CHAPTER I

INTRODUCTION

1.1 Research Background

Indonesia is currently implementing the *Emancipated Curriculum* in its education system. The Emancipated Curriculum is a curriculum with intracurricular learning diverse where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Indrawati et al, 2020). Teachers have the freedom to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. The government has started implementing the Emancipated Curriculum in 2022. This curriculum aims to simplify the previous curriculum which seemed complicated and could not meet the competency achievements of students. The Emancipated curriculum is an innovation in Indonesian education which aims to develop students' learning potential and interest. This curriculum gives students freedom to choose their learning interests, reduces academic burden, and encourages teacher creativity. The aim is to improve the quality of learning, shape independent student character, and reduce gaps in education. From several definition of an independent curriculum mentioned above, it can be concluded that an emancipated curriculum is a curriculum that provides freedom for students to explore knowledge through various sources according to their learning needs and for teachers, what is meant by independence *(merdeka)* is the freedom to create meaningful learning that suits students' needs.

Currently, the world of education continues to experience various curriculum developments. This is proven by the transformation of the 2013 Curriculum into an

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Emancipated Curriculum. In the Emancipated Curriculum, the learning paradigm in schools has changed significantly. This paradigm gives students the freedom to develop their own potential and take an active role in the learning process. This new learning paradigm places more emphasis on competency-based learning, student empowerment, and developing skills that are relevant to the real world. The new learning paradigm ensures learning practices are learner-centered. In the new learning paradigm, the learning development framework is not a linear model but is a continuous cycle. The new learning paradigm includes competency standard mapping, independent learning and minimum competency assessment, thus ensuring more flexible space for educators to formulate appropriate learning and assessment plans with the characteristics and needs of students. These three components are in harmony and influence each other. It is this harmony that is expected to change the learning paradigm so that there is continuous improvement and development of learning practices. In the new learning paradigm, the Pancasila Student Profile plays the role of guiding all policies and reforms in the Indonesian education system, including learning and assessment.

When it comes to assessment, it is one of the most important components in the new paradigm. Assessment is a systematic process of collecting, analyzing, and interpreting information to determine the extent to which students achieve goals (Gronlund (1984) in Asep Jihad and Abdul Haris). The assessment paradigm is shown in the form of a pyramid. In the assessment pyramid, there is Assessment of Learning (assessment at the end of the learning process), Assessment for Learning (assessment for the learning process), and Assessment as Learning (assessment as a learning process). In the 2013 Curriculum, assessment of learning received the largest proportion or was most

dominantly carried out by teachers. Assessment at the end of the learning process (assessment of learning) functions as a summative assessment. Meanwhile, in the emancipated curriculum, assessment as learning constitutes the largest proportion. Changes in the implementation of assessments in the Emancipated Curriculum place more emphasis on formative assessments than on the orientation of summative assessments. The hope is that this will support the process of instilling awareness in students that the process is more important than the final result. If dependence on summative assessments continues with little feedback, it can hinder students' process of achieving maximum learning outcomes. The difference between assessment and learning is that assessment involves students more actively in the assessment activities. Students are given the experience to learn to be assessors of themselves and their friends. Self-assessment and peer-to-peer assessment are examples of assessment as learning. In assessment as learning, students are involved in formulating procedures, criteria, and assessment rubrics and guidelines so that they know exactly what must be done in order to obtain maximum learning outcomes.

The twenty-first century has brought about significant transformations in the skills and knowledge required for success in work, citizenship, and personal development. These changes necessitate a shift in educational objectives, curricula, pedagogies, and assessments to ensure that all students acquire the sophisticated outcomes necessary for a prosperous and fulfilling life. This article proposes an innovative strategy that utilizes emerging immersive media and pedagogies to support students in acquiring the twenty-first-century skills and knowledge. This strategy embraces the concept of an emancipated curriculum, which emphasizes the development of complex competencies and self

directed learning. Furthermore, the integration of formative learning and self-assessment plays a crucial role in this new learning paradigm. This approach recognizes the importance of empowering students to take ownership of their learning and actively engage in the process.This is achieved through ongoing formative assessments that provide students with timely feedback and opportunities for reflection and improvement. By incorporating formative learning and self-assessment into an emancipated curriculum, students are able to actively participate in their own learning journey. They develop the skills of metacognitive awareness, self-direction, and lifelong learning disposition. This holistic approach to education fosters a more humanistic vision of learning that prepares students for the complexities of the modern world (Dunlap & Grabinger 2008). In addition to the transformative learning and teaching methods advocated for in secondary schools, formative assessment is seen as a crucial element in communicating values and facilitating reconciliation between different perspectives and knowledge domains. Overall, the relationship between an emancipated curriculum, formative learning, and self-assessment in new learning paradigms is one that promotes student agency, fosters deeper engagement in learning, and prepares students for a rapidly changing world.In summary, an emancipated curriculum, which focuses on the development of complex competencies and self-directed learning, is essential in addressing the changing needs of education in the twenty-first century. This approach recognizes the importance of integrating formative learning and self-assessment into the curriculum to empower students and foster their metacognitive awareness, self-direction, and disposition toward lifelong learning.

Self-assessment refers to the process of evaluating and reflecting upon one's own abilities, performance, strengths, weaknesses, and goals. In this case, it involves assessing skills, knowledge, behaviors, and achievements in academics. Self-assessment is used as an alternative in evaluating because of its characteristics that can encourage students to learn, increase students' awareness in learning, improve students' sense of their objective learning, and give some positive effect to the students and teachers (Oscarson, 1989). Trisno (2014) also argued that self-assessment can be done by students so that they know the extent of their abilities in learning, which is also according to the characteristic of self-assessment. Furthermore, through self-assessment, students can discover their weaknesses based on the skills they have learned, allowing it to be used as a learning evaluation through four steps or processes such as determining the self-assessment, how to assess, provide feedback, and determine the strategies (McMillan & Hearn, 2008). But, to use self-assessment effectively, teachers must to know about the principle that must be contain in self-assessment such as the teacher need to know what aspect of the assessment that need to be assess and must be clear, teachers need to know the effect of the assessment for the students in the future, the instruments and the instruction must be clear for the students, and teachers must to give some feedback from the self-assessment that has been done by the students. From that, self-assessment is relevant to diagnose students' level skill and to assess students' knowledge (Mogonea, 2015).

Self-assessment can be used to assess skill in English Language learning, including writing competency. Students gain four basic competencies while studying English: listening, speaking, reading, and writing. Writing is the most difficult skill to master since it necessitates critical and creative thinking. Previous research has suggested

that writing is associated with both physical and mental activity (Mak & Lee, 2014; Pereira Ximenes et al., 2019; Sadiku, 2015). Then, writing is described as expressing and impressing, which indicates that every written work created by the author in various formats contains specific ideas or meanings with their particular purposes. Because of the importance of writing skills in daily learning, students must learn them properly. Previous research found that a lot of information is provided in textual form that students must grasp in order to interact (Durga, Satya Sri, & Rao, 2018). Writing serves four functions: to inform, convince, express oneself, and amuse (Reinking, James A., Osten, 2017; Wulandari, 2022). As a result, writing skill must be appropriately tested in order to produce competent students. Based on that case, students must be conscious of their writing and increase their proficiency in the writing process, and self-assessment can be utilized as an alternative.

As explained before, in order to teach the competency that must be had in writing, teachers must be able to employ learning methods that can awaken students' metacognitive capacities, allowing students to know and easily apply their knowledge in writing. Metacognitive skills refer to an individual's ability to understand, manage and control their own thinking processes. In the context of research on students' perceptions of the use of self-assessment in English writing competency, metacognitive skills can include students' understanding of the writing process, recognition of effective writing strategies, and their ability to reflect on and evaluate the quality of their writing. Self-assessment may be a suitable strategy for teaching writing competency. Based on the regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 21 of 2022 concerning educational assessment standards

in early childhood education, primary education levels, and secondary education levels. In article 9, it is said that to assess the learning outcomes of students and their development in learning, the assessment used can be in the form of formative and summative assessments. This assessment is meant to provide feedback to learners and to encourage self-reflection in the learning process. The students can achieve their learning goal and in which part they have difficulties or problems in learning, this is also supported by Ratminingsih et al. (2018), that this assessment can help the students to know about their progress in learning in which they identify their strengths and weaknesses. Therefore, self-assessment is needed because it has various reasons in its implementation. Self- assessment is considered one of the tools that can help students develop as independent writers (Andrade, 2019; Panadero et al., 2016; Ratminingsih et al., 2018; Wong & Mak, 2018). Studies on self-assessment in EFL writing contexts reveal that self-assessment can help EFL learners to improve their writing performance via revision (Dhanarattigannon, J., & Thienpermpool, P. 2022). As a result, self-assessment can be employed as one of the most appropriate assessment strategies in monitoring and reflecting on student development.

Self assessment was perceived as a positive and helpful activity. Students found it useful, especially for raising learning awareness. In any learning situation, self awareness becomes the first step toward a critical position about the self, thus opening up the possibility to question oneself and being predisposed to implement changes in life. In our EFL classes students need to "know what their abilities are, how much progress they are making and what they can (or cannot yet) do with the skills they have acquired (Blanche, 1988:75), so that they start making their own decisions and be less dependent

on their teachers. The role of teachers in facilitating student autonomy is then significant. First, teachers need to help students understand the benefits of self assessment; second, they need to provide constant guidance on how to conduct self assessment and on how to use the instruments; and third, they need to help students understand the meaning of the self assessment results. We can also conclude that self assessment activities need to be focused toward students' identification of metacognitive strategies. In other words, self assessment can be used to help students think about the learning process as it is taking place. When students reflect upon their learning strategies, they become better equipped to make conscious decisions on how to improve their learning. In general, it is agreed that the use of metacognitive strategies is positively related to language proficiency (O'Malley and Chamot, 1990; Oxford, 1993).

However, several academics have indicated that self-assessment still has implementation issues, and some studies have discussed it. According to Butler and Lee (2010), self-assessment is not widely accepted and does not appeal to students in general. Students are sometimes too disinterested and confused to rate themselves through self-assessment, making it impossible to assure the credibility of the results. Similar findings were found in Kunandar's (2013) study, which found that data is difficult to ensure reliability because students are sometimes confused in assessing themselves, and sometimes students assess themselves with high scores but in reality there are still gaps, making it difficult to ensure the reliability of self-assessment use. Carter and Dunning (2018) agree that students' self-assessment skills are still insufficient. It is challenging to obtain correct data from self-assessment since students still lack and are confused about what needs to be assessed and what needs to be improved in their learning. The research

by Jiwandani et al., (2021) entitled "The Effect Of Self-Assessment On Students' Self Efficacy And Writing Competency" indicates that self-assessment did not have a significant effect on either self-efficacy or writing competency, both separately and simultaneously. This suggests that self-assessment may not be effective in improving these aspects in online learning. The authors recommend further research on the implementation of self-assessment in online learning and suggest that it may be more effective in regular classroom settings with more control and interaction. As a result, self-assessment is not completely effective for education, and there are still numerous difficulties and issues that teachers and students encounter as a result of implementing this self-assessment.

Many studies have been conducted to investigate teachers' perceptions of self-assessment in writing ability, with the conclusion that self-assessment is effectively applied to students in their writing competency. For example, (Takrouni & Assalahi, 2022) investigated EFL teachers' perceptions of integrating student self-assessment into the teaching of academic writing at a Saudi university. The findings show that, while instructors have a good attitude toward self-assessment, it is difficult to implement due to a lack of professional support, knowledge, skills, and contextual restrictions. The next step, according to (Adiguna et al., 2023), was to investigate English teachers' perceptions on the application of Self-Assessment as a means of improving students' writing proficiency. The study was conducted in three junior high schools in Nusa Penida, Bali. The study used a mixed-method explanatory design, including questionnaires and semi-structured interviews as data gathering tools. Secondary school English as a Foreign Language (EFL) teachers feel that Self-Assessment techniques can help pupils improve

their writing skills. Data from questionnaires revealed a steady positive trend among teachers in terms of student self-assessment quality. The following case study (Mäkipää, 2021) analyzes the impact of self-assessment and teacher feedback on promoting self-regulated learning (SRL) at a Finnish general upper secondary school. Nine pupils and ten teachers from six different schools participated in the study. According to the research, self-assessment is used, but not widely, and most teachers do not teach their students how to assess their own learning. Teachers employed a variety of self-assessment strategies, with some utilizing open-ended questions and others using multiple-choice questions.

This research only focuses on teachers' perceptions regarding the use of self-assessment to assess their writing competency. There is no evidence that shows students' perceptions when carrying out self-assessments so this research is still lacking because it only focuses on teacher perceptions. Based on the description above, research will be conducted on junior high school students' perceptions of the use of self-assessment in writing competency. As for the reasons why you should research "perception" and what its importance is. Research regarding students' perceptions of implementing self-assessment in developing English writing competency has important relevance in increasing learning effectiveness. Students' perceptions provide an in-depth perspective on how they experience and respond to self-assessment, which is a self-evaluation tool. By understanding this perspective, we can identify factors that influence students' engagement in their self-assessment process regarding their English writing abilities. This research allows us to explore the extent to which students realize the benefits of self-assessment in developing their writing skills, as well as the obstacles they may face. Thus, student perceptions can reveal whether self-assessment is a tool that motivates students

to improve the quality of their writing or vice versa. In addition, perception research can also provide insight into the extent to which students feel confident in evaluating their own writing abilities and the extent to which they feel helped by self-assessment in identifying areas for improvement. The results of this research can be a basis for developing self-assessment guidelines that are more effective and appropriate to students' needs, guiding them in the process of learning to write English more independently. Through this approach, student perception research not only provides information about the effectiveness of self-assessment, but also opens up opportunities to design better self-evaluation strategies. Therefore, researching students' perceptions of implementing self-assessment on English writing competency not only provides descriptive information, but is also a proactive step to improve and optimize learning methods in order to achieve better learning outcomes.

Based on the description above, research will be conducted on junior high school students' perceptions of the use of self-assessment in writing competency at SMP N 1 Busungbiu. As a result, research will be conducted on "Students' Perception on Self-Assessment of Writing Competency at SMP N 1 Busungbiu."

1.2 Problem Identification

Based on the background, while self-assessment is regarded as a good strategy for improving learning autonomy and metacognitive capacities, its efficacy in the domain of writing competency remains unknown. The issue is assessing if students believe self-assessment is an effective way to improve their writing skills, and if so, to what extent. And, if students have any difficulties in self-assessing their writing talents, in-depth

interviews will be undertaken. Students' self-perceptions of their writing abilities may not always correspond to their real abilities. When performing the self-assessment, it is impossible to determine whether SMP N 1 Busungbiu students are aware of their writing strengths and weaknesess. This raises concerns regarding potential disparities between self-perceived abilities and objective writing quality. The purpose of this research is to determine students' perceptions of the use of Self Assessment and the challenges students face when implementing self-assessment in writing competency at SMP N 1 Busungbiu. Within the framework of the planned research, this section identifies key problem areas that require research attention.

1.3 Limitation of Study

Based on the problem identification above, this research focus on students' perceptions and challenges in using self-assessment, especially on writing competency. First, this research use a survey research design with a qualitative approach. The context of perception in this research is only limited to student perception. The schools observed were limited to junior high schools in Busungbiu district, especially students in grades 7 and 8 at SMP N 1 Busungbiu, where from the preliminary study it was found that this school applies Self- Assessment in writing and there are various challenges faced by students

1.4 Research Questions

The research formulate two questions based on the problem identification as follows:

1. How do the EFL students at SMPN 1 Busungbiu perceive the use of self-assessment in their writing competency?

2. What are the challenges faced by the students at SMPN 1 Busungbiu in applying self-assessment in their writing competency?

1.5 Research Objectives

There are two objectives in this research as follows:

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

2. To investigate the challenges faced by the English Students at SMP N 1 Busungbiu in implementing self-assessment in writing class.

1.6 Research Significance

1.   Theoretical Significance

It is hoped that this study will extend and enrich the theories, data, and information about the students' perception in the learning process, especially on the implementation of self-assessment in writing competency. This research is also expected to support the empiricism of the previous studies of experts and researchers.

2.   Practical Significance

a.   For Students

The study of students' perceptions of self-assessment in writing proficiency is expected to bring significant practical significance. Increased self-awareness allows students to understand their own writing strengths and weaknesses, building reflective skills and positive motivation. Active participation in self-assessment promotes ownership of learning, develops critical thinking skills, and builds self-confidence. This

skill is not only limited to writing, but can be transferred to various learning contexts and everyday life. In addition, positive perceptions of self-assessment stimulate collaboration with peers, forming a collaborative learning environment. Overall, self-assessment is not only an assessment tool, but also a self-development process that has an impact on students' lifelong learning.

b.   For English Teacher

Research regarding students' perceptions of the use of self-assessment in improving English writing skills is very significant in the context of the Emancipated Curriculum. This provides an in-depth understanding of the extent to which self-assessment supports a curriculum vision that emphasizes independence and the development of individual potential. By understanding students' views on self-assessment, educational institutions can design more appropriate learning strategies, giving students the freedom to manage their learning process according to their own needs, in accordance with the spirit of the inclusive and responsive Emancipated Curriculum.

c.   For Other Researchers

The researcher expects that this study will be utilized as a reference in their research on the topic of self-assessment perception, particularly in learning writing. Furthermore, the findings of this study can be used to perform other studies on themes related to this study.