



STUDENTS' PERSPECTIVES ON PEER ASSESSMENT

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Abstract

This study aims to explore the student perspectives on peer assessment application in their context. The instrument used in this study was a semi-structured interview which contained 4 general questions asking about the student's opinions on the application of peer assessment that had been carried out in class. The research employed a descriptive qualitative method by interviewing 15 students of STKIP Muhammadiyah of Southwest Aceh. The results of the interviews were then transcribed and grouped into four sections according to the questions asked, namely: knowledge/literacy, implementation techniques, benefits, goals and challenges, trust. The results of the analysis indicate that peer assessment is effectively carried out in the classroom seen from the results of the interviews.

Keywords: *peer assessment, student perspectives, effective*

INTRODUCTION

The recent development of the curriculum in Indonesia recommends that teachers promote the use of peer assessment in their classrooms. Mr Nadiem Makarim, the Minister of Education and Culture introduced a policy on Kurikulum Merdeka Belajar (KMB) or emancipated learning to all levels of education and to be implemented gradually since its induction in 2020 (Nasution, 2021). In this curriculum, teachers are required to be more active and are provided more opportunities to be creative in establishing good and fun learning. The program study will move towards an educational goal with cooperation between all of its sub-systems (Huda, 2017), Emancipated learning is a way to return the national education system to the essence of the law which gives the schools the freedom to interpret the basic competencies of the curriculum by their professional judgment (Sherly et al., 2020), The curriculum components consist of objectives, learning materials, methods, and evaluation, one of which is in terms of assessment.

Assessment is a process or way to get information about students, related to what they know and what they can do in the learning process (Umami, 2018). Consequently, assessment is embedded in classroom activities and cannot be separated from the learning process (Ananda, 2017). This is used as a basis for making a decision on the student's learning and the application of the teacher's teaching method based on the results of measuring student competence and it is expected to have a positive impact on the learning process. (Zamrodah, 2016). Gronlund (2012 as in Arifin, 2012, p 4) stated that " *the assessment refers to a systematic process of collecting, analyzing, and interpreting information or data to determine the extent to which students have achieved learning objectives.*"

Therefore it can be concluded that assessment is a tool used to assess student achievement in which peer assessment is one of them. Peer assessment is suitable to support the development of certain indicators of students' skills' learning such as application, analysis, synthesis, evaluation, and creativity of students (Hidayat, 2018).

Looking at its purpose, peer assessment is part of the formative assessment (Bazant, 2007). Bazant defined this type of assessment as a process in which team members assess each team member and do individual grades using the collected information. Thus peer assessment is an arrangement made by the teacher to assess their students in a collaborative way where individuals make observations such as grades, quality, and success of peer learning outcomes (Oktavia et al., 2020; Topping, 1998). Thus, Bores-García et al. (2020) argued that this type of assessment is also useful to foster student motivation in learning and to form participation and responsibility in assessing the work of their friends. These skills are essential to develop the student's critical thinking.

Peer assessment aims to change the form of the learning process that was previously carried out through one-way communication dominated mostly by listening to the teacher, to a more active learning process that encourages students to think critically and freely express their opinions through their participation in responding to each other's assignments, and to increase their ability to learn in making a decision (Alzaid, 2017; Li et al., 2020). Likewise, when students receive suggestions from others they also develop ideas, so that their learning abilities increase (Thomas et al., 2011).

Research on peer assessment has been growing rapidly, especially in the Indonesian context. Peer assessment research is not new, of course, there have been many previous studies and obtained results. Previous research proved that peer assessment if it is used effectively, will bring a positive impact towards the students' learning (Hairida, 2018; Sari et al., 2018; Daulay et al., 2023). Landry et al. (2014) in their research found that peer assessment is very well applied to learning at all levels of education because it produces a positive impact. They further argued that peer assessment leads the students to have a sense of care and concern for their colleagues. By assessing their friends, students participate in making a reflection for themselves so that in the end they can evaluate themselves. Despite its positive impact on the students, there is still no research yet conducted in the settings of STKIP Muhammadiyah Abdyta to see how effective this peer assessment was carried out on students. This research, however, is important to provide a reference for future similar studies related to this topic. The focus of this research is to see the student's perspective on the application of peer assessment at this university.

METHODS

This research uses a qualitative descriptive method, which aims to analyze the student perception of peer assessment. According to Zurich (in Pratiwi et al., 2020), qualitative descriptive research methods are usually used to find the knowledge of research subjects in certain situations. This research was conducted at STKIP Muhammadiyah Aceh Barat Daya. This research was conducted using a semi-structured interview by interviewing 15 STKIP Muhammadiyah Aceh Barat Daya students who had carried out peer assessments in their classes. To conduct

interviews, of course, these questions must be validated first by two tutors who are experts in the field of assessment (Hafsah et al., 2022). However, before being validated by the research tutor, a pilot project was first conducted to examine the effectiveness of the interview questions by interviewing other students first to check how well they understood the questions.

The results of the interviews were transcribed and analyzed by grouping, categorizing, and coding codes in each of these categories (Pardjono, 2000). The data is grouped into four, namely: 1). Knowledge\literacy 2). Implementation techniques 3). Benefits, purpose and challenge, and 4). Belief. The recruitment of participants was initiated by having permission from the head of the campus to conduct research in this place. The subjects were then recruited by using a convenience sampling technique by considering the participants' consent and their availability to participate in the study. In the end, it was then recruited 15 students as the interviewee for this research.

RESULTS AND DISCUSSION

The interviews with 15 participants of this research were conducted for seven days from 22 May 2023 to 28 May 2023 resulting in 141 minutes 7 seconds length of interview records and 8,065 words of transcribed data. The interviews were held in Indonesian language and then translated into English for analysis purposes. To obtain data analysis, this research was conducted by asking 4 general questions related to peer assessment which were divided into 4 aspects of the question. The aspects studied include increasing understanding during peer assessment, techniques for implementing peer assessment, the benefits of peer assessment, challenges in carrying out peer assessment, and the trustworthiness of implementing peer assessment.

Looking at the transcripts of all participants about their understanding of peer assessment, it then can be concluded that peer assessment is a type of assessment involving the students to assess their peers' performance or attitude through observation. Therefore, it can be said that students at STKIP Muhammadiyah Aceh Barat Daya who have carried out peer assessments in their classes, understand the definition of peer assessment itself.

Students were responding that peer assessment is much more effective because by conducting peer assessment students can assess how familiar with the material they have learned by being assessed by others through presentations made in class. However, two other students responded that peer assessment was not effective in class because some students were not honest in conducting this peer assessment. Therefore, it can be concluded that out of 15 students, more students agree with the implementation of peer assessment in the classroom than other assessments.

Regarding the implementation of more effective techniques for peer assessment, ten students provided their insight on how to improve this assessment application in the classroom, whereas the rest (3 students) did not say anything. This suggestion was also supported by five other students who argued that judging friends is very difficult to do, especially since friends who are assessed are close friends, it will cause problems in friendship if there is no confidentiality between the assessor and the assessed, then other students suggest that there should be rules made by the lecturer so that this assessment is more effective in class.

The benefits of peer assessment as a review factor are to increase student motivation in learning, establish good cooperation between teams, practice good speaking, practice honesty, and get feedback as improvements so that in the future can be even better in carrying out learning and good in attitude. The purpose of the peer assessment in question is to be able to improve students' autonomous learning abilities, increase student confidence in assessing their friends, improve their social relations, be able to reflect on the advantages and disadvantages of their learning performance, can encourage learning motivation, improve critical thinking skills and improve knowledge. Of the 15 students interviewed, all of the students conveyed the same thing, therefore it can be concluded that peer assessment has many benefits for students. However, some conveyed the weaknesses of the peer assessment itself, namely that some students felt insecure in assessing their colleagues due to a close friendship relationship because some students did not like being judged by their friends and did not want to receive input from other students. So because of this, it makes the implementation of peer assessment less effective with close friends, said the student. In carrying out learning, there must be challenges experienced by each student which makes learning less effective. This is also found in the implementation of peer assessment. In implementing this peer assessment it is very difficult to do if the friend who wants to be assessed is quickly offended by the input given by his friend. Many of them did not want to accept his comments because they were considered insults, so this peer assessment was not carried out seriously. It is undeniable that humans feel uncomfortable very quickly even though it is a task that aims to improve their self-competence, therefore lecturers should provide special assessment requirements and good rules.

That's why if there is a peer assessment, constructive rules must be made about how to evaluate, to be able to receive and give good feedback, we must be able to manage our impulses and how to think independently carefully, and clearly. Such as using good and polite language so that friends are not offended by what they say. Peer assessment must be carried out fairly so that no lies occur during the assessment. Here the lecturer must be very observant to be a mediator so that there is no one-sided.

There are differences in belief on peer assessment that the participants held. The majority of them (13 students) believe that peer assessment is carried out fairly and honestly. However, 2 students did not believe in peer assessment because of their experience in conducting peer assessments, many held grudges and judged their friends dishonestly, and even put each other down. Therefore, they suggested that lecturers apply assessments carefully and limit these assessments to personal assessments that are not leaked by students so that this can be better implemented. In general, the perspective of students on the application of peer assessment in the classroom is very gossod. This can be seen from the average percentage of student perspectives from the five aspects studied which have very good criteria. This is in line with research conducted by (White, 2009) regarding the positive response to the application of peer assessment in public speaking courses at Tokyo Woman's Christian University. If viewed from the aspect of motivation.

In addition to the benefits for student self-development, peer assessment is also able to motivate student learning, and has increased during peer

activities. This can be seen in the many and very good benefits that students get. This explains that students are very enthusiastic about doing their assignments when given responsibility as assessors of their friends' assignments. They are motivated to assess their friends' presentations, especially when it can be concluded that the results of research on the benefits of this peer assessment activity are in line with what was revealed by Lew (2014) where the implementation of this peer assessment helps students in their learning process, builds their knowledge from feedback provided by other students and provides a valuable learning experience for students. So that students can carry out learning better in the future so they don't repeat the same mistakes, especially in terms of presentation.

The purpose of reflecting on the assessment is the assessment carried out by students according to the actual knowledge possessed by their friends. Related to this, out of 15 students, all responded that this peer assessment could not be believed to match the actual grades because many students lied in the assessment, therefore students suggested making rules to be more effective in class.

The results showed that the majority of the students interviewed showed a good understanding of the peer assessments, techniques for implementing peer assessments, benefits, goals, and challenges in carrying out learning using this peer assessment. They also believed that this type of assessment is useful and contribute positively to their learning. This is proven as the students were able to answer the satisfactory result. Many students also conveyed their experiences in carrying out peer assessments in-class learning in detail, of the 15 students all had experience in conducting peer assessments well. They also understand how to apply this assessment well and ways to improve its implementation in the class. This is in line with research conducted by White (2009) in which he found a positive response to the application of peer assessment in public speaking courses at Tokyo Woman's Christian University.

If viewed from the aspect of motivation. In carrying out peer assessment, of course, good techniques are also needed so that the implementation is maximized. This opinion is also supported by (Mashuri et al., 2018), who said that peer assessment is assessing friends both in terms of presentation and attitude as well as feedback from tutors. The respondents agreed that they had a positive experience in implementing peer assessment. 13 of 15 students interviewed responded that peer assessment was more effective because many preferred to be assessed by their friends to be able to bring change to the students who were assessed. This is in line with Rotingah et al (2017) who found that peer assessment lead to the improvement of the student's knowledge. In addition, the students also reported on how peer assessment was able to bring them many advantages such as growing motivation to study, strengthening friendships, growing a high social sense of their classmates, and also making good teamwork between teams. Learning enthusiasm is another positive experience that the students reported in the interview. This result is also in line with Depani et al (2020) who examined how much influence peer assessment has on student learning and the results very influential to improve student learning outcomes and Lew et al (2007) which highlighted how peer assessment can help students in their learning process, build their knowledge from feedback given by other students as well as providing valuable learning experiences for their students.

However, to establish an effective peer assessment, the students have their share too. They need to understand the procedure and the aspects of assessment in the rubric. Understanding this becomes a prominent challenge reported by the majority of the respondents. This is related to their readiness to be an assessor for their friends, and many of them reported that they are not ready and find it difficult. Noviyanti et al (2014) found the same result in their research. They found that many students were not ready to become evaluators because many of them did not understand the assessment rubric provided.

Students' characters also become a challenge in implementing peer assessment. Many respondents expressed their disbelief at the scores their friends put in the rubric as they viewed that many were not honest. The solution offered by students is that there must be confidentiality regulations regarding the assessment rubric provided by the tutor. In other words, only the student who is the evaluator and the tutor knows how the assessment is scored. The results of this study are also in line with Hairida (2018) who wrote that peer assessment would be difficult to believe because this is related to friendship. that would be bad too. Kritikos et al (2011) said that if the tutor wants to implement peer assessment in the classroom, the tutor must have good skills in managing his students by giving directions because it can foster students' self-confidence in conducting peer assessments.

CONCLUSION

Based on the results of the research conducted, the result is that the student's perspective on peer assessment is very good and effective in learning. This was obtained from the results of open interviews with students who had implemented peer assessment in class with their lecturers. The positive perspective the participants mentioned on the application of peer assessment is the opportunity of learning to be honest, practice good collaboration, and get feedback for the improvement of their work. However, some negative attitudes such as insecurity due to assessing their close friends become concerns of the participants when conducting peer assessment. This attitude would lead to dishonesty in assessment and not taking the peer assessment seriously. Future researchers who are interested in studying student perspectives on peer assessment should use structured interviews to get a more detailed explanation of the respondent's perspective.

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