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To cite this article:

Setiawan, A., Purwanti, T., Rusmiyanti, Y. (2020). Student Learning Activity Assessment in “Among” Learning Systems: Self-Assessment Method. In D. S. Setiana, A. Setiawan, D. Supriadi, K. H. Najib, T. Ardhian, N. A. Handoyono, I. Widyastuti, & L. Tiasari (Eds.), *International Conference on Technology, Education and Science* (pp. 164–168). Yogyakarta.

Student Learning Activity Assessment in “Among” Learning Systems: Self-Assessment Method

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Article Info

Keywords

“Among” learning
system
Self-Assessment
Learning Activity

Abstract

The assessment of learning activities in the "among" learning system is still not considered. The purpose of this research is to find out the results of the assessment using the self assessment method on student learning activities in the "among" learning system and the effectiveness of using the self-assessment model for assessment. This research method is descriptive quantitative. This research was conducted at Ampel Boyolali High School. Respondents of this study were high school students who used the "among" learning system. The instrument used was a questionnaire. The data analysis used descriptive statistics and the data were presented in diagrammatic form. The results showed that students' learning activities using the "among" learning system were in the good category. The assessment of the self-assessment model used is also effective in revealing student learning activities.

Keywords: “Among” learning system, Self-Assessment, Learning Activity

Introduction

In the implementation of education Ki Hadjar Dewantara used the "Among System" or "Among Methods". The Among system is a manifestation of Ki Hadjar Dewantara's conception of placing students at the center of the educational process. In this system, the lesson to educate children will be human beings who are free in their hearts, free in their minds, and independent in their energies. The teacher should not only provide necessary and good knowledge, but must also educate the student to seek that knowledge for himself and use it for public charity purposes. Good and necessary knowledge, namely those that are beneficial for physical and spiritual needs in living together (social belong) (Tamansiswa, 2017: 67).

Ki Hadjar Dewantara, with his among system, wanted to create an alternative system for an authoritarian and oppressive school system, to distance learning from the command and punishment system to achieve order. According to Ki Hadjar Dewantara, a learning process like this is against the nature of nature, against the independence of every student. Therefore, Ki Hadjar Dewantara chose an orderly and peaceful method. In this method students are given the freedom to develop their creativity so that their potential and talents can be seen. So that this system can develop self-confidence, independence and student activity, this is because in learning students do not only see (Niteni) what the teacher does, but also understand, imitate (nirokke) to get good knowledge so as to then students can develop (add).

Ki Hajar Dewantara in Ki Soeratman (2011: 303) says that science has two kinds of effects: (1) knowledge that has the power to sharpen and smarten the mind (intellectual power), and (2) knowledge that has the power to deepen and refine one's mind (character). Both are summarized in the Javanese words "gending literature" is the form of reason and mind.

The 2013 curriculum which is integrated in the Among system divides attitude competencies into two, namely spiritual attitudes related to the formation of students who are faithful and pious, and social attitudes related to the formation of students who have noble, independent, democratic, and responsible morals. The spiritual attitude is a manifestation of the strengthening of vertical interaction with God Almighty, while the social attitude is the manifestation of the existence of consciousness in an effort to create harmony in life.

Inseparable from Law Number 20 of 2003 concerning the National Education System, article 3: National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become faithful and righteous human beings. to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The statement in the above legislation explicitly emphasizes that the main function of national education is not only developing abilities, knowledge and expertise

but also in developing attitudes and character building. By looking at these objectives, education held in Indonesia includes three domains, namely cognitive, affective, and psychomotor. The cognitive domain is shown by being knowledgeable, affective is shown by being faithful and pious, noble, independent, democratic, responsible, and psychomotor by being healthy, competent, and creative.

According to Krathwohl (1961), if traced, almost all cognitive goals have an affective component. One aspect that requires assessment is affective. As for what is included in the characteristics of the affective domain, among them are attitudes, values and interests (McCoach, 2013: 7-24) The attitudes referred to in this study are affective attitudes that focus on the behavior or learning activities of students of SMAN 1 Prambanan. Affective attitude that is focused in student learning activities is an affective domain that needs to be assessed with appropriate and appropriate instruments.

According to Crano (2008: 19) Attitude is a tendency obtained to evaluate things related to character. This attitude is an important part of child development because it shapes children's perceptions of the environment and affects behavior. Everyone feels important, but is still lacking in implementation, especially for high school children. This is because designing the achievement of affective learning goals is not as easy as cognitive and psychomotor learning (Mardapi, 2008: 184). Attitudes need to be assessed appropriately.

Self-Assessment (SA) which is better known as self-assessment is one of the learning assessment approaches, to assess one's own abilities. This is in accordance with the opinion of Sluijsman (1998: 11), emphasizing that self-assessment is generally used for formative assessment with the aim that students can reflect on the learning process and learning outcomes. Reflection on the learning process and outcomes, by conducting self-assessment of the learning process taken, Guskey & Stiggins (Noonan & Duncan, 2005: 1). Meanwhile, Grounlund & Cameron (Noonan & Duncan, 2005: 2) state that formative assessment is important because it aims to monitor the progress of learning and provide corrective directions to improve learning.

According to Black & William (1998; 14), self-assessment is an important component in formative assessment if it is used to improve learning. Self-assessment, which relates to the skills students must develop, has a positive effect on student performance. In general, the ability of self-assessment for real life (real life) makes students independent and teachers as facilitators and able to evaluate themselves.

Furthermore, according to Boud & Falchikov (Sluijsmans, 1998: 11; Ellington, et al. 1997: 2), self-assessment refers to the involvement of students in making decisions about the learning carried out, including assessing their own learning outcomes. Student self-assessment is related to the ability of students to interpret the learning results obtained.

Self assessment allows students to be able to assess themselves consciously, meet their needs and learning styles in new subject matter, as well as efforts to fulfill desired attitudes. Self assessment makes students more active participants in the assessment process so that they can assess their strengths and weaknesses, analyze their progress, and design further learning goals. Assessment of affective attitudes that focus on student learning activities is not the same as cognitive assessment by giving questions. This attitude assessment is usually done by recording physical activities related to social interactions and not merely being able to answer the questions given. Based on the background described above, this research will assess the assessment of student learning activities in the Among?

Method

This research uses descriptive quantitative method. This approach was chosen because the researcher wanted to see the results of the assessment of student learning activities in the learning system among. Respondents of this study were 60 high school students. The data collection technique used a questionnaire with a summative rating scale. The data analysis used the scale of the attitude assessment instrument using the categorization suggested by Mardapi (2012: 162):

Table 1. Categorization of Student Learning Activities

No	Student Value	Achievement Category of Learning Activities
1	$X \geq \bar{X} + 1.SBx$	SB (very good)
2	$\bar{X} + 1.SBx > X \geq \bar{X}$	B (good)
3	$\bar{X} > X \geq \bar{X} - 1.SBx$	CB (good enough)
4	$\bar{X} < X - 1.SBx$	KB (less good)

Information:

\bar{X} : the mean overall score of students in one class

SBx : standard deviation of the overall score of students in one class

X : scores achieved by students

To interpret the results of the description analysis using the categories suggested by Rusmiyati (2020):

Table 2. Meanings / descriptions of Student Learning Activity Achievements

No	Value	Description
1	SB	Students are able to demonstrate their ability to participate in learning with the criteria of Visual activities, including reading, paying attention to pictures in learning demonstrations, experimenting. Oral activities, such as stating, formulating, asking, giving suggestions, and issuing opinions. Listening activities, such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example conducting experiments, making construction, modeling repairs, playing, gardening, raising livestock; Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous.
2	B	Students often show visual activities, including reading, paying attention to demonstration pictures, experimenting. Oral activities, such as stating, formulating, asking, giving suggestions, and expressing opinions. Listening activities such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example doing experiments, making construction, repairing models, playing, gardening, raising livestock; Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous.
3	CB	Students sometimes show visual activities, including reading, paying attention to demonstration pictures, experimenting. Oral activities, such as expressing, formulating, asking questions, giving suggestions, and expressing opinions. Listening activities, such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example doing experiments, making construction, repairing models, playing, gardening, raising livestock; Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous.
4	KB	Students have not shown visual activities, including reading, paying attention to demonstration images, experimenting. Oral activities, such as expressing, formulating, asking questions, giving suggestions, and expressing opinions. Listening activities, such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example doing experiments, making construction, repairing models, playing, gardening, raising livestock; Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous.

Results and Discussion

The description of the results of the assessment of learning activities in learning with the system among students of SMAN 1 Prambanan obtained from the application of the self assessment instrument is presented in Table 2 and Figure 2.

Table 3. Description of Self-Assessment Results on Student Learning Activities

No	Value	Number of Children	Percentage
1	SB (very good)	16	26,7%
2	B (good)	44	73,3%
3	CB (good enough)	0	0%
4	KB (less good)	0	0%
Total		60	100%

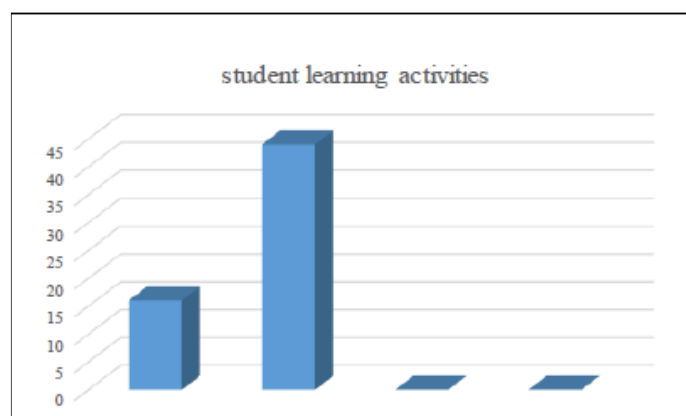


Figure 2. Description of Self-Assessment Results on Student Learning Activities

The results of the assessment using a self-assessment instrument on student learning activities are presented in Table 1 and Figure 1 above. Based on this acquisition, it can be described as follows: A total of 16 students (26.7%) got SB (very good) scores. This means that students have been able to demonstrate their ability to participate in learning with the following criteria: Visual activities, including reading, paying attention to demonstration images, experiments. Oral activities, such as expressing, formulating, asking questions, giving suggestions, and expressing opinions. Listening activities, such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example doing experiments, making construction, repairing models, playing, gardening, raising livestock; Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous.

A total of 44 students (73.3%) scored B (good). This means that students often show the following activities: Visual activities, including reading, paying attention to demonstration pictures, experimenting. Oral activities, such as expressing, formulating, asking questions, giving suggestions, and expressing opinions. Listening activities, such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example doing experiments, making construction, repairing models, playing, gardening, raising livestock. Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous. There were no students who got CB scores (good enough) and KB scores (less good).

Conclusion

The results of the assessment using self-assessment instruments obtained by the majority of students got a B (good). This means that students have been able to demonstrate their ability to participate in learning with the following criteria: Visual activities, including reading, paying attention to demonstration images, experiments. Oral activities, such as expressing, formulating, asking questions, giving suggestions, and expressing opinions. Listening activities, such as listening to conversations, discussions and speeches. Writing activities, for example writing stories, essays, reports and copying. Motor activities, for example doing experiments, making construction, repairing models, playing, gardening, raising livestock; Mental activities, for example responding, remembering, solving problems, and analyzing. Emotional activities, for example, are interested, feel bored, excited, excited, passionate, courageous, calm, nervous.

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