



The Effectiveness Self-Assessment To Improve The Character Of Class XII Students Of BDP SMKN 2 Kediri

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Abstract

This study aims to determine the formation of students' independent character after implementing self-assessment during the Creative Products and Entrepreneurship (PKK) learning process. At SMK Negeri 2 Kediri itself, for class XII, the learning process is carried out offline, i.e., half of the students in the class are offline, and the other half are online at home. The subject of this research involved class XII students majoring in Online Business and Marketing at SMK Negeri 2 Kediri. The data collection method used is a test method in the form of a self-assessment and a questionnaire method in the form of statements about independent characters. Sheet self-assessment is used to practice students' self-assessment skills during the learning process, and an independent character questionnaire is used to determine the improvement in each self-assessment. Five things are asked of students, and in each case, there are 6-10 statements. From the results of students answering these statements, it will be known how effective self-assessment is in improving students' independent character, of course, in creative products and entrepreneurship.

How to Cite

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INTRODUCTION

Vocational High School (SMK) is one of the education levels in Indonesia that prioritizes good performance abilities. In the 2013 curriculum, in vocational schools, apart from general content learning programs, there are also specialization programs based on certain areas of expertise available in each school. For example, in the field of Business and Management expertise, there are courses for Online Business and Marketing expertise that require knowledge of entrepreneurship. Students from this vocational school are prepared to be directly placed in certain companies or continue their education to a higher level, so it is better if they have good knowledge, attitudes, and skills. The skill aspect of students using practical activities in learning is the subject of Creative Products and Entrepreneurship (PKK). This follows the demands of the 2013 curriculum syllabus for class XII PKK lessons in online business and marketing expertise. This entrepreneurial material is very useful for vocational students, especially those majoring in Online Business and Marketing, to learn business knowledge that they will use in other subjects, especially productive subjects, and in their work life later. When assessing performance, the teacher must evaluate all students who do the practicum. This will be difficult to do because there will be students who escape the teacher's assessment. To overcome this, *self-assessment*. Besides being able to help teachers, using *self-assessment* is also expected to increase their experience in assessing themselves and their peers, as well as help students find their weaknesses and improve their independent character.

Learning is a means to achieve educational goals. Learning is carried out to grow and develop students' cognitive, affective, and psychomotor competence. Learning must be managed properly to obtain the expected results. Learning is a systematic effort teachers make to realize an effective and efficient learning process, starting from planning, implementation, and evaluation (Aqib, 2013: 66). The learning process will provide effective and efficient results. It can be successful or unsuccessful in achieving goals if there is good cooperation between teachers and students. Good cooperation will arise if the teacher involves students in learning, not only as listeners or recipients but also as partners in learning. Student involvement in learning will create an active and fun atmosphere that can increase students' self-confidence in participating in the learning process (Rolheiser and Ross, 2014: 7). confidence will make it easier for students to understand the material that has been delivered and achieve learning objectives (Hakim, 2005). Self-confidence is a comprehensive evaluative dimension of self (Santrock, 2013: 336). Self-confidence is valuable for someone who has an important role in human life. With confidence, a person can actualize all the potential in him. In line with this, students also need self-confidence in the learning process. High student self-confidence will affect the mastery of the material that the teacher has taught at school. Self-confidence will increase enthusiasm for learning to increase student's learning abilities and become one of the determinants of learning success. High student self-confidence will

encourage students to be more responsible in completing assignments and have better achievements than students who have low self-confidence. (Zimmerman & Kitsantas, 2005: 340)

Education has an important role because education can shape human beings. Humans have qualities both in emotional and cognitive terms. The importance of life can make humans experience growth in a society that can grow human intelligence, personality, and skills. Character education is also considered important to improve the quality of education. The government has created a program for Strengthening Character Education (PPK) to shape students' character. The program can run to strengthen students' character, namely with the support of the community, family, and school members. Of the various kinds of characters in KDP, the independent character is a character that every student must own. An independent attitude is the main capital needed to solve life problems. Therefore, independent character is very important for continuing to grow. Currently, students lack an independent attitude. There are many cases of cheating, cheating on exams, or doing homework from school. From data obtained by the Ministry of Education and Culture, there has been an increase in the number of cheating cases during exams from year to year. From this case, it can be concluded that every student must possess an independent character. Therefore, it is important to implement *self-assessment* to increase each student's independence.

Referring to the problem description above, the researcher will focus on the research entitled "Effectiveness of *Self Assessment* for the Character of Class XII Students of BDP SMKN 2 Kediri". The research was conducted to determine the formation of the independent character of each student. With the formation of independent character, students are expected to be in line with increasing student learning motivation in the future, which will take place even better. From the explanation of the background description of the problem, the researcher formulates the problems that will be explained in the discussion section, namely how to apply *self-assessment* for the formation of independent character for class XII students majoring in online business and marketing at SMK Negeri 2 Kediri.

Based on the formulation of the problem described above, this study aims to determine the application of *self-assessment* in building the independent character of class XII students majoring in online business and marketing at SMK Negeri 2 Kediri. The benefits of this research are as follows: the results of this research can be expected to add information or resources in the field of education, especially with the topic of applying *self-assessment* in forming students' independent character.

METHOD

A. Details of Materials/Objects/Subjects

The objects and subjects of this research are limited to class XII students majoring in online business and marketing at SMK Negeri 2 Kediri.

B. Details of Equipment/Instruments

The instrument used by the researcher in this study was a questionnaire. Researchers make instruments that include statements about the indicators to be studied. Researchers made instruments, namely instruments for self-assessment and independent character instruments.

1. Self-confidence

It is a person's mental attitude in assessing themselves and the surrounding objects so that individuals have confidence in their abilities to do something according to their abilities. The measuring tool used for the Confidence indicator is a questionnaire in the form of statements with choices, including Strongly Agree (SS), Agree (S), Moderately Agree (CS), Disagree (TS), and Strongly Disagree (STS).

Table of Assessment Weights for Questionnaire Answers

Description	Value
Strongly Agree (SS)	5
Agree (S)	4
Moderately Agree (CS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

No.	Statement	Score				
		1	2	3	4	5
1	In completing the teacher's tasks, I always believe in my abilities.					
2	I believe that satisfactory learning outcomes can only be achieved through my efforts.					
3	I am sure that every task I do is correct.					
4	During exams, I am always sure of my answers.					
5	I am not afraid to ask if I do not understand the teacher's explanation.					
6	My principle in taking PKK lessons is to work alone without depending on others.					

7	In group discussions, I am not shy about giving opinions.					
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2. Self- Willingness

Willingness or will is the basis for learning some things related to knowledge and others. Willingness is another factor that encourages someone to do something in real life. Willingness is a driving force that comes from within. The measuring instrument used for the Self-Desire indicator is a questionnaire in the form of statements with choices, including Strongly Agree (SS), Agree (S), Moderately Agree (CS), Disagree (TS), and Strongly Disagree (STS).

Table of Assessment Weights for Questionnaire Answers

Description	Value
Strongly Agree (SS)	5
Agree (S)	4
Moderately Agree (CS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

No.	Statement	Score				
		1	2	3	4	5
1	I have a high willingness, which comes from within me, to develop my knowledge.					
2	I am willing to complete assignments or homework given by the teacher.					
3	I like to read books, both printed and electronic, about PKK.					
4	I do my work based on my will, not because of coercion from other parties.					
5	I am willing to take the time to discuss PKK lessons with friends and teachers.					
6	To succeed, I need to make and obey learning rules.					
7	If we are told to find a book closely related to the PKK subject, I will try to find it.					

8	I try to apply the theories the teacher gives to the existing reality.					
9	When the teacher is explaining the lesson, I try to concentrate on paying attention and following the explanation of the PKK subject teacher					
10	I am looking for a book reference for more than one book to work on the tasks of PKK subjects					

3. Personal Ability

It is a basic ability possessed by humans that is still hidden within and waiting to be realized or actualized to become real benefits in human life. Self-efficacy is the ability that every individual has that can be developed. The measuring instrument used for the Personal Ability indicator is a questionnaire in the form of statements with choices, including Strongly Agree (SS), Agree (S), Moderately Agree (CS), Disagree (TS), and Strongly Disagree (STS).

Table of Assessment Weights for Questionnaire Answers

Description	Value
Strongly Agree (SS)	5
Agree (S)	4
Moderately Agree (CS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

No.	Statement	Score				
		1	2	3	4	5
1	I know my strengths and weaknesses in the PKK subject, and I can motivate myself about my weaknesses.					
2	I am always grateful for all the things I get					
3	The time before the exam, I must be more serious and diligent in studying.					
4	I easily understand PKK subjects.					
5	I am confident in my abilities to do PKK assignments.					

6	I can overcome obstacles that hinder me from doing my planned work.					
7	I study and work as much as possible.					

4. Positive Attitude

Good behavior is following the values and norms of life that apply in society. The measuring instrument used for the Positive Attitude indicator is a questionnaire in the form of statements with choices, including Strongly Agree (SS), Agree (S), Moderately Agree (CS), Disagree (TS), and Strongly Disagree (STS).

Table of Assessment Weights for Questionnaire Answers

Description	Value
Strongly Agree (SS)	5
Agree (S)	4
Moderately Agree (CS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

No.	Statement	Score				
		1	2	3	4	5
1	I hold negative feelings and pressing emotions when arguing with other friends.					
2	I have a conscientious and tenacious attitude in work and study.					
3	I use my spare time to read books related to PKK subjects.					
4	I work on assignments based on the procedures and rules set by the PKK subject teacher.					
5	Before going to school, I prepare everything needed to learn.					
6	When the teacher organizes additional hours, I am happy to follow it.					

5. Personal Spirit

It is a strong feeling experienced by each person. It can be seen as a fundamental part of an activity so that something can be directed toward potential that generates, activates, and grows a high level of desire. The measuring tool used for the Personal Spirit indicator is a questionnaire in the form of statements with choices, including Strongly Agree (SS), Agree (S), Moderately Agree (CS), Disagree (TS), and Strongly Disagree (STS).

Table of Assessment Weights for Questionnaire Answers

Description	Value
Strongly Agree (SS)	5
Agree (S)	4
Moderately Agree (CS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

No.	Statement	Score				
		1	2	3	4	5
1	After finishing the exam, if my study results in PKK subjects are unsatisfactory, I will accept this fact and try to improve it.					
2	I study PKK subjects with enthusiasm.					
3	I have a strong enthusiasm high achievement to achieve					
4	If given homework for PKK subjects, I will try to finish them as soon as I get home.					
5	I believe that maximum achievement is easy to achieve					
6	I go to school with a happy heart.					
7	I try to understand the subject of PKK.					

Overall operational indicators can be seen in the following table:

Indicators	Measuring Scale
of Self-confidence	Ordinal
Self-will	Ordinal

Personal Ability	Ordinal
Positive Attitude	Ordinal
Personal Spirit	Ordinal

C. Data

Collection

In this study, the data collection used by researchers are:

a. Questionnaire

The questionnaire is a data collection tool that is distributed and contains questions or statements to obtain information from the respondent. This questionnaire contains statements that lead to the application of self-assessment for the formation of students' independent character. These statements are as stated in the above instrument. The questions in this questionnaire will be measured using a Likert scale. This questionnaire is closed because the answers are already available so that respondents can immediately choose the appropriate answer.

In making a questionnaire, the steps taken are,

- 1) Compiling a questionnaire grid consisting of variables, indicators, descriptors, and question numbers,
- 2) determining the form of the instrument,
- 3) conducting trials,
- 4) calculating validity and reliability.

b. Documentation

According to Sugiyono, documentation is a method used to obtain data from books, documents, photos, and writings in numbers and letters that can support research. The documentation collected can be in school profiles, the number of students, and other information.

D. Data Analysis

This research is quantitative. Namely, the research method used to research a particular population or sample. In general, the sampling technique is done randomly, and the technique used for data collection uses quantitative/statistical data analysis research instruments intending to test the established hypothesis.

1. Data quality test

- a. A validity test determines how good and accurate an instrument is in measuring the concept that should be measured or the validity of a questionnaire (Sugiyono, 2012).
- b. Test Reliability is a tool to see whether a questionnaire is consistent if the measurements are carried out with the repeated questionnaire.

2. Simple linear regression test. The regression analysis technique determines the level of correlation between the independent and dependent variables. This regression analysis technique is included in the category of collective model analysis so that later it will be obtained the correlation coefficient between the independent variable

and the dependent variable, the significant level of the coefficient, the regression line equation, the correlation between the predictor sub-variables and the effective contribution (Hadi, 1994). The analysis was carried out using IBM SPSS Statistics 25 For Windows software.

RESULTS AND DISCUSSION

Results

1. Data quality test

a. Validity Test

An indicator or questionnaire can be declared valid if the value of r count $>$ table = valid and r count $<$ table = invalid how to find an r table with $N = 36$ at 5% significance in the distribution of statistical table values, then the r table 0.329 and if it has a significance value $< 0.05 =$ valid, a significance value $> 0.05 =$ invalid.

statement	Pearson Correlation	(2-tailed)	Criteria
1	0.561**	0.000	Valid
2	0.652**	0.000	Valid
3	0.350**	0.036	Valid
4	0.756**	0.000	Valid
5	0.704**	0.000	Valid
6	0.704**	0.000	Valid
7	0.447**	0.006	Valid
8	0.638**	0.000	Valid
9	0.611**	0.000	Valid
10	0.737**	0.000	Valid
11	0.490**	0.002	Valid
12	0.680**	0.000	Valid
13	0.657**	0.000	Valid
14	0.582**	0.000	Valid
15	0.768**	0.000	Valid
16	0.661**	0.000	Valid
17	0.677**	0.000	Valid

18	0.576**	0.000	Valid
19	0.463**	0.004	Valid
20	0.658**	0.000	Valid
21	0.468**	0.004	Valid
22	0.571**	0.000	Valid
23	0.608**	0.000	Valid
24	0.462**	0.005	Valid
25	0.491**	0.002	Valid
26	0.576**	0.000	Valid
27	0.625**	0.000	Valid
28	0.432**	0.008	Valid
29	0.468**	0.004	Valid
30	0.706**	0.000	Valid
31	0.676**	0.000	Valid
32	0.753**	0.000	Valid
33	0.652**	0.000	Valid
34	0.644**	0.000	Valid
35	0.553**	0.000	Valid
36	0.681**	0.000	Valid
37	0.517**	0.000	Valid

Based on the validity test of the indicator instrument, self-confidence, self-will, personal ability, attitude, and positive and personal spirit obtained data, all statement items are declared valid because the significance value is below 0.05 or <0.05 .

b. Reliability Test

Aims to see whether the questionnaire is consistent if the measurements are carried out with the repeated questionnaire. Test *Cronbach Alpha* According to WiratnaSujarweni (2014), the questionnaire is reliable if the *Cronbach Alpha* > 0.60 .

Test Table Reliability

Statistics Reliability

Cronbach's	N of Items
,947	37

The criteria states that if the *Cronbach Alpha equals or exceeds* 0.60, the statement items are declared reliable. From the analysis results, all the details of the statements in the *Cronbach Alpha* have a value above 0.60, namely for indicators of self-confidence, self-will, personal ability, positive attitude, and personal spirit; the value is 0.947. It can be interpreted that the indicators of self-confidence, self-will, personal ability, positive attitude, and personal enthusiasm are reliable because *Cronbach Alpha* $0.947 > 0.60$.

2. Simple Linear Regression Test

To test the effectiveness of one independent variable on the dependent variable. Decision-making in a simple linear regression test can refer to two things: a) If the significance value is < 0.05 , the X variable is effective on the Y variable. b) If the significance value is > 0.05 , the X variable is ineffective on the Y variable.

ANOVA

Model	Sum of Squares	df	Mean Square	F	
Regression	1439,535	1	1439,535	6,659	,014 ^b
Residual	7349,687	34	216,167		
Total	8789,222	35			

a. Dependent Variable: karakter mandiri

b. Predictors: (Constant), self assessment

From the output, it is known that the calculated F value = 6.659 with a significance level of $0.014 < 0.05$, then the regression model can be used to predict the participation variable or, in other words, there is the effectiveness of the Self Assessment (X) variable on the Independent Character variable (Y).

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,405 ^a	,164	,139		14,703

a. Predictors: (Constant), self assessment

Based on the model summary table for the simple linear regression test above it explains the magnitude of the correlation or relationship (R) value, which is 0.405. From the output, the coefficient of determination (R Square) is 0.164, which implies that the effectiveness of the independent variable (Self-assessment) on the dependent variable (Independent character) is 16.4%.

Discussion

The results showed self-assessment's positive and significant effect on self-confidence in learning BDP in SMK. This can be seen through the results of the calculation of the hypothesis test, which show that based on the validity test of the instrument indicators of confidence, self-will, personal ability, positive attitude, and personal enthusiasm, data obtained that all statement items are declared valid because the significance value is below 0.05 or <0.05 . The study results are logical because, in the application of self-assessment, students are involved in various stages of assessment, from formulating goals, determining assessment criteria, and providing assessments to providing feedback. *Self-assessment* requires students to develop knowledge of good performance standards, make judgments about how well students have met the standards, and decide what to do next. It also empowers students by involving them in assessment partnerships with teachers. The involvement of students in the learning process, especially the various stages of assessment, can foster students' awareness of learning. This awareness encourages students to know their weaknesses and strengths and become aware of their knowledge so that students are aware of improving their weaknesses. This can increase students' self-confidence because students can determine what steps will be taken to improve their learning process to achieve learning goals.

The results showed the effectiveness of self-assessment in improving student character in learning PKK majoring in BDP at SMK Negeri 2 Kediri. This can be seen from the calculation results of the validity test r table 0.329 and the average significance value of 0.000 <0.05 . The results of the reliability test were $0.947 > 0.60$. The simple linear regression test results are known to have an F count = 6.659 and a significance level of 0.014 <0.05 . The value of the correlation or relationship (R) is 0.405. From the output, the coefficient of determination (R Square) is 0.164. The results of the study are logical because, in the application of self-assessment, students are involved in various stages of assessment ranging from self-confidence, self-will, self-ability, and positive attitude to personal enthusiasm. Self-assessment requires students to develop knowledge of good performance standards, make judgments about how well students have met the standards, and decide what to do next. It also empowers students by involving them in assessment partnerships with teachers. The involvement of students in the learning process, especially the various stages of assessment, can foster students' awareness of learning. This awareness encourages students to know their weaknesses and strengths and become aware of their knowledge so that

students are aware of improving their weaknesses. This can increase students' self-confidence because students can determine what steps will be taken to improve their learning process to achieve learning goals.

In practice in schools today, there are still many assessments that only focus on the teacher's authority and do not involve students in various stages of assessment. Students are not allowed to be involved in formulating learning objectives, determining learning success criteria, and how to achieve these success criteria. This has an impact on students' indifferent attitude towards the assessment process. Students only want good grades without knowing how to process these grades. Students cannot reflect on their abilities, both their advantages and disadvantages, so it is difficult for them to determine what steps should be taken to achieve learning objectives, resulting in a lack of student confidence. Students will only become passive listeners. Therefore, the application of *self-assessment* can be used as an alternative solution to overcome the lack of self-confidence of students in the learning process.

In the application of *self-assessment*, there are still several obstacles, including that not all students participate in the full learning series due to organizational activities or activities outside the classroom. Another obstacle was the incompatibility of the Learning Implementation Plan (RPP) with the implementation in the classroom due to the limited time and space used for class XII school exams.

In general, this study shows a positive effect of self-assessment on self-confidence in learning Creative Products and Entrepreneurship (PKK). This positive effect can be seen from the increase in the average value of the students' self-confidence questionnaire results between the questionnaire before and after the experiment. The increase in the questionnaire results also follows the classroom implementation self-assessment that demands students' activeness and involvement in the learning process, planning, implementing, assessing, and providing feedback. The activeness and involvement of students encourage students to be aware of their strengths and weaknesses, which then become the goal of improvement. This awareness makes students believe in the abilities that exist in each of them, so the indicator of the self-confidence questionnaire that experiences the most optimistic indicator is 16.4%. An increase in the optimistic indicator indicates that students have a more positive view of their abilities in following the learning process and achieving learning goals, which can be seen from the courage of students in expressing opinions and asking questions about the material as well as in completing assignments. This positive influence can also be seen in the results. It can be interpreted that the indicators of self-confidence, self-will, personal ability, positive attitude, and personal enthusiasm are reliable because the Cronbach Alpha value is $0.947 > 0.60$.

This study supports previous studies' results that *self-assessment* in learning allows students to gain confidence in their learning (Boud, 2005). In line with this opinion, Thawabi (2017), in his research, reveals that student involvement in the self-assessment can increase students' self-confidence, achievement, and satisfaction with the scores they get, making

students feel they are partners in the learning process. Sebba et al. (2008) also revealed that *self-assessment* would improve student learning processes, especially goal setting, goal classification, responsibility for learning, and increase student confidence. In addition, Ako (2012: 14) revealed that with *self-assessment*, students become more focused and confident in learning. The results of Wijayanti's research (2017) suggest that *self-assessment* and *peer assessment*, which are part of the assessment in the 2013 curriculum, are the most effective assessment techniques in shaping students' character, one of which is self-confidence. Muslich (2014), in his research, also concludes that one of the advantages of using self-assessment in the classroom is that it can grow students' self-confidence because students are given the confidence to assess themselves so that they are aware of their strengths and weaknesses.

Self-assessment has various functions in learning, namely improving student learning outcomes (Boud, 2005; Black & William, 2009; Demore, 2017; Sebba et al., 2008), improving the learning process (Rolheiser and Ross, 2014:5), increasing motivation and persistence of students in completing assignments, increasing responsibility and honesty, and increasing student confidence (Ako, 2012; Harris & Jihad, 2013). In this study, self-assessment was focused on increasing students' self-confidence. Through the implementation of self-assessment, students can do self-monitoring to find out their strengths and weaknesses related to the competencies learned, which will then become the goal of future improvement. With this self-monitoring ability, it will encourage students' self-confidence. In addition to the several functions of implementing self-assessment above, self-assessment has several weaknesses. According to De Gres et al. (2012), the implementation of self-assessment has low accuracy, but the self-assessment function mentioned earlier outweighs the weaknesses. Self-assessment also provides opportunities for students to give high scores on the results of their respective assignments regardless of the quality of the performance that students do. Still, when students are taught the right self-assessment system or procedure and by sharing responsibility and control of assessment with students, they will be able to improve the accuracy of the assessments that students do and students' understanding of self-assessment (Rolheiser and Ross, 2014: 3).

The implementation of self-assessment carried out by the steps above and on an ongoing basis is expected to increase students' self-confidence in learning, especially in learning accounting by the self-assessment function. Confidence is an attitude that must be possessed in one's life (Setiawan, 2014:12). According to Mustari (2011: 62), self-confidence is the belief that someone can do something to achieve a goal. Confidence can control various aspects of a person; with this ability, they will be clearer in organizing or directing themselves toward clear goals. Self-confidence is an attitude or belief in one's abilities so that individuals do not feel anxious, feel free and responsible in carrying out various actions, are warm and polite in interacting with others, have an achievement drive, and recognize their strengths and weaknesses (Lauster, 2010).

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that there is an effectiveness of self-assessment to improve independent Character in PKK learning at SMK Negeri 2 Kediri. This can be seen from the regression test results, which show Sig's value. (2-tailed) < 0.05 , which is 0.014, and the calculated F value is 6.659, which means that self-assessment positively increases independent Character in PKK learning to prove this study's hypothesis.

The application of self-assessment can improve the independent character of students in PKK learning because the application of self-assessment requires the activeness and involvement of students in the learning process, starting from determining goals, implementing learning, determining assessment criteria, and providing feedback. The activeness and involvement of these students can foster an independent character of students who will learn, which can encourage students to know their weaknesses and strengths and become aware of their knowledge to improve their weaknesses. This can improve the independent character of students because students can determine what steps will be taken to improve their learning process to achieve learning goals.

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