14 questions related to SA in measuring the spiritual attitude of IE learning. The exercise is presented in Google form. After doing the SA students are asked to provide arguments related to the SA. The researcher also conducted interviews with several students involved and reviewed the documents of educational institutions to see the SA that had been implemented. In the data analysis stage, students' perceptions of self-assessment were analyzed using SPSS software with descriptive statistics for Likert-type questions. The indicators from the research can be seen in the following table.

Table B.1 Indicators of Student Perception of Self-Assessment

Students' Perceptions of Self-Assessment	Self-assessment helped me to learn Islamic Education
	Self-assessment motivated me to learn Islamic Education
	I experienced the self-assessment positively
	The were no benefits to self assessing
	I could assess my spiritual attitude

The five indicators were adopted from research conducted by Riikka Kangaslampi (2022)

C. RESULTS AND DISCUSSION

Students' perceptions of AS in developing spiritual attitudes were quite varied. Of the

47 students who answered the questionnaire, SA rated positively. As in the diagram below.

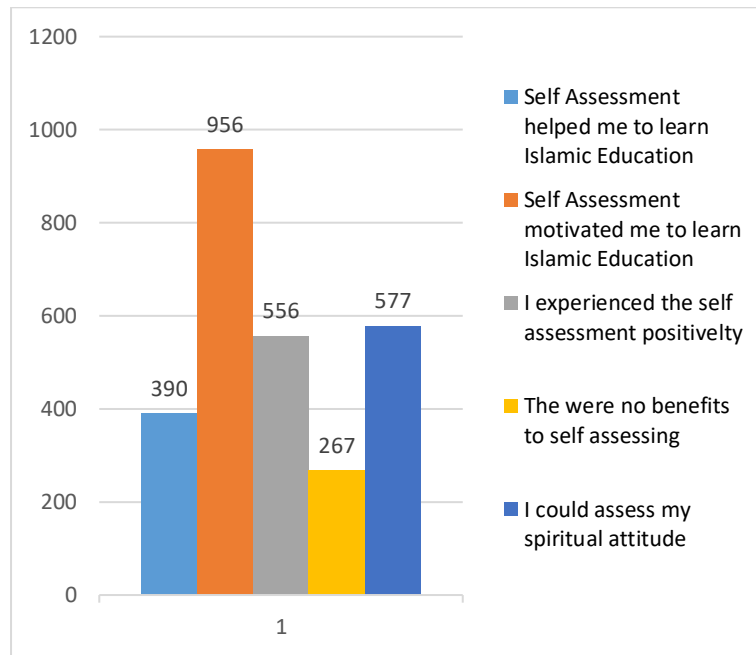


Figure C. 1 The students (N=47) perceptions of self-assessment

From five indicators, the highest percentage is in the second indicator, namely through SA can motivate students to learn IE, while in developing spiritual attitudes, students are able to do SA well. This is evidenced by the percentage on the fifth indicator, with a value of 577.

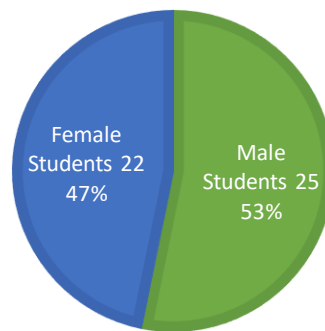


Figure C. 2 percentage of participating students.

In this case, the researcher got 47 students to take part in data collection. The diagram shows how many of each gender there were.

Table C. 1 The results of each student's perception indicator in the Self-Assessment

Indicator	N	Mean	SD
Self-assessment helped me to learn Islamic Education	47	8.30	1.458
Self-assessment motivated me to learn Islamic Education	47	20.34	3.390
I experienced the self-assessment positively	47	11.83	1.960
The were no benefits to self assessing	47	5.68	2.351
I could assess my spiritual attitude	47	12.28	2.328

Based on the above calculation, the mean is higher than the standard deviation, indicating the more accurate the data (Douglas G Altman, 2005).

1. Self-assessment helped me to learn Islamic Education

In several responses, students emphasized that SA helps students to understand the content and essence of IE learning. Based on the students' descriptions, SA helps students to have a holistic understanding of IE and SA learning. This was revealed by Firman eleventh grade in an interview on 20.06.2022.

"I am happy if the assessment of spiritual attitudes uses self-assessment, because with that I can measure my abilities, and reflect on my shortcomings, and can help me to learn more deeply about Islamic Religious Education." (Student 6)

This is also evidenced by the acquisition of a score of 390 on the first indicator. In some responses (N = 3), students saw their spiritual attitudes specifically through a future perspective. The students described how SA helped them to know the quality of their own spiritual attitude. Learn and understand what to learn after acquiring IE material, as shown in the following statement.

"At least I found the concepts and values of the Islamic religion which I still need more understanding and what spiritual attitude I need to improve. For example, in carrying out the obligatory prayers, I still need coercion from my family to carry them out on time. I still often procrastinate." (Student 43)

SA provides an opportunity to reflect and evaluate oneself or the work that has been done. It helps individuals to always self-improve and continue to learn. SA will help students to take an active role in their learning process, improve the quality of their learning and develop skills to assess spiritual attitudes (Martínez et al., 2020).

2. Self-assessment motivated me to learn Islamic Education

Students describe the relationship between hope and the development of spiritual attitudes. SA is recognized for raising awareness. Several students (N = 17) emphasized that SA helps them consider the gap between knowledge and the development of their own spiritual attitude. For this reason, it is necessary to learn more and continue to be enthusiastic about improving spiritual attitudes. At the end of the lesson, SA appears as a tool for repeating the results of self-reflection. So, in this category, the responses emphasize the activities of the students themselves in the learning process, such as thinking, contemplating their own spiritual level, and how they hope for the future. Some students (N = 14) experienced positive AS, as statement below:

"SA is very good. Without this assessment, I probably would not have read the IE learning objectives so closely. It's nice to see clearly all the things I need to improve and think about how good my spiritual attitude is. I also review a few things while doing the self-assessment." (student 5)

Other students (N=3) indicated that they were aware of the usefulness of evaluating their own spiritual attitude and also indicated that they did not like SA activities.

"It's true, SA makes me think whether my spiritual attitude is really good, but I sometimes feel less confident in the results of my assessment, I still need to be assessed and reminded by others in evaluating my spiritual attitude" (Student 43)

Self-assessment can motivate students to learn Islam. According to Devi, a tenth-grade student, in an interview on June 20, 2022.

"Since there was SA, I was more motivated to study Islam, because in SA there were grades achieved, and if my spiritual attitude score was low, then I was motivated to get higher grades by increasing the spirit of learning Islamic religious education and implementing it well"

This is also evidenced by the data obtained from the questionnaire score of 956, which means that SA can motivate students to study IE well. As well as being tested in Munjiana's research (2018), there is a correlation between SA and learning motivation. The correlation coefficient level is proven to be strong with a correlation value of 0.715, and self-assessment contributes 51.1% to student motivation in learning IE. For this reason, SA is proven to have a significant role in IE learning. In the same way, Rajeev Sharma's (2016) research showed that SA can increase students' interest in and motivation for subjects, which can help them learn more and do better in school.

3. I experienced the self-assessment positively

SA provides useful experiences and even adds value to the development of students' spiritual attitudes. The data shows SA as a positive learning experience, namely, (1) understanding the criteria and spiritual level of self, (2) self-reflection, and (3) future resolution.

SA allows students to experience positive self-assessment. This was revealed by the eleventh grade Rina in an interview on 20.06.2022.

"With SA I can evaluate myself positively, I can assess myself, without any influence from anyone. For me, SA is a moment for self-reflection and self-introspection to make myself better. It's not just the score that I'm aiming for, but the questions seem to remind me, showing that something needs to be improved."

In the findings of Lubna Quddus (2019) it is explained that SA provides a positive experience for its users because, in the process, students will gain a lot of experience and knowledge on how to make good judgments. A meaningful SA has the potential to help students learn and grow in their spiritual beliefs.

4. The were no benefits to self assessing

According to field findings, there are students who say that SA is not useful and has no effect on improving themselves. This was revealed by Iwan, a twelfth grader, in an interview on 20.06.2022.

"SA is not very useful for me because I can lie by assessing myself very well, so I get a good score, then get praise from the teacher. My teacher doesn't know what I do every day."

From the survey results, a score of 267 was found, which showed that not all students agreed that SA had no benefits. In the research of Jerry A. Colliver (2005), it is explained that SA is conceptualized as an undirected personal reflection, resulting in a summary derived individually from the level of knowledge, skills, and understanding of a person who is different.

It is refuted in Zhiqiang Ma's research (2020) that SA provides good benefits, one of which is able to help students develop individual responsibilities. More specifically, in the context of IE responsibilities, as Muslims must be formed as early as possible, there is also responsibility in implementing values of Islam, one of which is manifested by a good spiritual attitude. In the same way, Rajeev Sharma's (2016), research shows that students think SA helps them learn how to study on their own and evaluate themselves.

5. I could assess my spiritual attitude

Qualitative content analysis shows that students take SA seriously. Most of the students, 45 out of 47 answers stated that they were able to evaluate themselves. Only two students commented that they were unable to assess their spiritual attitude. This was revealed by Doni, an eleventh grade student, in the interview on 20.06.2022.

"Initially, I wasn't skilled at assessing myself. As I go through the process, I gain knowledge about how to assess what is good."

Basically, humans have perfection in their creation. It has been equipped with reason. For that reason, it needs to be optimized in its use, especially to obtain knowledge and truth. Intellect is one of the tools that serve to develop human spiritual attitudes according to revelation (Dadang Mahdar, 2014).

6. Perception of self-assessment

Analysis of SA-related documents shows that, in general, students try hard to do SA exercises and do them carefully. Students are aware of their level and quality in implementing religious values, and they can also identify aspects that need to be improved, such as the following statement.

"Students can implement most of the IE materials, but this spiritual attitude must be carried out continuously and become a habit. When it becomes a habit, then living it is more "natural" (Teacher 2 and 4)

Having a deeper insight into students' perceptions of AS and how students actually experience it during IE learning, results in three categories that show how the AS process is recognized for developing spiritual attitudes. Three categories resulted from this research, (1) criteria for spiritual attitudes, (2) reflecting current spiritual attitudes, (3) resolution of future spiritual attitudes.

There is variation in the way students value AS, a small percentage of students do not experience AS being meaningful. In that regard, previous research (Willey & Gardner, 2010; Asikainen et al., 2014) suggests that some learners feel uncomfortable engaging in assessments of their own spiritual attitudes. Students don't think they are good at assessing themselves, which is why SA in assessing spiritual attitudes needs to be done often.

Based on the findings of this study, it is suggested that students should be trained from basic education in order to self-assess spiritual attitudes or other aspects. to build a common understanding of the quality standards of a Muslim society as well as improve the ability of students to make assessments.

D. CONCLUSION

The results of this study indicate a tendency that is mostly felt by students in assessing the quality of spiritual attitudes positively. Therefore, SA is useful and increases their motivation to develop spiritual attitudes. SA is implemented in IE learning into a deep learning approach. Students are actively involved in the assessment, thus gaining valuable understanding and experience. In the process, SA can help students develop self-capacity and be able to make better assessments.

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