



The Effectiveness Of E-Learning With Self Assessment Method On Student Learning Outcomes In Entrepreneurship Subjects Class XI IPA 3 MAN Batu City

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Abstract

This study aims to see the effectiveness of the e-learning method self-assessment on student learning outcomes in entrepreneurship subjects at MAN Kota Batu. The population in this study were students in the XI science class. The selected sample is class XI IPA 3 MAN Batu City, East Java. The sample is 32 students. Data was collected using observation, interviews, questionnaires, and documentation. This research uses qualitative research with a descriptive approach method. This study aims to describe the effectiveness of self-assessment in e-learning for entrepreneurship subjects. The data processing results obtained a percentage of 67.1%, which indicates that the level of student assessment on the effectiveness of e-learning learning instruments self-assessment is said to be good.

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INTRODUCTION

Education is the most important part of human life and is the main aspect of creating quality human resources. Education can humanize humans into individuals who are beneficial to life, both in the lives of the individuals themselves, the nation, and the state. Therefore, education must be carried out as well as possible to follow the objectives. The success of a nation lies in the quality of education that can improve the quality of its human resources. The purpose of education has been stated in the preamble to the 1945 Constitution, which reads "to educate the nation's life and participate in carrying out world order". Education is a communication process that includes the transformation of knowledge, values, and skills, inside and outside school, that lasts a lifetime (life-long process), from generation to generation (Dwi Siswoyo, 2008: 25). In Law no. 20 of 2003 concerning the National Education System; education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are accepted by themselves, society, nation and state. Thus, it can be concluded that education is a conscious effort to prepare students through guidance, teaching, and/or training activities for their role in the future.

The development of science and technology is so rapid that it encourages every human being to respond to all these developments quickly and follow them. The demand for human resources who can respond to the development of science and technology is very much needed. Understanding the development of science and technology requires critical, systematic, logical, creative thinking and a willingness to work together effectively. The world of education cannot be separated from the learning process, which includes teachers, students, and the learning environment that influences each other to achieve learning objectives. Media is one of the factors supporting the achievement of learning objectives. This is related to using appropriate and varied media in the learning process, which can increase learning motivation and reduce students' passive attitudes.

One of the activities that cannot be separated from learning activities is assessment. Assessment must provide comprehensive information that helps teachers improve their teaching abilities and help students achieve optimal educational development. In addition to assessing the achievement of knowledge, it is also very important to pay attention to assessing attitudes. Following the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 66 of 2013 concerning the standards of education assessors, it is explained that one of the attitude competency assessment techniques is self-assessment. *Self-assessment* as an assessment technique can play a role in shaping the character of students (Asriningrum, 2013). *Self-assessment* is an assessment technique where students are asked to assess themselves about the status, process, and level of achievement of the competencies they have learned in certain subjects based on criteria or references that have been prepared (Astutik and Maryani, 2007: 34). With *self-assessment* Students are trained to monitor and evaluate their thoughts and actions and identify their weaknesses and

strengths to achieve the desired learning outcomes. The main purpose of self-assessment is to support or improve learning processes and outcomes, so this assessment serves as an assessment that supports assessments that are commonly used.

Internet technology in education, in the form of the web and various supporting technologies, has enabled easy and efficient communication and information services (Turino, 2009), which is expected to overcome the above problems. The use of technology, namely utilizing the Facebook network in *self-assessment*, has been carried out by Mulyasih (2010); the obstacle faced is that teachers need a lot of time to analyze the results of student assessments one by one. Based on this description, it is necessary to conduct research on *e-learning* to assess student learning outcomes. Thus, the researchers took the title Effectiveness of *e-learning* with the *self-assessment* on student learning outcomes in entrepreneurship subjects for class XI IPA 3 MAN Batu City to analyze. The effectiveness of e-learning methods *self-assessment* in entrepreneurship learning at MAN and describes the response to student learning outcomes after using *self-assessment-based e-learning* in entrepreneurship learning.

According to IBRA (Depdiknas, 2010: 40), *Self-Assessment* is a technique where students are asked to assess themselves related to the status, process, and level of achievement of the competencies they have learned in certain subjects based on prepared criteria.

Meanwhile, according to Sudaryono (2012: 92), *Self-Assessment* is an assessment technique in which students are asked to assess themselves about the status, process, and level of achievement of the competencies they have learned in certain subjects.

Self-assessment techniques can measure cognitive, affective, and psychomotor competencies.

- 1) Assessment of cognitive competence in the classroom, for example, students are asked to assess their mastery of knowledge and thinking skills as a result of learning from a particular subject. Student self-assessment is based on criteria or references that have been prepared.
- 2) In assessing affective competence, for example, students can be asked to make writings that outpour their feelings towards a certain object. Furthermore, students are asked to make an assessment based on the criteria or references that have been prepared.
- 3) Regarding psychomotor competency assessment, students can be asked to assess the skills or skills they have mastered based on the criteria that have been prepared.

So, it can be concluded that *self-assessment* is an assessment technique in which students express weaknesses and strengths in achieving competence in the cognitive, affective, and psychomotor domains.

a. Types of Self-Assessment

Several types of self-assessment, including:

- 1) Direct and Specific Assessment, namely direct assessment at or after completing tasks to assess certain competency aspects of a subject.

- 2) Indirect and Holistic Assessments are carried out over a long period to provide an overall assessment.
- 3) Socio-affective assessment assesses the affective or emotional elements (Ministry of National Education, 2010: 41).

b. Principles in *Self-Assessment*

The principles that must be considered in self-assessment are:

- 1) The aspects that students want to assess through self-assessment must be clear.
- 2) Determine and define the methods and procedures used in self-assessment, for example, by checklist or scale.
- 3) Determine how to process and determine the value of the results of self-assessment by students.
- 4) Summarizing the results of student self-assessment (Kunandar, 2013: 133).

c. The advantages and disadvantages of *Self-Assessment*

The advantages of self-assessment are:

- 1) Teachers can recognize the strengths and weaknesses of students.
- 2) Students can reflect on the subjects that have been given.
- 3) Statements made following the wishes of the questioner.
- 4) Provide self-motivation of students in terms of assessing student activities.
- 5) Learners are more active and participate in the learning process.
- 6) It can be used as a reference when compiling teaching materials to determine the input standards of the students we will teach.
- 7) Students can measure their ability to follow lessons and find out the completeness of their learning.
- 8) Train students' independence.
- 9) Learners know the parts that must be repaired.
- 10) Students understand their abilities.
- 11) The teacher obtains objective input about the absorption of students.
- 12) Students learn to be open with other people.
- 13) Students can assess themselves.
- 14) Students can find their material.
- 15) Students can communicate with their friends.

While the weaknesses of self-assessment are:

- 1) It tends to be subjective.
- 2) The data may be filled in dishonestly.
- 3) Students can assess with high scores.
- 4) Requires careful preparation and measuring tools.
- 5) At the time of assessment, students can carry out as well as possible but outside the assessment of inconsistent students.
- 6) The results are less accurate.
- 7) Less open.
- 8) Maybe students do not understand their abilities.
- 9) Less active students usually score less (Kunandar, 2013: 310).

1. E-Learning

a. Understanding *E-Learning*

According to Dharma Oetomo (2002) in Efendi and Megasari (2005), *E-learning* is a convergence or merger between computer technology and internet networks, with aspects of communication and educational materials supporting the creation of an internet-based teaching system. The term *e-learning* is more accurately intended to transform schools' teaching and learning process into digital form, which is bridged by information technology (Internet). Meanwhile, according to Brown (2000) and Feasey (2001) in Prabantoro, Gatot, and Agus Hidayat (2005), *e-learning* is a learning activity that utilizes networks (Internet, LAN, WAN) as a method of delivery, interaction, and facilitation and is supported by various forms. Other learning services.

b. Components *E-Learning*

The components that makeup *e-learning*, according to Romi Satria Wahono (2008), are *e-learning* infrastructure, *e-learning* systems and applications, and *e-content learning*. Infrastructure *E-learning* is the equipment used in *e-learning*, which can be a *personal computer* (PC) or a privately owned computer. This computer network is a collection of several devices in the form of computers, hubs, switches, routers, or other network devices connected to the Internet. Using certain communication media. Internet, which stands for Interconnection Networking, is defined as computers and multimedia equipment connected worldwide. These media tools combine two or more media elements, text, graphics, images, photos, audio, video, and animation, in an integrated manner. Teleconferences include remote meetings between people physically in different geographical locations when providing synchronous learning. The learning process occurs simultaneously when the teacher is teaching, and students are learning via *teleconference*.

In addition to *e-learning* and applications, *-learning* systems and applications *e* are often referred to as *Learning Management Systems* (LMS), software systems that virtualize conventional teaching and learning processes for administration, documentation, reports of a training program, classrooms, and online events. , *e-learning*, and training content, for example, all features related to the management of the teaching and learning process, such as how to manage classes, create materials or content, discussion forums, scoring systems, and online exam systems, all accessed by the Internet. Content *E-learning* is content and teaching materials in the *e-learning* system (LMS). This content and teaching materials can be in the form of, for example, *Multimedia-based Content* or interactive multimedia content, such as learning multimedia that allows us to use a mouse keyboard to operate it, or *text-based content*, namely text-based content, such as in textbooks on Wikipedia.org, sciencecomputer.com, etc. It is usually stored in the Learning Management System (LMS) so that students can run it anytime and anywhere.

c. Functions of *E-Learning*

According to Siahaan in Prabantoro, Gatot, and Agus Hidayat (2005), there are 3 functions of *e-learning* to learning activities in the classroom (*classroom instruction*), namely as a supplement that is optional/optional, complementary, or substituted. Substitution).

- Supplements are said to function as supplements or additions if students are free to choose whether to use electronic learning materials. In this case, there is no obligation/requirement for students to access electronic learning materials.
- Complement is said to function as a complement or complement if the electronic learning materials are programmed to complement the learning materials received by students in the classroom (Lewis, 2002). As a complement, electronic learning materials are programmed to become reinforcement or remedial materials for students in conventional learning activities. Electronic learning materials are *enriching* if students who can quickly understand the subject matter presented by the teacher face-to-face (*fast learners*) can access electronic learning materials specifically developed for them. The goal is to strengthen further the level of student mastery of the subject matter presented by the teacher in the classroom program *remedial* if students who have difficulty understanding the subject matter presented by the teacher face-to-face class (*slow learners*) are allowed to take advantage of electronic learning materials that are specifically designed for them. The goal is for students to understand the subject matter educators present in class more easily.
- Substitution, several universities in developed countries provide several alternative models of learning activities/lectures to their students. The goal is for students to flexibly manage their lecture activities according to the time and other daily activities of their students. There are 3 alternative models of learning activities that students can choose from, namely: fully face-to-face (conventional), partly face-to-face and partly via the Internet, or even completely via the Internet.

d. Benefits of *E-Learning*

E-Learning can bring a new atmosphere in a variety of learning developments. Utilization of *e-learning* properly can improve learning outcomes to the maximum. Some of the benefits of *e-learning* include, according to Rohmah (2016):

- 1) With *e-learning*, it can shorten learning time and make study costs more economical.
- 2) *E-learning* facilitates interaction between students and materials.
- 3) Learners can share information and access learning materials at any time and repeatedly; with such conditions, students can further strengthen their mastery of learning materials.
- 4) With *e-learning*, the knowledge development process does not only occur in the classroom but with the help of computer equipment and

networks, students can be actively involved in the teaching and learning process.

The benefits of *e-learning* for education in general are:

- 1) Flexibility of place and time: if conventional learning in the classroom requires students to be present in class at certain hours, then *e-learning* provides flexibility in choosing the time and place to access lessons.
- 2) *Independent learning*, *e-learning* provides an opportunity for learners to control their respective learning success, meaning that learners can determine when to start finish, and which part of a module they want to learn first. If he has difficulty, he can repeat until he can understand. Learners can also email instructors and resource persons or participate in interactive dialogues at certain times. Many people feel that this independent learning method is more effective than other methods that force them to learn in a predetermined order.
- 3) A lot of costs can be saved from learning with *e-learning*. Financially, the costs that can be saved include transportation costs to study places and accommodation while studying, administrative costs for management, and provision of physical facilities and facilities for studying.
- 4) Flexibility of learning speed: *e-learning* can be adjusted to the learning speed of each student. If students do not understand and understand a particular module, they can repeat it until they understand.
- 5) Standardization of teaching: *E-learning always has the same quality every time it is accessed* and does not depend on the teacher's mood.
- 6) The effectiveness of teaching delivery of *e-learning* can be in the form of simulations and cases, games, and applying advanced animation technology.
- 7) With the speed of distribution, *e-learning* can quickly reach all over. The design team only needs to prepare lesson materials and install the results on the central e-learning as soon as possible.
- 8) Availability *On-Demand*, *e-learning* can be accessed at any time.
- 9) Automation of administrative processes, *e-learning* uses a *Learning Management System* lessons *e-learning*. LMS also stores student data, lessons, and the ongoing learning process.

2. Definition of Entrepreneurship

According to the Big Indonesian Dictionary, entrepreneurship is a combination of two words, each of which has a meaning; *wira* can be interpreted as a hero or a man, while *business* is an activity that mobilizes energy and thoughts to achieve a purpose. So, entrepreneurship can be interpreted as someone who does something with all his abilities to achieve certain goals.

Entrepreneurship learning is learning about values (*values*), abilities (*ability*), and behavior (*attitude*) in facing life's challenges to obtain opportunities with various risks. Entrepreneurship learning in education is not only developed to produce intellectually skilled humans but also pragmatic-inspiring ones; for that, entrepreneurship learning in high school must be an alternative in preparing graduates who choose to be able to create their jobs. Entrepreneurship learning in high school has been

implemented in various forms of production and business-based learning media, including *Teaching Factories*, *Teaching Industry*, *Hotel Training*, *Incubator Units*, and *Business Centers* in schools, and in 2016, continued strengthening Entrepreneurship learning (*entrepreneurship*) through the provision of School Assistance as Education Park for entrepreneurial groups of students with an entrepreneurial class pattern.

Debriefing in entrepreneurship is expected to be one of the answers for high school education to overcome employment problems in Indonesia. This is because the provision of entrepreneurial competencies is directed at preparing students in the context of creating job opportunities, alleviating the problems of unemployment, poverty, and economic downturn, and politically being able to raise the dignity of an independent nation.

The purpose of teaching materials for entrepreneurship training courses can be taught and developed at the high school level; in entrepreneurship subjects, students are taught and inculcated behavioral attitudes to open businesses so that they become talented entrepreneurs. To make it clearer, the objectives of entrepreneurship are explained below:

1. Increase the number of qualified entrepreneurs.
2. Realizing the ability and stability of entrepreneurs to produce progress and community welfare.
3. Cultivate the spirit of attitude, behavior, and entrepreneurial ability among students and the community who are capable, reliable, and superior.
4. Develop strong entrepreneurial awareness and orientation towards students and the community.

Entrepreneurship subjects given at the high school level aim to shape human beings as a whole (holistic), as people with character, understanding, and skills as entrepreneurs. And increasing the number of quality entrepreneurs to realize the ability and stability of entrepreneurs to produce progress and welfare of the community, cultivate the spirit of attitude, behavior, and entrepreneurial abilities among students and the community who are capable, reliable, and superior.

Experts put forward the characteristics of entrepreneurship with different concepts. Suprojo (2001:54) mentions the characteristics of entrepreneurship subjects as follows:

1. Entrepreneurship is a process of doing something new (creative) and different (innovative) useful in providing added value.
2. Entrepreneurship is a value embodied in behavior and is used as a resource, driving force, goal, tactic, tip, business process, and results-oriented task and result.
3. Dare to take risks and be confident
4. Leadership spirit.
5. Forward-oriented and creative thinking.
6. Have a high commitment and responsibility towards their duties.

Meanwhile, according to Meredith (2001:34), the characteristics of entrepreneurship subjects are

1. Self-confidence: Work full of confidence, not dependent on doing work, and individualistic and optimistic.

2. Task- and result-oriented: Meet the need for achievement, orientation, and form of profit; diligent and steadfast.
3. Risk-taking: Dare and able to take risks in work and likes challenging work.
4. Leadership: Behave as a leader who is open to suggestions and criticism.
5. Thinking towards the original: Creative, innovative, flexible in carrying out the work, and having a lot of broad knowledge.
6. Future orientation: Thinking about the future and perspective.

Based on this explanation, it can be concluded that the purpose of learning entrepreneurship is to provide students with provisions on how to become a good entrepreneur and to form a human being as a whole (*holistic*), as a person who has character, understanding, and skills as an entrepreneur.

METHOD

1. Approach and Type of Research

This research is qualitative research with a descriptive approach. Descriptive qualitative research obtains complete, meaningful, in-depth information according to the situation. Qualitative research focuses on things that are not easy to measure. This study aims to determine the effectiveness of *e-learning* with the *self-assessment* on student learning outcomes in entrepreneurship subjects.

2. Data collection

The data collection techniques used in this study consisted of 4 types: observation, interviews, questionnaires, and documentation.

- a. Observation is a way of directly collecting data and systematically recording the object to be studied. Researchers carried out observations by observing and recording the implementation of learning in the classroom.
- b. Interviews are conducted with teachers who carry out learning. Interviews in this study were conducted to determine the teacher's response to implementing the learning that had been carried out.
- c. The questionnaire is closed. A closed questionnaire (structured questionnaire) is a questionnaire that is presented in such a way that the respondent is asked to choose an answer that fits his or her characteristics by giving a cross (x) or a checklist (✓).
- d. Documentation. The documentation used in this study was class photos and observation sheets for educators' activities.

3. Population and Sample

The population in this study were all students of class XI IPA 3 MAN Kota Batu, and the sample used was class XI IPA 3 MAN Kota Batu, totaling 32 people.

3. Data Analysis

Qualitative data was obtained from student achievement and student response questionnaires. In analyzing the data derived from graded

questionnaires or ranked 1 to 4, the researcher concludes the meaning of each alternative as follows (Arikunto, 2006).

- a. Strongly agree (SS) indicates the highest gradation is given a value 4.
- b. Agree (S) indicates a lower rank than strongly agree. Therefore, this condition is given a value of 3.
- c. Disagree (KS) is given a score of 2 because it is below agree.
- d. Disagree (TS) is at the lowest gradation, given a score of 1.

Percentage of success:

$(4 \times SS) + (3 \times S) + (2 \times KS) + TS \times 100\%$ $(4 \times SS \text{ score}) \times \text{Number of students}$

The collaborative percentage classification of student assessment data concerning student effectiveness during *e-learning learning* is:

81%-100% : very good

61% -80% :Good

41%-60% : quite good

21% -40% : not good

0% -20% : very poor

RESULTS AND DISCUSSION

Results

Research activities provide information that respondents' responses to the implementation of *e-learning* in learning can be seen from the average value in answering the questionnaire respondents' responses. The average value of the questionnaire responses to *e-learning* is 67.1%, which is included in the sufficient category. In this case, this value indicates that the respondents' responses to the implementation of *e-learning* are quite positive. Questionnaire *The self-assessment* interprets the entrepreneurial ability of each individual to solve the problems given in *e-learning*.

Discussion

The selection of *e-learning* is very appropriate because the students for whom the research is carried out are the young generation of the millennial era who incidentally like all kinds of things that are simple and *online*. Learning with the implementation of *e-learning* raises the concept of independent learning. In an era where everything is *online*, the world of education must continue to develop so that students do not feel bored with conventional learning. By not leaving conventional classroom learning, the implementation of *e-learning* provides a different feel for students. With a touch of technology, it attracts students' interest in learning. With the right direction and guidance, implementing *e-learning* in the classroom can be used as an alternative solution to improve learning outcomes. The advantages of *e-learning* include:

- a. Teachers and students can use structured and scheduled teaching materials or learning instructions via the Internet to assess each other to what extent the teaching materials are studied.

- b. Students can study or review teaching materials at any time and anywhere, considering that teaching materials are stored on their devices.
- c. If students need additional information related to the material they are studying, they can access the Internet more easily.
- d. Both teachers and students can conduct discussions via the Internet, which can be followed by many participants, thereby adding to knowledge and broader insight.
- e. Changing the role of students from being passive to being active.
- f. Relatively more efficient. With several advantages of *e-learning*, it will impact student learning outcomes, especially in entrepreneurship subjects. Students can easily download materials and sample questions through their respective devices, so they can easily access them anywhere and anytime.

Combining e-learning methods with self-assessment provides space for students to improve their abilities and self-assess their entrepreneurial skills in learning. According to Suarta, *self-assessment* is a new vision in learning evaluation for the progress of students' studies (Suarte et al., 2015). According to Rolheiser and Ross, self-assessment is a way of looking inside oneself (Rolheiser and Ross, 2001). Through self-assessment, students can see their strengths and weaknesses; henceforth, these deficiencies become an improvement *goal* (Sutarta et al., 2015). Thus, students are more responsible for the process and achievement of learning objectives. The results of research conducted by Suarta et al. state that the self-assessment developed can assess cognitive, affective, and psychomotor aspects. Based on the data obtained, the results of the evaluation using the *self-assessment* were carried out objectively by the respondents, and these values represent the problem-solving abilities measured in the study (Suarte et al., 2015). In addition, according to the results of Noviyanti's research, *self-assessment* is very effective for assessing psychomotor students (Novianti et al., 2014).

The advantages of using *self-assessment assessments* in class include fostering students' self-confidence because they are given the trust to evaluate and assess themselves; students are aware of their strengths and weaknesses because when they conduct an assessment, they must introspect on their strengths and weaknesses. It can encourage, familiarize, and train students to be honest because they must be objective in conducting assessments (Muslich, 2014). The study results showed that student responses to implementing *e-learning* with the *self-assessment* were positive. In this case, learning with *e-learning* can be accepted among students. Based on the results of observations made during the research, students looked enthusiastic because they could learn through their respective devices, such as computers, laptops, and *smartphones*. Learning by hand is the vision of implementing *e-learning*. So that it is easier for students to learn, of course, it will impact their learning outcomes. This is evident from the results of research that has been carried out, where their entrepreneurial learning outcomes have increased when compared to before the implementation of learning with e-learning. This increase was due to *e-learning*, with the *self-assessment* motivating students to learn. The e-

learning atmosphere *can* accommodate students to play a more active role in learning; students design and look for materials with their efforts (Sindu et al., 2013). Students' success in learning mathematics is determined by the independence of learning from each individual (Ningsih, 2017). With *E-learning*, the *self-assessment* provides opportunities for students to increase their confidence in their entrepreneurial abilities.

CONCLUSION

Learning by using *e-learning* is very useful to be applied. This can be seen from the research results on the effectiveness of e-learning combined with self-assessment. Based on the research results, *e-learning* is feasible to be developed, and from the student questionnaire responses to the implementation of *e-learning*. Based on the results of filling out the response questionnaire, the value obtained is 67.1%, which is included in the good category. In this case, the good category means that the student's response to *e-learning* and its implementation is positive. With a positive response, of course, this will have an impact on student interest and motivation to learn. The increasing interest in learning will indirectly impact increasing entrepreneurial learning outcomes. There are still some shortcomings in the development and implementation of e-learning. These deficiencies can be used as a reference for further research. To improve the quality of *e-learning*, live data that can be accessed online may be added as material for further research.

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