



Implementation of Self-Assessment Techniques as Learners in Compulsory Indonesian Language Courses

(Implementasi Teknik Penilaian Diri sebagai Pembelajar dalam Mata Kuliah Wajib Umum Bahasa Indonesia)

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Abstract: College students need to be actively involved in their own learning. Active engagement in learning at the tertiary level requires self-awareness and self-direction. If students have high awareness and learning arrangements according to their preferences, then learning objectives can be achieved effectively and efficiently. This study aims to describe the implementation of students' self-assessment techniques as learners in MKWU Indonesian. This type of research is descriptive qualitative with literature study design. The data sources used are books and journals related to self-assessment evaluation techniques and Indonesian MKWU. Data in the form of information on self-assessment techniques in Indonesian MKWU was obtained by reading and noting methods. The data analysis technique used is an interactive analysis technique. The results of the study revealed that there were four self-assessment techniques for students as learners at MKWU Indonesian, namely focused autobiographical sketches, ranking or goal matching, checklists of interests/knowledge/skills, and self-assessment of learning methods/styles. Implementation of student self-assessment techniques as learning in the form of self-assessment instruments based on objectives or CPMK MKWU Indonesian. The four student self-assessment techniques can be used as a reference for MKWU Indonesian teachers to map students' abilities before learning takes place so that learning processes and outcomes are more effective.

Keywords evaluation, metacognition, MKWU Indonesian, self-assessment

Abstrak: Mahasiswa perguruan tinggi perlu terlibat aktif dalam pembelajaran mereka sendiri. Keterlibatan aktif dalam pembelajaran di tingkat pendidikan tinggi membutuhkan kesadaran diri dan pengarahan diri sendiri. Apabila mahasiswa memiliki kesadaran tinggi dan pengaturan pembelajaran sesuai preferensinya, maka tujuan pembelajaran dapat diraih secara efektif dan efisien. Penelitian ini bertujuan untuk mendeskripsikan implementasi teknik penilaian diri peserta didik sebagai pembelajar dalam MKWU Bahasa Indonesia. Jenis penelitian ini adalah deskriptif kualitatif dengan desain studi pustaka. Sumber data yang digunakan adalah buku dan jurnal terkait teknik evaluasi penilaian diri dan MKWU Bahasa Indonesia. Data berupa informasi teknik penilaian diri dalam MKWU Bahasa Indonesia diperoleh dengan metode baca dan catat. Teknik analisis data yang digunakan adalah teknik analisis interaktif. Hasil penelitian mengungkapkan terdapat empat teknik penilaian diri peserta didik sebagai pembelajar pada MKWU Bahasa Indonesia yakni sketsa autobiografi terfokus, pemeringkatan atau pencocokan tujuan, daftar periksa minat/pengetahuan/keterampilan, dan penilaian diri dari cara/gaya belajar. Implementasi teknik penilaian diri peserta didik sebagai pembelajaran berupa instrumen penilaian diri didasarkan pada tujuan atau CPMK MKWU Bahasa Indonesia. Keempat teknik penilaian diri peserta didik dapat dimanfaatkan sebagai salah satu referensi bagi para pengampu MKWU Bahasa Indonesia untuk memetakan kemampuan peserta didik sebelum pembelajaran berlangsung agar proses dan hasil pembelajaran lebih efektif.

Kata Kunci evaluasi, metakognisi, MKWU bahasa Indonesia, penilaian diri

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INTRODUCTION

College students need to be actively involved in their own learning. Active involvement in learning at the higher education level requires self-awareness and self-direction. This awareness of students and understanding of their own learning skills, performance in learning, and study habits is called metacognition (Angelo & Cross; 1993). In line with that, Stanton et al., (2015) affirms that metacognitive knowledge refers to what students know about learning, including their own learning process, awareness of effective learning strategies and when and why to use them, as well as the ability to distinguish between knowing and not knowing. Metacognition tends to be forgotten in making assessment instruments for the learning process. Though the scope of metacognition includes awareness and self-knowledge as a learner and conscious self-control of cognition. In metacognition research, metacognitive monitoring is seen as an important driver for self-regulatory activities because it is thought to provide internal feedback that learners can use to direct them (Schnaubert & Bodemer, 2019). Therefore, accurate self-evaluation is seen as very important in the learning process (Osterhage et al., 2019).

According to Zimmerman (2002), Self-regulation involves a cyclical process with three key stages: forward thinking, performance, and self-reflection. The forward-thinking phase includes planning and goal setting. The performance stage occurs during learning and includes self-control and self-observation. The self-reflection stage includes self-reactions and evaluative assessments. Metacognitively organized students effectively assess tasks, plan effective strategies to achieve their goals, continuously monitor their understanding throughout the learning process, and adjust when necessary. Students who are not metacognitively aware may assess assignments inaccurately, fail to create task-appropriate plans, monitor themselves ineffectively during the learning process, and continue to implement ineffective strategies (Ambrose et.al., 2010).

The self-regulation strategies used by students in Indonesian courses have not been seen in several studies in the last 5 years. Widharyanto (2020) presented the results of his research related to the learning styles and language learning strategies of ethnic Papuan students. Ethnic Papuan students who take MKWU Indonesian at one of the private universities in Yogyakarta have three dominant learning styles, namely auditory, auditory-kinesthetic, and read/write visual auditory and two dominant language learning strategies: metacognitive strategies and affective strategies. This finding indicates that ethnic Papuan students in principle prefer to learn by relying on the varied sense of hearing by gaining physical experience, reading, and writing and using the sense of sight. In addition, in learning Indonesian they prefer to use metacognitive strategies, namely managing language learning, and affective strategies, namely managing feelings and attitudes in learning language. The implication is that MKWU lecturers Indonesian need to accommodate learning styles and language learning strategies because this will have an impact on increasing motivation, pleasure, quality, and achievement of language learning.

Self-assessment is carried out by students to determine weaknesses, advantages, qualities, and shortcomings in learning. Until now, students have not conducted self-assessment because there is no self-assessment instrument, even in MKWU Indonesian. Even though students need to conduct a self-assessment to find out their level of ability, to be able to determine the strategy that must be chosen in following the learning process. Zulfa (2018) encountered similar concerns in the self-assessment of Japanese courses. Zulfa conducted RnD research to develop a self-assessment instrument by producing a self-assessment instrument book for the *pratique de la grammaire elementaire* course consisting of 5 unite which includes 12 materials. This is done to overcome the void of self-assessment which is considered important to support the achievement of learning objectives.

Assessment plays a major role in decision making with respect to the improvement of a learner's learning program (Secolsky & Deninson, 2012). Unfortunately, so far the assessment of a lesson only focuses on the learning process in the classroom. Teachers tend to only assess the learning process and their interaction with students in the classroom and ignore the needs, motivations, and interests of students. In fact, the academic success of students is influenced by the characteristics, motivation, or self-situation of students (Hauze & Marshall, 2020; Park et al., 2022). Students' academic achievement is directly related to student motivation, participation in learning, and students' readiness to follow learning. Individuals with higher academic motivation will have a more positive

attitude towards learning (Khalaila, 2015). Therefore, assessment before the learning process takes place is very important because then teachers can map the characteristics, interests, preferences, and learning activities according to the needs of students.

In a learning process, evaluation is inevitable. Evaluation is considered as a process of assessing the achievement of learning objectives. Like a process, evaluation works not only during the learning process, but has started from the preparation stage to the feedback stage. The point is how the results of the pre-learning assessment to the results of the assessment can be used by various parties for certain purposes. Assessment is defined as a process to assess the achievement of a goal effectively and efficiently. This is in line with opinion Robinowitz (2010) that assessment, in the teaching-learning process, is a tool used by educators and learners during their instruction to provide the feedback necessary to transform ongoing teaching and learning to help students achieve specific goals.

Assessment, as stated by Popham (2008), is a planned process in which educators use learner progress data to change their continuing education techniques or learners use it to modify existing learning approaches. Assessment seeks to improve education and eliminate the distance between a student's current learning situation and desired educational goals (Heritage, 2012). There are many techniques put forward by experts to conduct assessments. Likewise, there are many things that can be assessed during the learning process. As with assessments conducted during the learning process, educators should not leave assessments in the preparation or planning stages of learning before the start of the learning process.

One of the assessments that can be done before the learning process takes place is the assessment of students' self-awareness. Self-assessment is the evaluation or 'value' assessment of one's performance and the identification of one's strengths and weaknesses with a view to improving one's learning outcomes (Ioni, 2021). Self-assessment is defined similarly to the learner's self-awareness assessment to find out how much he needs to receive education or learning. If students know consciously what their needs are, the achievement of learning objectives can be achieved effectively and efficiently. It promotes learning metacognition and allows students to critically reflect on their abilities, efforts, and motivations. These are the aspects that students need to understand when choosing their field of study. Education by looking at student needs will be more useful in achieving real learning goals. Student educational needs can be elaborated with learning objectives in a particular course.

Klenowski (2009); and Sadler (Dann, 2014) Explain that the assessment of students' self-awareness is information about difficulties and things that students need to understand before learning takes place and it is very important to start a learning. Learner self-assessment enables learners to be more independent, responsible and better understand the knowledge and skills they need and must improve. With the self-assessment of these students as conveyed Dunning et al., (2004) Provide opportunities for students to choose what efforts will be made in following learning, so that student involvement in learning will be more effective. Anderson et al., (2001) Explaining that one of the best ways to deal with this situation is for students to be able to assess their own knowledge. This can help students become more aware of their own abilities. This awareness of students can be determined by asking students to remember, monitor, and evaluate their understanding of the lessons that have been obtained before.

Unfortunately, in the world of education in Indonesia today, self-awareness assessments related to student learning needs are still rarely applied. Many agencies or educational institutions unilaterally decide the needs of students from their conjectures and relevance in the future. This makes students objects that have not been highlighted. Factual problems were found, especially at the higher education level in terms of assessing learning self-awareness in students. Many universities forget about applying students' self-assessment techniques. For example, in the General Compulsory Courses Indonesian taken by early semester students. Many students find it difficult to participate in learning activities related to the four language skills of listening, speaking, reading, and writing. Some feel less confident, stage fright, experience anxiety, are not ready when being the center of attention, to be less able to reduce ideas and ideas in oral and written form. Teachers focus too much on external problems but have not tried to dig into the root cause of whether students' intentions and self-awareness are the triggers.

So far, assessment occurs only during the learning process in the classroom. Educators assess the learning process and the interaction between educators and students. Assessment of affective aspects is obtained from learning activities in class such as discipline from working on tasks, religiosity, responsibility in class, and independence in activities. Educators lack depth in assessment before the learning process occurs. Educators still ignore the learning preferences of each of their learners. This kind of activity supports differentiated learning. That each student has a different learning character and learning interest. As the saying goes, if a fish is asked to climb a tree, forever it will be considered stupid because it is unable to achieve that goal. So, assessment at the beginning of the learning process is important to map learning activities according to the needs of students. The awareness of the learner is the main thing, that the learner is aware of his purpose in pursuing education and what effort he will make to achieve that goal.

Angelo & Cross (1993) recommend four techniques that can be done as an effort to self-assess students before learning begins, including through focused autobiographical sketches, interest/knowledge/skill checklists, ranking and matching goals/objectives, and self-assessment of learning methods. Focused autobiographical sketches refer to the learning experiences of learners who were considered the most successful in the past. The interest/knowledge/skill checklist refers to the student's choice of topics that the teacher has provided in a rubric. Ranking and matching goals/objectives focus on the goals of students in following learning. Self-assessment of how to learn focuses on the style or way of learning preferred by learners in learning.

These four techniques not only have implications for teacher knowledge related to the strengths and weaknesses of students, but also the four techniques are able to map the interests, motivations, and characteristics of each student before the learning process begins. This is very important for teachers to adjust their materials, methods, and teaching styles according to the needs of students so that learning is more effective and learning objectives are achieved optimally. These four techniques are also very likely to be implemented in Indonesian learning as compulsory subjects/subjects taught up to the Higher Education level as mandated in Law Number 12 of 2012 concerning Higher Education in article 35 paragraph 3. Indonesian courses in universities generally aim to enable students to be able to use and develop Indonesian skills properly and correctly, both in writing and orally in their daily lives (Solehun, 2017).

Although it has been studied since elementary school, it is often found that students are unable to achieve Indonesian learning goals optimally, one of the learning goals that is still difficult to achieve is in the context of academic writing or writing scientific papers. Students always feel and have difficulty in following and producing scientific papers with good and correct Indonesian. Ibda (2020) explained that academic writing skills are not an easy thing to master, because they require a certain amount of capital before they can be practiced in the form of writing. In order to overcome this, Kemendikbud in collaboration with the Director General of Taxes of Indonesia has circulated MKWU Indonesian textbooks in 2016 for use at the university level. This shows the great importance of Indonesian, especially scientific writing skills or academic writing for students in Higher Education (Rohmadi, 2014; Nurwardani et al., 2016). In addition, the position of Indonesian courses that are required at each level triggers a lack of attention, interest, and motivation for students to follow learning which then has implications for the learning process and outcomes. This is because students feel that they have mastered and are bored with the Indonesian subjects/courses they have studied since elementary school level.

Hilaliyah (2015) In his research found that there is a significant influence on student perception of Indonesian and interest in learning on Indonesian achievement, there is a significant influence on student perception of Indonesian on Indonesian achievement, and there is a significant influence of interest in learning on Indonesian achievement. This study intends to carry out suggestions from previous research, namely developing theories and concepts about student perceptions of Indonesian and learning interest in learning achievement Indonesian. Self-assessment allows students to express the condition of the knowledge they have gained and the expectations for the knowledge they want to gain. Self-assessment also analyzes learning style preferences, learning strategies, and existing interests in students for learning. Moreover, this research provides the implementation of self-assessment techniques carried out before the learning process,

so that educators can map the needs of students and still facilitate the learning preferences of each student. If this can be done, then the learning objectives will be achieved more effectively.

Another study of MKWU Indonesian has also been carried out by [Nuryani & Bahtiar \(2019\)](#) which focuses on the role of Indonesian courses in strengthening student identity and sense of nationalism. The results of his research found that Indonesian course plays a role in strengthening identity and a sense of nationalism through the stimulus of the assignments given. The difference between this research and this research is the focus studied in Indonesian course. This research proposes a number of self-assessment techniques for students before the learning process occurs as an effort to streamline learning, while the research focuses on the content of material in Indonesian courses that are allegedly able to strengthen the identity and nationalism of students.

Other studies have also been conducted by [Juliantari \(2023\)](#) which focuses on differentiated learning for the strengthening of religious moderation in Indonesian courses and the constraints that come with it. The results of his research found that differentiated learning for strengthening religious moderation in MKWU Indonesian at PTKH emphasized 3 (three) aspects, namely differentiation in terms of content, process, and product. Unlike the study, this study focuses on the steps and conscious efforts of students before attending lectures. A number of steps of student assessment techniques as learners in this study are able to increase interest to streamline the learning of Indonesian courses in universities, because the techniques recommended to be implemented in this study focus on learning based on the needs of students or students.

Meanwhile, research related to assessment has been conducted by [Anisah & Amreta \(2023\)](#) that produces instruments assessment as learning project-based for learning to listen and speak monological dialogical characters containing Bhineka Tunggal Ika characters that meet the requirements of content validity, construct validity, readability, attractiveness, applicability, administrative reliability, and scorer reliability. Not only different in the focus of the courses studied, another difference between the research and this study also lies in the evaluation instruments used. If the research produces project-based assessment instruments, which means that learning assessments are carried out and based on student learning outcomes after participating in learning, then this research produces techniques and instruments for evaluating students as learning. Where the assessment in this study is carried out before the learning process is carried out by mapping the interests, knowledge, and abilities of students towards the learning material to be taught by educators.

[Astuty et al, \(2022\)](#) has also reviewed assessments in inclusion classes with a focus on questions and teacher feedback to students Down Syndrome (DS). The results showed that there are three considerations of teachers in conducting assessments by referring to questions and feedback for students DS, that is (1) Consideration of the level of intelligence by providing direct, brief, concrete questions; (2) social-emotional by providing feedback and reinforcement; and (3) consideration of limitations of other mental functions using visual media and non-verbal language. The research becomes relevant to this research because it both utilizes the feedback and desire of students towards the material to be taught in a lesson. However, this research is different from the study because the focus of the study, objects, and evaluation techniques used are different. This research focuses on learning Indonesian courses in universities with the object studied in the form of students and by using self-assessment techniques of students as learners.

A review of other application-based assessments has been conducted by [Kartini et al, \(2022\)](#) with the help of a technology called Poetry Appreciation Application (PAP) which is based on Android. His research tested the level of validity of the poetry writing evaluation tool through the Android-based PAP application. The results show that PAP applications have a high level of validation, both in the media aspect and the instrument aspect. The difference in assessment in the study with this study appears in the way and purpose of the assessment carried out. In the study, the assessment was carried out using a digital application called PAP to test the validity of the evaluation tools used, while in this study used a number of assessment techniques to map, describe, and produce instruments to assess interest to the effectiveness of learning in Indonesian courses in universities.

Some of the relevant research that has been revealed above is the basis for this research. Although both examine the evaluation of Indonesian course learning at the university level, there are differences

between previous studies and this study. The research gaps found tend to examine student perceptions of Indonesian courses, the function of Indonesian to trigger students' sense of nationalism, the content of Indonesian material as a form of moderation and differentiated education, to the evaluation process through instruments developed by researchers and value documents owned by lecturers who teach Indonesian courses. This means that the results of previous research are based on the assessment of learning outcomes, while this study examines several self-assessment techniques of students as learners before learning begins which should be able to increase the interest of students and make learning effective, especially in Indonesian courses.

Thus, this article focuses on self-assessment techniques of learners as learners, the implementation of self-assessment techniques in the form of developing self-assessment instruments, and steps or ways of self-assessment of learners in MKWU Indonesian. The contribution of the results of this study is as an illustration and reference for teachers to obtain information related to the motivation, interests, and learning preferences of students, so that teachers are able to design learning and learning objectives more effectively.

METHOD

This research is a type of qualitative descriptive research with a literature study research design. Qualitative research as proposed [Bogdan & Taylor \(1975\)](#); [Ritchie & Lewis \(2003\)](#); and [Creswell \(2009\)](#) delivering qualitative research is research that explores and manifests or interprets the problems of the social world of individuals and groups based on actual facts and delivered through descriptive data. The design of the literature study in this study as conveyed by Cooper ([Creswell, 2009](#)) is a research design that examines or critically reviews the knowledge, ideas, or findings contained in the body of academic-oriented literature, and formulates theoretical and methodological contributions to certain topics.

The method used to collect data in this study is the literature study method. Literature study is a method directed to searching for data and information through documents, both written documents, photographs, images, and electronic documents that can support the writing process ([Sugiyono, 2005](#)). The data collection technique used in this study used reading and recording techniques. This technique uses books, literature, and library materials, then records or quotes the opinions of experts in the book to strengthen the theoretical basis in research. This technique uses books, literature, and library materials that are relevant to research obtained from libraries and websites that provide online book and article search services.

The source of data in this study is in the form of library sources in the form of books related to assessment, especially self-assessment of students as learners in higher education and a number of articles from relevant journals. Researchers use primary books that have high relevance in terms of book titles and articles. Researchers searched for books and articles using scopus.com websites and accredited national journals then entered the keywords “self-assessment, MKU Indonesian, and language learning evaluation.” The data used in this study is all information related to self-assessment and evaluation in learning in universities. The data is collected by reading and recording techniques and then analyzed using interactive data analysis techniques.

[Miles & Huberman \(1994\)](#) revealed that interactive data analysis uses three components of data analysis, namely data reduction, data presentation, and drawing conclusions or verification. For more details, the interactive analysis in this study can be seen in the following figure.

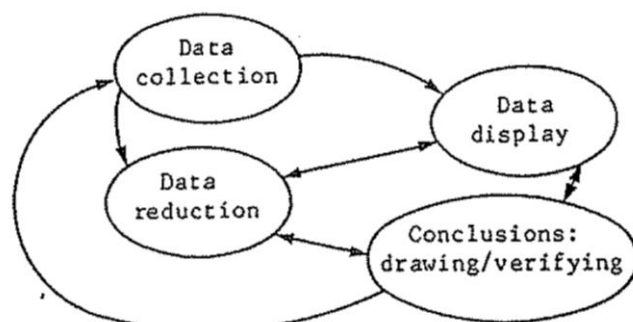


Figure I.
Model interactive analysis

The procedure in data analysis using interactive data analysis starts from the moment the data collection takes place. In data collection, analysis is carried out by determining the data to be selected and analyzed. This is the first step in interactive data analysis, which is included in the data reduction component. Data reduction is a process of data selection, sorting and selection of data that occurs from observations and field notes as an effort to determine the focus of research. In this study, data reduction was carried out by selecting, sorting, and selecting data related to self-assessment techniques of students as learners, implementation of self-assessment techniques in the form of developing self-assessment instruments, and steps or ways of self-assessment of learners in MKWU Indonesian.

After all the data is reduced, the next step is to present the data. The presentation of data is carried out by compiling and describing information or data that has been obtained at the previous data reduction stage and by referring to the research focus that has been set. The presentation of the data must also be in accordance with the rules and must answer the research problems that have been raised. The data presented in the study are related to self-assessment techniques of learners as learners, the implementation of self-assessment techniques in the form of developing self-assessment instruments, and steps or ways of self-assessment of learners in MKWU Indonesian.

After presenting the data, the final step the researcher takes in interactive data analysis is to draw conclusions and verify. Drawing conclusions is carried out by referring to research problems and based on the findings and data presentation that has been done and prepared at the stage of preparing the research report. After drawing conclusions, researchers need to verify or re-examine thoroughly by reviewing the data and research results that have been presented and concluded previously. The drawing of conclusions in qualitative writing is a new finding that has never existed before. The findings obtained in the form of descriptions or descriptions of self-assessment instruments that were previously unclear became clear after being examined.

RESULTS AND DISCUSSION

Self-assessment of learners through participation in lessons depends largely on the beginning of the lesson, their own skills, and abilities. In addition, the purpose of students in following lessons is very important to be known, understood, and considered by teachers in order to plan, teach, assess, and revise their subjects. Students will learn more and understand the lesson, if the learners are able to articulate and know their own learning goals in a lesson and relate them to the purpose of the lesson. [Angelo & Cross \(1993\)](#) Explain that students' self-awareness is a very important element in a lesson. There are several techniques that can be done as an effort to find out the goals, interests, or ways of learning students in a lesson, including through focused autobiography sketches, interest/knowledge/skill checklists, ranking and matching goals/goals, and how to learn self-assessment. The implementation of these four techniques in learning General Compulsory Courses (MKWU) Indonesian as follows.

Implementation of Focused Autobiographical Sketches in MKWU Indonesian

Focused autobiographical sketching is one of the assessment techniques or assessments that are implemented before the learning process takes place in class. The implementation of this technique is done by asking students to write an essay of no more than two pages and focusing on one event or learning experience of students at the previous level, which according to students is successful (Angelo & Cross, 1993). The experience of these students must also be adjusted to the learning that will take place. The ability of students to assess themselves as learners by writing autobiographies of themselves according to their experience is a very important ability in order to know the level of knowledge and skills of students before learning begins. The importance of the ability of students to assess themselves with the technique of writing down their personal experiences has also been conveyed by Rossette (Chavez, 2020) which suggests that the ability to reflect is a skill that can be utilized in all aspects of life, including learning. This ability is very important needed in order to improve the quality of learning. Carmona & Luschen (2014) Also previously emphasized that by students reflecting on themselves will produce the teacher's knowledge and understanding of the needs and understanding of students towards a lesson.

The assessment using focused autobiographical sketches leads to previous research belonging to Aly Hawamdeh (2023) titled *Portfolio vs summative assessment: impacts on EFL learner's writing complexity, accuracy, and fluency (CAF); self-efficacy; learning anxiety; and autonomy*. This study revealed that the writing skills of students taught using electronic portfolio assessment techniques were better than students who used summative techniques. Electronic portfolio assessments are useful for improving writing skills, autonomy, anxiety, and self-reliance. Electronic portfolio assessment corresponds to self-directed learning, as students take an active role by empowering themselves, having responsibility, and managing their own learning process. In line with Erice (2008) Electronic portfolios give students the opportunity to take control of their learning, help refine their evaluation skills, and inspire students to reflect on what they are doing. Electronic portfolio assessments are one way that students can learn, grow, and assess how well they are doing in the classroom. Research related to electronic portfolio assessment techniques is related to the assessment of focused autobiographical sketch models because both direct students to do independent learning that is suitable for higher education. Independent learning makes students aware of their goals in education and raises motivation in themselves so that self-awareness is important to know what they want to achieve learning targets.

Students' reflection and self-awareness of their knowledge and interests related to the topic of the lesson through focused autobiographical sketches before learning begins is very important for teachers to consider. One of them is in the Indonesian course which is one of the courses required in every study program in higher education. This Indonesian course aims to maximize the ability of students to write scientific papers, one of which is in the form of papers.

Writing is an activity as an effort to translate thoughts to feelings in the form of writing through certain language that can later be read and understood by readers. Kern (2000); Boardman & Frydenberg (2002); and Harmer (2007) Writing is the ability to put thoughts into words in a meaningful form of a process of thought and continuous organization, rethinking and reorganizing. Means & Lindner (1998) states that in writing means a person does several things simultaneously. Writing is not only an individual product but also as a social act. Writing is also not just writing sentences but is the activity of producing text in a context. Elbow (Brown, 2001) Also said that actually writing activities require more ability to write ideas into words than sentences and so on, which in achieving this requires a long process.

Writing skills are very important skills, as conveyed Bjork & Raisanen (Mohammad & Hazarika, 2016); and Brown (2001) that writing skills are a process and tool for thinking in terms of language skills development, for critical thinking, and extension, as well as for learning in all disciplines. Hashim (2011) it also states that in order to convey ideas and facts clearly and accurately, writing skills are needed. Therefore, it can be said that writing skills are the most difficult skills to master by students and are only taught after students learn other skills. For example, writing skills will not be mastered by students if they cannot complete or master reading skills.

In learning writing skills, students are not only required to be able to write down ideas in the form of writing, but as conveyed [Starkey \(2004\)](#) that in the academic realm, writing requires a number of criteria which include being able to organize ideas, the use of vocabulary, the use of language, the ability to use appropriate punctuation, the ability to arrange paragraphs, and writing made by students must be effective. Effective writing is organized, clear and coherent writing with the right language and effective word choice. [Williams \(2003\)](#) also mentioned that all learners involved in learning writing skills need to be involved in activities of all stages of writing, both in the pre-writing stage such as brainstorming, gathering ideas, discussing; drafting stage, and revision and editing stage.

All stages and criteria for writing in the academic realm are needed to produce scientific papers such as papers. Learning to write scientific papers in the form of papers can be found in the General Compulsory Course (MKWU) Indonesian. One of the objectives of this course is that students are required to be able to write scientific papers in the form of papers in accordance with predetermined criteria. Scientific writing is the result of scientific thinking of certain disciplines obtained through literature, a collection of experiences, research, and knowledge of previous people who are compiled systematically, scientifically, logically, correctly, responsibly, and using good and correct language ([Dwiloka & Riana, 2005](#); [Nasucha et al., 2009](#)). A good paper structure contains at least three parts, namely the beginning, discussion, and closing.

Therefore, considering the importance of writing skills of students or students in these general compulsory courses, learning models and methods are not enough, it is necessary for teacher efforts to find out early the interests and knowledge of students on the topic of writing that will be written into a paper in order to achieve effective and efficient learning goals. As stated by [Angelo & Cross \(1993\)](#) that by knowing the goals of students in a lesson, teachers can be more effective and efficient in planning, determining, teaching, assessing, and revising their courses.

The several steps of autobiographical sketches focused in MKWU's eyes Indonesian on the material of scientific papers in the form of papers as follows.

- The teacher provides an explanation regarding the learning objectives to be achieved;
- The teacher asks students to write down experiences that students consider successful at the previous level related to writing papers, a maximum of two sheets for no more than 15 minutes;
- After that, the teacher asks questions with reference to the reason the learner wrote about the experience, for example why was it successful? and what learners can learn from their experience at that previous level;
- Students deposit their work, teachers analyze focused autobiographical sketches of students with a number of criteria;
- The criteria used by teachers can use categorization of the level of relevance of the students' writing to the content and objectives of the lesson;
- The categories used can be described as “relevant” and “irrelevant” based on the content and learning objectives.

This assessment with focused autobiographical sketches has advantages, namely teachers can find out information about students' understanding in writing scientific papers in the form of papers and learning becomes more effective and efficient because teachers will focus on what students do not know related to writing scientific papers in the form of papers. While the disadvantage of this focused autobiographical sketch assessment is that the teacher needs a considerable amount of time in reading and analyzing the level of relevance of the sketches that have been made by the students. The following is an example of developing a self-assessment instrument using focused autobiography techniques.

Table 1
Student self-knowledge instrument design

No	Question	Answer
1.	Describe the traits that are your strengths!	
2.	Describe the things you dislike the most about yourself!	
3.	Tell about the most effective life experiences!	
4.	Tell us about a life experience when you experienced failure!	
5.	Tell us about a problem you have experienced and how it was solved!	

Table 2
Design of student self-knowledge assessment scale

No Questions	Assessment Indicators	Shoes
1.	Students can explain the positive traits they have more than 3 points by elaborating on life experiences they have gone through using effective, easy-to-understand, straightforward, and minimally repetitive sentences.	4
	Students can explain the positive traits they have more than 2 points by elaborating on life experiences they have gone through using effective, easy-to-understand, straightforward, and minimally repetitive sentences.	3
	Students can explain the positive qualities they have more than 1 point by elaborating on life experiences they have gone through using effective, easy-to-understand, straightforward, and minimally repetitive sentences.	2
	Students are only able to explain one positive trait they have by elaborating on life experiences they have gone through using effective sentences.	1
2.	Students can explain their negative traits less than 4 points with examples of life experience situations they have gone through using effective, easy to understand, not long-winded, and minimally repetitive sentences.	4
	Students can explain their negative traits more than 3 points with examples of life experience situations that they have gone through using effective, easy to understand, not long-winded, and minimally repetitive sentences.	3
	Students can explain their negative traits more than 4 points with examples of life experience situations they have gone through using effective, easy to understand, straightforward, and minimally repetitive sentences.	2
3.	Students can explain their negative traits more than 5 points with examples of life experience situations they have gone through using effective, easy-to-understand, straightforward, and minimally repetitive sentences.	1
	Students can share positive experiences and why those experiences are considered valuable.	3
	Students can recount positive experiences but are unable to explain why they are considered valuable.	2
4.	Students are not able to recount their positive experiences at all.	1
	Students can tell negative experiences and the reasons for these experiences are considered life failures.	3
	Students can recount negative experiences but are unable to explain why those experiences are considered life failures.	2
5.	Students are not able to tell their negative experiences at all.	1
	Students can bring up a problem that has been faced and are able to find a solution until the problem is completely resolved.	3
	Students can bring up a problem that has been faced but are unable to find a solution until the problem is completely resolved.	2
	Students are not able to bring up a problem that has been faced and a solution until the problem is completely resolved.	1

Implementation of Rating and Matching Objectives in MKWU Indonesian

Ranking and matching goals is the first step taken by teachers in learning by providing opportunities for students to record a list of learning objectives they want in a lesson, and providing opportunities for students to describe difficulties that may be experienced in order to achieve their goals. Based on this, the teacher then matches it with the course objectives. Ranking and goal matching are classified as one of the self-assessment models. Oktapiani & Mulyati (2020) examines the concept of self-assessment, the form of the instrument, the components of self-assessment, and the implications of self-assessment. The goal is to examine the concept of self-assessment to measure students' speaking skills which can then produce instruments. The results obtained two research instruments, namely self-assessment checklists and interviews which were used as reference material in learning according to the BIPA curriculum. This research shows that self-assessment in the form of a checklist works well to determine learner desires and help learners achieve learning goals. In relation to the technique of matching objectives and ranking that this instrument is like expecting students to show what is known and adjusted to the learning objectives that have been written in the curriculum.

Rating and goal matching assessment techniques are quite appropriate techniques used in MKWU Indonesian. In this course, students are expected to be able to produce scientific papers, such as academic texts, book review texts, proposal texts, activity report texts, scientific papers / articles / papers. These various kinds of texts are classified in one academic text reference as the output of Indonesian courses. This goal matching can be seen through the learning outcomes of the MKWU Indonesian courses (CPMK) that have been designed, including students who are able to: (1) analyze the history and position of the Indonesian, (2) analyze the function, and variety of Indonesian, (3) analyze good and correct spelling of Indonesian, (4) identify the characteristics of academic and non-academic texts, (4) compile book review texts, (5) compile proposal texts, (6) write scientific article texts. There are several steps that teachers can take in implementing this rating and matching assessment technique as follows.

- The teacher provides an explanation to students regarding the lesson objectives that must be achieved;
- Before students write down their goals, the teacher must first direct students to sort the goals according to the main goals of the students in the list to be made;
- Teachers provide opportunities for students to write a minimum of six lists of objectives that are in accordance with the learning objectives of MKWU Indonesian that students expect. The duration of time provided in this stage is a maximum of five minutes;
- The teacher collects the work of students and explains to the students that his writing will be considered as the ultimate goal of MKWU Indonesian;
- The teacher categorizes and analyzes the goals of these students with the purpose of the subject matter;
- Teachers convey honestly and openly to students that the objectives they write are in accordance or not with the learning objectives;
- If the goals of some students with learning objectives do not match, then teachers must convey them openly, positively, and honestly to students. In this case, teachers can make slight adjustments to learning objectives, in order to accommodate the goals of these students or even provide additional tasks related to learning objectives to students.

The advantages of this assessment technique, ranking, and goal matching can increase students' awareness of the learning objectives they will learn. Learners can also identify deficiencies in achieving learning objectives. That way, students can recognize their own abilities and have the responsibility to study harder. This technique also provides an overview to the study program related to the needs and goals of students in a learning. In addition, this technique also requires students to more actively discuss their goals with teachers in class, resulting in active and communicative students. While the shortcomings of this technique are related to the lack of criticality of students conveying the desired goals in learning because the learning objectives taught so far have been set in advance

without considering the goals of the students, so it will produce general statements that are not in accordance with learning.

In addition to these disadvantages and advantages, this technique also requires maturity and wisdom of teachers in accommodating, responding, and revising learning objectives and assigning assignments to students that are sometimes not in accordance with the goals and expectations of teachers. The following is an example of the development of an instrument grid from the implementation of the learner goal matching technique in MKWU Indonesian.

Table 3
Destination matching instrument grille design.

No.	Introduction	Agree	Disagree
1.	Presented by RPS MKWU Indonesian, students were asked to observe and pay attention to the learning design that had been made by the supervisor.		
2.	After observing the RPS, students are asked to formulate goals and results to be achieved from each material to be studied for one semester independently.		
3.	The lecturer distributes questionnaires and asks students to fill out questionnaires based on the formulation of goals that have been made independently to be matched.		
No.	Question	Agree	Disagree
1.	I want to know more about the history of the emergence of Indonesian		
2.	I want to know more about the selection of Indonesian as a country		
3.	I would like to know in detail regarding the use of Indonesian as a national language		
4.	I want to explore the various types of Indonesians that exist		
5.	I want to be skilled in applying a variety of Indonesian to all situations and contexts which include		
6.	I want to speak using good and correct Indonesian smoothly		
7.	I want to write a work in the form of writing in Indonesian according to the variety and context that applies		
8.	I need to be able to distinguish between academic and non-academic texts		
9.	I must be able to produce academic work		
10.	I need to be able to write according to the correct spelling		
11.	I was able to distinguish between punctuation, capital letters, and the correct use of symbols and writing		
12.	I need to be able to write effective sentences		
13.	I need to be able to distinguish the function of words		
14.	I need to be able to write based on a complete sentence structure		
15.	I must be able to write paragraphs according to the location of the main sentence		
16.	I must be able to write paragraphs according to the intent and content		
17.	I must be able to produce activity proposals (to organize)		
18.	I need to be able to write student activity proposals to be funded		
19.	I must be able to write a report on the results of practicum well		
20.	I need to be able to write opinions to be sent to the mass media		
21.	I must be able to write essays, poems, and other literary works		
22.	I need to be able to speak in public/in front of the class with confidence		
23.	I must be able to present well in front of lecturers and friends		
24.	I must be able to produce a good thesis proposal		
25.	I must be able to write a thesis well		

Implementation of Interest/Knowledge/Skills Checklist in General Compulsory Courses (MKWU) Indonesian

Interest/knowledge/skill checklists are specific lists made by teachers related to learning. In this assessment technique, students are asked to assess their interest/knowledge/skills towards the

topic set by the teacher by showing students' responses according to the checklist that has been prepared. Checklists are an integral part of developing learners' self-assessment and self-awareness instruments. [Klenowski \(1995\)](#) mentioning that self-assessment is an evaluation of one's performance and identification of one's strengths and weaknesses with a view to improving one's learning outcomes. Likewise, [Mehta \(2008\)](#) states that self-assessment is a skill and completeness in a discipline, so making judgments about one's own learning progress is part of the learning process ([Spiller, 2009](#)). Thus, self-assessment positions learners not only as objects of assessment but also as subjects in assessing their learning ([Nafsika, 2017](#)).

There are 4 stages of the model for teaching self-assessment to students according to [Rolheiser \(2001\)](#) that is: (1) involve students in determining the criteria they will evaluate, (2) teach students how to apply these criteria in their assignments, (3) help students to focus on their evaluations by providing feedback, and (4) help students plan to improve their performance. This includes defining general goals, specific goals, short-term plans, long-term, learning strategies to overcome weaknesses. One of the tools used to conduct self-assessment is a checklist, among observations, rubrics, portfolios, and reflection journals. Self-awareness of students needs to be built so that students believe in their abilities so that they can maintain their learning goals and are willing to accept criticism and input to improve their performance.

[Andrade \(2019\)](#) Conducted a review of research on student self-assessment between 2013 and 2018 to reveal the relationship between self-assessment and achievement, consistency of self-assessment and assessment of others, students' perception of self-assessment, and the relationship between self-assessment and self-learning. As a result, self-assessment is good for use in the formative learning process and is supported by various trainings. There is still an unmeasured inequality in how this self-assessment process works. For this reason, this research will complement it, by applying a self-assessment instrument in the form of an interest/knowledge/skill checklist. Furthermore, this study will follow up on how the mechanism of self-assessment in cognitive and affective aspects. This will have implications for pedagogy so that it makes a major contribution to the field of learning, especially learning Indonesian.

In language learning, self-assessment is very useful for improving language skills because of its relationship to students' motivation and interest in that learning. [Marzuki et al., \(2020\)](#) stated that self-assessment is an alternative to evaluating students' speaking talent, as one of the language skills. Her research aimed to find out students' perceptions of using self-assessment to assess their oral performance. The results show that most students think that self-assessment is helpful to them because it allows them to know their functionality and develop it to achieve learning objectives. However, some students argue that self-assessment is useful because teachers rarely use this task and students are not happy when trying to assess themselves. Finally, self-assessment is very useful in exploring and assessing students' language skills. It is a strong foothold that self-assessment has many benefits for students to accept, so the implementation of self-assessment is very important to be adapted in language learning. The steps that can be taken in this assessment technique are as follows.

- Teachers share pre-provided draft checklists containing a variety of other topics students may need;
- The teacher instructs how to fill out the shared checklist;
- After the students have finished working on it, the teacher groups the topics based on the topics most selected by the students;
- Teachers appreciate each topic students choose. This can increase the confidence of learners to develop their interests, skills, and interests;
- The teacher chooses the lesson topic to be discussed according to the topic chosen by the students.

The examples of interest/knowledge/skill checklists in MKWU Indonesian as follows.

Table 4
Desain daftar periksa minat/pengetahuan/keterampilan

Honestly do the following list of interests/knowledge/skills checklist (don't write down your identity)				
Part I: Interest in the Subject Topics of General Compulsory Courses (MKWU) Indonesian				
Hint: Circle one of the numbers on the right below that represents your level of interest in the topic.				
0 = Not interested in the topic				
1 = Interested in topic overviews				
2 = Interested in reading and discussing this topic				
3 = Interested in learning how to implement ideas on this topic				
MKWU Indonesian Topics				
Theories about common Indonesian language mistakes, standard language and its functions	0	1	2	3
Theory of the nature of language, history, and the position and function of Indonesian	0	1	2	3
The theory of use of Indonesian corresponds to Ejaan Yang Disempurnakan	0	1	2	3
Effective sentence theory	0	1	2	3
Academic and nonacademic text theory	0	1	2	3
Theory of book review texts	0	1	2	3
Theory of structure and linguistics of proposals	0	1	2	3
Theory, structure and language of scientific articles	0	1	2	3
Part II: Self-Assessment of Related Skills and Knowledge				
Hint: Circle one of the letters on the right below that represents your skill level or knowledge related to the topic.				
N = No skills, no knowledge				
B = Basic skills and knowledge				
F = Functionally adequate skills and knowledge				
A = Advanced level of skills and knowledge				
Knowledge/Skills related to topics in MKWU Indonesian				
Theories about writing scientific papers (papers)	N	B	F	A
Theories about writing literary works	N	B	F	A
Theories about writing review texts	N	B	F	A
Theories about writing scientific proposals	N	B	F	A
Theories about scientific presentation	N	B	F	A

The advantage of using this technique is that teachers get more detailed and specific information related to the interests/knowledge/skills of students, so that teachers easily plan and revise the subject matter to be taught in class and make learning more focused and effective. This assessment technique will also provide more motivation to students in following learning, because students know that the topics they choose are topics that are considered by the teacher. While the drawback in implementing this technique is that it takes a considerable amount of time in preparing a checklist of student interests/knowledge/skills. Sometimes the interests, knowledge, and skills that students assess do not match teacher expectations, requiring revision and redesign of interest/knowledge/skill checklists.

Implementation of Self-Assessment Techniques Ways/Learning Styles in MKWU Indonesian

The self-assessment technique is one technique that encourages learners to describe or assess their own learning style with the learning style that is most similar to their learning style. In this technique, the teacher must choose and provide a collection of learning styles that can be used as a reference for students in learning. Learning style is an individual way to obtain information from their environment, including their learning environment (Reid, 2005). In language learning, learning styles

and language learning strategies are the two main factors that determine how and how well learners master a second or foreign language. Learning styles have a significant influence on the choice of language learning strategies. Language learning strategies do not run by themselves but are influenced by one of them by learning style.

Widharyanto (2020) in his article describes the types of learning styles and language learning strategies of ethnic Papuan students, who attend Indonesian lectures in PBSI and PGSD Study Programs at one of the private universities in Yogyakarta. The study found that ethnic Papuan students who took Indonesian courses had three dominant learning styles, namely *Auditory*, *Auditory-Kinesthetic*, dan *Read/Write Visual Auditory*, and two dominant language learning strategies, metacognitive strategies, and affective strategies. Widharyanto's research used data from participants' answers to statements contained in the VARK learning style questionnaire version 8.01 and the Oxford model language learning strategy questionnaire version 7.0, adapted in the context of Indonesian learning as a second language. This research contributes greatly to the continued implementation of the use of self-assessment instruments related to student learning styles or learning strategies. Moreover, this assessment technique has not been widely applied in various specific learning in Indonesia.

Cahyani (2017) mentioning that student learning styles in learning activities are important for educators to know. Recognizing student learning styles will make it easier for teachers to choose appropriate learning activities and make it easier for students to receive information and create conducive and fun learning for teachers or students (Ioniyyä et al., 2021). There are three types of learning styles, namely visual learning styles, namely learning styles through what is seen. Auditorial learning style that learns through what is heard. Kinesthetic learning style that is learned through movement. This research is relevant to be used as a theoretical reference for implementing the use of self-assessment instruments of student learning styles. The instruments implemented must be appropriate and contain various existing learning styles, especially educators must be able to analyze student answers and categorize the learning preferences of each student.

Learning style self-assessment techniques or learning strategies in MKWU Indonesian a simple way for teachers to assess the learning styles of their students. Students are led to know their respective learning styles. With students knowing their respective learning styles, students will be able to assess themselves and determine their respective learning styles as their learning styles/ways of following a learning. The steps that can be taken in this assessment technique are as follows.

- The teacher prepares sheets containing two types of people in scientific presentations, for example presenter type A who memorizes all the writing he speaks in the paper to be reset including the language and examples in it and presenter type B who is comprehensive type in the sense of developing points in the paper he writes with his own language and examples;
- The teacher asks students to determine their similarity in making scientific presentations based on these examples, whether the students belong to type A or type B;
- The teacher asks students to make the choice they want in making scientific presentations, whether they want to be like type A or type B;
- After all students make choices and collect answers to the teacher, the teacher then discusses and agrees on how to learn that will be done according to the choices of students.

The advantage of this technique is that it can require students to think more critically and carefully in making a decision and realize that there are other ways of learning that students can use in learning a subject matter. That way, students can maximize these other approaches to learning in other materials. The disadvantage of this assessment technique in MKWU Indonesian is that by displaying a number of references to how to learn, students do not have an authentic way of learning that reflects themselves.

Table 5
Self-Assessment Instrument Design/Learning Style

No	Question	Answer Options			
1.	Will you study only when instructed by the lecturer to study?	yes		no	
2.	What is your learning speed for new things?	Anything I haven't learned in a long time.	Whatever I find interesting	Whatever I feel the material is at worst/don't understand it	I plan my study schedule ahead of time and I study whatever I have scheduled
3.	Will you re-learn to repeat past lecture material?	yes		no	
4.	If the subject matter has been obtained before, what type of test is considered to produce a more perfect score?	Essay/short answer	Multiple choice	The same questions as the past exams	
5.	When you study, do you usually read textbooks/articles/other source materials more than once?	Yes, I reread the entire chapter/article	Yes, I reread the section I underlined/marked.	Unusually	
6.	Why did you choose to do practice questions in a study session?	I learned more by doing practice questions rather than rereading the material.	To know how well I have studied the information I learned	I find doing practice questions more fun than reading	I don't usually do quizzes myself.
7.	Imagine that while studying, you become confident that you know the answer to a particular question (e.g, a definition or term). What will you do?	I made sure to relearn it by doing the questions again later		I ignored it and focused on other materials	
8.	When is your favorite time to study?	Morning	Afternoon	Night	Late night
9.	When is the most effective time to study?	Morning	Afternoon	Night	Late night
10.	What is your learning pattern?	I most often limit my study sessions to a few days/weeks	I study most often in the few days before the exam.	I study the day before the exam most often.	
11.	Which of the following study strategies do you use regularly?	Test yourself by answering questions or practice questions.	Use flashcards	Recopy notes	Reread notes
		Create an outline map	Underline or mark important things while reading	Create a chart, chart, or image	Learn with friends
		Find as much information as possible the	Ask questions for discussion and	Other (watching videos, condensing checklists, talking to yourself, etc.)	

night before the participate verbally
exam during class.

CONCLUSION

Assessment of students' self-awareness as learners in the General Compulsory Course (MKWU) is Indonesian very important to overcome existing problems. The implementation of students' awareness as learners can be implemented in various ways, namely through focused autobiography sketch assessment techniques, interest/knowledge/skill checklists, ranking and matching goals/goals, and how to learn self-assessment. These techniques are very useful as an effort to find out the goals, interests, knowledge, skills and ways of learning students in following learning. By obtaining this information, teachers will find it easier to determine the material and learning objectives in accordance with the abilities and learning objectives of students, so that learning is more optimal, effective and efficient in order to achieve learning objectives.

In the implementation of these assessment techniques, teachers are advised to have an attitude of maturity and wisdom, as well as openness in conveying learning objectives, responding or responding to any student decisions that are not in line with teacher expectations and learning goals. Another thing that can be suggested in the implementation of a number of student awareness assessment techniques is that teachers should be able to spend sufficient time compiling and revising learning objectives according to the interests and objectives of students.

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