CHAPTER I

INTRODUCTION

1.1 Research Background

Educational mobility in the 21st century is the concept that education should be more accessible, flexible, and continuous throughout life. It reflects a response to dynamic changes in society and technology. Educational mobility is closely related to curriculum change, especially in 21st-century education. Along with rapid social, technological, and economic changes, education must respond with a relevant and dynamic curriculum. A paradigm transition in the education curriculum is an important step in the evolution of the education system. In Indonesia, the transition from the 2013 curriculum to the Emancipated curriculum reflects a transformation in the way learning and assessment are approached. The change from the 2013 curriculum to the Emancipated curriculum is an effort to renew learning with a simpler framework, more core material, character development, and learner knowledge as well as being more progressive and student-centered. In other words, the Emancipated curriculum is a simplification of the 2013 curriculum according to (Angga et al., 2021).

The Curriculum 2013 (K-13) has been implemented in Indonesia over the past few years to improve the quality of education. Curriculum 2013 is considered a strategic policy in preparing for future challenges that Indonesian society will face (Machali, 2014). Minister of Education, Culture, Research, and Technology Decree Number 56 of 2022 has served as the basis for implementation and introduction of a new curriculum known as the Emancipated curriculum, previously known as the prototype curriculum (Khoirurrijal et al, 2022). The Emancipated curriculum has been piloted in 2,500 pilot schools. In the academic year 2022/2023, educational

levels from kindergarten, elementary, junior high, to high school have begun to implement the Emancipated curriculum (Marta & Vallindra, 2023). This curriculum policy also includes an adaptation function, which aims to help students adjust to changes in their environment, both physically and socially. K-13 integrates three main competency domains: attitudes, knowledge, and skills. Core Competency Domain 1 (KI-1) emphasizes spiritual attitudes, Core Competency Domain 2 (KI-2) focuses on social attitudes, Core Competency Domain 3 (KI-3) on knowledge, and Core Competency Domain 4 (KI-4) on skills. However, over time, many questions and difficulties have arisen regarding the effectiveness and relevance of K-13 (Gumilar et al., 2023). However, in recent years, there has been debate about replacing Curriculum 2013 with the Emancipated curriculum because Curriculum 2013 is deemed unable to adapt to the changes occurring in the education and society.

The urgency of transitioning from the Curriculum 2013 to the Emancipated curriculum is needed to adapt to changes such as technological advancements, social shifts, and the evolving needs of the digital and global workforce in this era (Gumilar et al., 2023). This Emancipated curriculum transition aims to effectively carry out the learning lag during the COVID-19 pandemic. This curriculum transition also affects the student assessment process where the as learning approach plays a significant role. Therefore, this concept changes the role of assessment in the learning process, making it a tool that not only measures learning outcomes (assessment of learning) but also supports active student learning (assessment as learning). The Emancipated curriculum also adopts a different assessment approach from the traditional approach, where besides using assessment

of learning, it also employs assessment as learning to understand students' learning development, evaluate the extent of their understanding, and stimulate their critical and creative thinking abilities. Consequently, students are not only assessed by teachers based on the material they have learned, but they are also actively involved in evaluating and reflecting on their own learning process (Lestari et al., 2023). According to the Assessment and Learning Guidelines from the Ministry of Education, Culture, Research, and Technology (McTighe et al., 2017), learning in the new paradigm places students as the primary focus, providing freedom to educators to design learning and assessment that align with the needs and characteristics of the students. The Pancasila Student Profile serves as a guideline directing policies and innovations in the Indonesian education system, including in the context of learning and assessment. These guidelines emphasize the importance of understanding students and encouraging them to become active learners, thereby facilitating the achievement of educational goals, namely the development of students' character and competencies, which is made easier for educators.

In the assessment as learning paradigm, the emphasis is on how assessment can be used to support meaningful learning for students. This concept changes the hierarchy of assessment in education, with assessment of learning previously topping the assessment pyramid that focuses on evaluating students' knowledge and skills after they have completed a unit or course, now becoming like an inverted pyramid. Assessment as learning now tops the pyramid, emphasizing the importance of student engagement in the process of evaluating their own learning. In the old paradigm, the characteristic is that the role of the teacher is as a source of information for the students, and learning focuses more on receiving information

through the teacher. Students tend to be more passive in participating in learning, without much room for different creativity. In the assessment aspect of the old paradigm, the emphasis was only on the outcome of learning. However, with the shift to the new paradigm, there is a significant difference in the approach to learning. In the new paradigm, the role of the teacher has changed to a facilitator and motivator. The teacher not only provides information but also provides motivation to learners and facilitates them in learning activities. The new paradigm also focuses more on society, indicating that the learning context involves real things that exist in daily life. This represents a significant paradigm shift in the approach to learning evaluation. In this context, (Rojahn et al., 2007) assessment is integrated in the learning process, where students are required to actively take part in their self-assessment to help students develop their understanding and take ownership of their learning.

The new paradigm in the Emancipated curriculum adopts various intracurricular learning approaches in each learning session, aiming to be more effective in deepening concepts and strengthening students' learning competencies. The fundamental concept of the Emancipated curriculum is to acknowledge that every child has their own unique talents and interests (Lestari et al., 2023). Unlike the 2013 curriculum, which divides student assessment into three aspects – knowledge, attitudes, and skills in each subject, the Emancipated curriculum does not differentiate among these three aspects, but rather focuses more on project-based learning for the development of personal skills (Marta & Vallindra, 2023). In the old paradigm, educational evaluation leaned more towards summative evaluation used to compile learning outcome reports. Evaluation results were not

fully utilized as feedback to improve the learning process. In the context of the Emancipated curriculum, educators are expected to prioritize formative evaluation over summative evaluation and use the results of formative evaluation to continually improve the learning process (Kemendikbud, 2022).

One important aspect of assessment as learning is the use of self-assessment. Self-assessment gives students control over their learning, allowing them to monitor their own progress, identify areas where they need to improve their understanding, and develop problem-solving skills. According to (Goodrich, 1996), self-assessment provides positive effects for both students and teachers and becomes one of the alternatives in evaluating because it has the characteristics to increase awareness so that it can help students make more informed decisions, then it can increase students' orientation to the goals to be achieved and increase student motivation. From this, self-assessment has significant relevance in identifying students' ability levels and evaluating students' understanding (Mogonea, 2015). Furthermore, by conducting self-assessment, students can take over most of the control over their own learning, which is recognized as one of the important factors in student motivation and achievement (Zimmerman, 2000). Thus, students can achieve their learning goals and enable students to actively participate in the assessment process, assess the quality of their work based on clear evidence and criteria, and identify their strengths and weaknesses. It is a form of authentic assessment that promotes self-awareness and active learning (Jiwandani et al., 2021). Therefore, self-assessment is not only a routine process in education but also a tool that plays an important role in developing students' self-understanding and improving the quality of their learning so self-assessment is needed in education.

The role of self-assessment becomes significant because the focus of learning centered on the concept of self-directed learning shifts from the role of the teacher to the role of the student (Rusilowati, 2013). However, there are several challenges in implementing self-assessment faced by teachers. According to (Wijayanti et al., 2023), these challenges are categorized into challenges of digital technology, challenges in developing students' higher-order thinking skills, challenges of integrating self-assessment with the curriculum, challenges of assessment standards, and finally, challenges related to providing feedback. The use of self-assessment can provide benefits in learning, but it also poses several challenges for teachers. Therefore, teachers need to enhance their skills and knowledge in using this method, as well as seek support from their educational institutions to implement self-assessment more effectively.

In self-assessment, there are various skills that can be developed by students, and one of the important ones includes students' writing ability, where the assessment focus can be placed on writing skill development. The Graduation Competency Standards regulated in the Regulation of the Minister of National Education Number 5 Year 2022 for early childhood education, primary education, and secondary education levels mention the expected learning competencies for writing for junior high school students, which include the ability to engage in various types of writing activities to convey thoughts, feelings, and information in written form such as simple essays, instructions, letters, announcements, dialogues, forms, speech texts, reports, summaries, as well as writing experiences and thoughts with simple concepts (Culture, 2022). (Porter, 2005) states that writing involves the entire brain, both the emotional (right brain) and logical (left brain) parts, so when

writing, both hemispheres work optimally. Writing is a complex skill, and to master it, students need more than just instruction from teachers they need to be active agents in their own writing learning process. Because the ability to write requires students to compose thoughts, organize ideas, and convey messages in writing. This process requires deep reflection on how they think and organize ideas. This is a significant difference compared to reading or listening skills which tend to focus on oral or interpretive comprehension. According to (Graham et al., 2013) Writing is a purposeful act of thinking towards a specific goal. It involves skillful management of the writing environment and is constrained by elements such as the writing topic, the writer's intention, and the necessary knowledge and skills. In facing challenges when implementing self-assessment, improving writing skills can be a solution to address these challenges. Writing can assist students in developing higher-level skills and alleviate the burden on teachers in conducting assessments.

However, in (Prasanti, 2014) study titled "Developing Self-Assessment for Writing Competency of Grade 8 Junior High School Students in Denpasar", it was found that only a few teachers used appropriate assessment instruments to evaluate students' writing abilities. Many teachers relied solely on tasks and assessment instruments available in school-purchased textbooks. Some of these instruments may not be relevant if teachers do not adapt them to meet students' needs. Therefore, they struggled to develop suitable assessment instruments to evaluate students' writing abilities. Additionally, in conducting assessments, teachers only used the textbooks available at school, while tasks often did not consider individual differences among students. In other words, students were considered to have the same writing and language proficiency. However, students can be divided into slow

and fast learners, with the former having lower writing abilities and the latter being more proficient in writing. Hence, writing tasks and assessment instruments should be tailored to students' competency levels (Prasanti, 2014). From the research findings, it was found that the self-assessment instruments needed by teachers are self-assessments focusing on students' learning development, considering the different levels of students' competency.

The writing skills of junior high school students are crucial to be further examined as they can have an impact on their future educational levels, as seen in (Suyoga Dharma & Adiwijaya, 2018) research on writing skill instruction at the high school level. This result is reflected in their average score which is still below the set graduation standard. The majority of students face difficulties in developing ideas, applying correct grammatical structures, and expanding their vocabulary. In addition, the organization of ideas in their writing often does not follow the correct chronological order. Because writing is a complex skill. Therefore, they need to understand and master the skills in the writing process, such as the ability to choose the correct language or writing structure (Odell, 1981). Those who have the ability and can choose the appropriate language structure can think, feel and do what they want to do. Thus, students need to be aware of their own writing and develop their own abilities in the writing process, so there is a need for innovative approaches to help students produce better writing, one of which is by implementing self-assessment.

Nowadays, self-assessment has been implemented based on Emancipated curriculum guidelines. There are several studies that explore the use of self-assessment according to teacher perceptions, where teachers have a positive view

of the use of self-assessment in students' writing competencies (Adiguna et al., 2023) and (Takrouni & Assalahi, 2022). Teachers think that self-assessment is an effective tool to encourage self-reflection, feedback, development of writing ideas, and strengthen students' confidence and independence in writing. They also see self-assessment as a means to identify students' strengths and weaknesses in writing competence. Then further research conducted by (Mäkipää, 2021) reported that teachers have implemented self-assessment in their subjects through online questionnaires but not all teachers teach how to do self-assessment.

Based on preliminary observations conducted by researchers at Junior High School Laboratory Undiksha in Singaraja, it was discerned that the English teachers at the school have integrated self-assessment into the learning process for 7th and 8th-grade students. This integration is particularly evident in the context of the Emancipated curriculum, specifically for assessing student writing skills. However, it was noted that the 9th-grade level continues to adhere to the 2013 curriculum. An interesting observation pertains to the temporal aspect of self-assessment, where its application is confined to the conclusion of the lesson rather than being integrated throughout the entire learning process. The researchers observed that the implementation of self-assessment is more pronounced in grades 7 and 8, aligning with the Emancipated curriculum's principles. This pedagogical approach places emphasis on student autonomy and active participation in the learning process. However, the retention of the 2013 curriculum in the 9th-grade level suggests a variation in the adoption of self-assessment practices within different grade levels at the school.

Despite the positive integration of self-assessment, a noteworthy limitation was identified in the form of time constraints. The observations revealed that due to limited time resources, the application of self-assessment occurs primarily at the conclusion of lessons. This temporal restriction raises questions about the comprehensive nature of the self-assessment process and its potential impact on fostering continuous improvement in students' writing skills. These initial findings form the basis for further exploration into the dynamics of self-assessment practices at Junior High School Laboratory Undiksha.

For teachers, this self-assessment is felt to have a positive impact on students. However, in the implementation process, there are still some obstacles faced. For example, there are still students who are not responsive in the implementation of self-assessment. This is in line with what is revealed (Takrouni & Assalahi, 2022) although teachers have a positive view of self-assessment in the student writing process, integrating self-assessment in teaching writing is considered too complex because it is influenced by various factors, one of which is curriculum design. This is in line with the opinion of (Athifah Muzharifah et al., 2023), whose study found not all teachers hold a positive view; some harbor a skeptical perception towards the Emancipated curriculum. They express concerns regarding the lack of consistency in implementation and the absence of clear guidelines in lesson planning, including issues in developing teaching materials for teachers. Therefore, teachers assume that implementing self-assessment has various challenges. One of them is the challenge that comes from students. Therefore, this study was conducted to find out how students perceive the use of self-assessment

in assessing their writing competence and the challenges they face in conducting self-assessment.

1.2 Problem Identification

Based on preliminary observations at Junior High School Laboratory Undiksha, Singaraja, the school implements the Emancipated curriculum. Part of the implementation of this Emancipated curriculum is the use of self-assessment in English learning. English teachers at this school believe that self-assessment is one of the effective alternatives to improve students' writing skills. They see self-assessment as a tool that can help students take responsibility for their development. Teachers also think that self-assessment can be one of the alternatives in improving students' writing skills, but in its implementation only a few students can apply self-assessment to their writing.

This situation suggests that, for some students, self-assessment serves as a means to become more accountable for the advancement of their writing abilities. However, it's noteworthy that not all students share this perspective. Some students may feel confused about how to conduct effective self-assessment. They may question what to assess and how to give an objective assessment of their own writing. Students' perceptions of self-assessment may also be influenced by previous experiences and their views of themselves as writers. Students' self-perceptions of their writing abilities may not always match their actual abilities. When participating in self-assessment, it cannot be ascertained whether students at Junior High School Laboratory Undiksha have adequate awareness of their writing talents and deficiencies. This raises concerns about the possible gap between self-perceived ability and objective writing quality. This study aims to determine

students' perceptions regarding self-assessment of writing competence at Junior High School Laboratory Undiksha. This section identifies the main problem areas that require research attention in the context of the proposed study.

1.3 Research Limitation

Based on the problem identification above, this study focuses on students' perceptions and challenges about the use of self-assessment in learning, especially in writing competence. The context of perception in this study is limited to the perceptions of students. The school observed is limited to a junior high school in Singaraja, namely, Junior High School Laboratory Undiksha, where the number of respondents is limited to grade 7 and grade 8 who have implemented self-assessment in writing learning and use the independent curriculum in English learning.

1.4 Research Question

Based on the background of the study that has been stated before, this study formulate two questions, which are as follows:

1. How do the EFL secondary English Students perceive the implementation of self-assessment in writing competence at SMP Laboratory Undiksha?

2. What challenges do the students face when implementing self-assessment in their writing class?

1.5 Research Objectives

There are two objectives in this research as follows:

1. To investigate an English students's perception toward the implementation of self-assessment in their writing class.

2. To investigate the challenges faced by the English Students in implementing self-assessment in writing class.

1.6 Research Significance

A. Theoritical significance

The research that has been conducted is expected to make a valuable contribution in developing and enriching theories and collections of data and information related to student perceptions in the context of learning, especially in the implementation of self-assessment in improving writing skills. This research is directed at providing a stronger empirical foundation that can support the findings and understandings that have been proposed by experts and previous researchers in this field. More specifically, this research seeks to explore a deeper understanding of students' views and beliefs related to the use of self-assessment in learning, focusing on the aspect of writing ability. Through a careful research approach, accurate data, and in-depth analysis, it is hoped that this research will provide richer and more valid insights into how the use of self-assessment in the learning process impacts on students' views and practices. As such, this study aims to make a meaningful contribution to our understanding of the importance of self-assessment in the context of developing students' writing competence.

B. Pratical significance

a. For English Teachers

This research is further expected to be used by English teachers, especially in junior high schools, to provide an overview of the perceptions and barriers faced when they implement self-assessment in their classrooms. Thus, they will have insights from this research to face the same challenges.

b. For Students

It is hoped that this study can help improve students' writing ability through self-assessment. By understanding students' perceptions of self-assessment and identifying areas that need more attention, schools can develop self-assessment approaches to be more effective.

c. For Other Researchers

It is hoped that this study can be used as a reference in their research on the topic of perceptions of self-assessment, especially in the teaching of writing.In addition, the findings from this study can also be used to conduct other studies that have similar topics to this study.