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Cultivating Metacognitive Awareness through Self-Assessment: An Instrument for Evaluating Four Language Skills in Arabic Learning

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Abstract

Affective domain assessment in Arabic language learning is still rarely done systematically due to time constraints and teacher confusion over assessment indicators. As a result, students are less involved in reflective processes that support learning awareness and self-regulation. This study aims to develop a self-assessment instrument on the four Arabic language skills (listening, speaking, reading, and writing), which also train students' metacognitive abilities. The research method employed is the Borg and Gall development steps by adapting them into four steps: Research and information collecting, planning, product development, and validity test. This research produces a self-assessment instrument that combines the Arabic textbook of the Ministry of Religious Affairs (2020) and the competency standards of KMA 183 (2019) for the four Arabic language skills. The self-assessment instrument contains: 1) title; 2) instructions for filling; 3) student identity; 4) theme and basic competencies that must be achieved; and 5) self-assessment questionnaire. The validation results from the three validators indicated that the self-assessment instrument was valid and appropriate for use in assessing students' proficiency in Arabic language learning.

Keywords: *self-assessment, metacognitive, Arabic language learning*

Abstrak

Penilaian ranah afektif dalam pembelajaran bahasa Arab masih jarang dilakukan secara sistematis karena keterbatasan waktu dan kebingungan guru atas indikator penilaian. Akibatnya, siswa kurang dilibatkan dalam proses reflektif yang mendukung kesadaran belajar dan regulasi diri. Penelitian ini bertujuan mengembangkan instrumen penilaian diri pada keempat keterampilan berbahasa Arab (menyimak, berbicara, membaca, dan menulis) yang sekaligus melatih kemampuan metakognitif siswa. Metode penelitian yang digunakan adalah metode penelitian pengembangan model Borg dan Gall yang diadaptasi menjadi empat langkah yaitu: pencarian dan pengumpulan informasi, perencanaan, pengembangan produk, dan uji validasi. Penelitian ini menghasilkan produk instrumen penilaian diri yang mengkombinasikan antara pada buku pelajaran Bahasa Arab kemenag 2020 dan standar kompetensi KMA 183 tahun 2019 pada keempat keterampilan berbahasa Arab. Konten instrumen penilaian diri berisi: 1) judul; 2) petunjuk pengisian; 3) identitas diri siswa; 4) tema dan kompetensi dasar yang harus dicapai; serta 5) angket penilaian diri. Hasil validasi dari ketiga validator menyatakan bahwa produk instrumen penilaian diri telah valid dan layak untuk diterapkan pada siswa dalam menilai diri mereka sendiri pada pembelajaran bahasa Arab.

Kata Kunci: *penilaian diri, metakognitif, pembelajaran bahasa Arab*

Introduction

Arabic language learning emphasizes three important aspects that are interrelated with each other: learning content, learning process, and learning outcomes.¹ Learning outcomes become a benchmark for the achievement of learning objectives and are measured through assessment.² Assessment not only evaluates student learning outcomes but is also an information tool for teachers to determine student learning needs and progress.³ According to Bloom, learning outcomes encompass

¹ M Elfan Kaukab, "PENILAIAN AUTENTIK DALAM PEMBELAJARAN BAHASA ARAB," *NIVEDANA : Jurnal Komunikasi Dan Bahasa* 2, no. 1 (August 10, 2021): 60–75, <https://doi.org/10.53565/nivedana.v2i1.282>.

² Layli Putri Arfianti Harahap, Yuli Mulyawati, and Elly Sukmanasa, "The Effect of Applying the Mentimeter Media Assisted Problem Based Learning Model on Mathematics Learning Outcomes in Data Presentation Materials," *International Research-Based Education Journal* 5, no. 1 (2023): 128–39, <http://journal2.um.ac.id/index.php/irbej/article/view/30907>.

³ Harits Masduqi and Fatimah, "Assessment in Indonesian Higher Education: Developing a Reading Comprehension Test for English Students," *International Research-Based Education Journal* 4, no. 1 (2022): 1–13, <https://doi.org/10.17977>.

cognitive, affective, and psychomotor domains.⁴ In Arabic language instruction, the psychomotor domain relates to language skills.⁵ To achieve holistic learning, all three domains must be assessed.

However, the assessment of the affective domain, which includes students' attitudes, motivation and responsibility, is often overlooked, despite its crucial role in character building and learning success. Neglecting the affective domain can lead to teacher-centered classes and graduates who lack social awareness and positive dispositions.⁶ This results in passive learning among students, who simply listen to the teacher's explanations and take notes.⁷ Addressing this gap is in line with the Indonesian government's initiative through the *Pancasila Learner Profile Strengthening Project (P5)* in *Merdeka Curriculum*, which places character development as a top priority.⁸

Affective assessment evaluates students' attitudes towards learning, the learning environment and their teachers.⁹ Students who exhibit positive or negative affectivity during the learning process have a significant influence on their learning success.¹⁰ Many teachers report challenges in choosing practical and valid methods to assess this domain.

⁴ Ina Magdalena, *Evaluasi Pembelajaran Sekolah Dasar*, ed. Resa Awahita, 1st ed. (Sukabumi: CV Jejak, anggota IKAPI, 2023), https://books.google.co.id/books?hl=id&lr=&id=C3nrEAAAQBAJ&oi=fnd&pg=PP1&dq=evaluasi+pembelajaran+dalam+ketiga+ranah&ots=lxw8T8Z3OV&sig=vBKVvXliSHMwtobbHc0kpwYxHII&redir_esc=y#v=onepage&q=evaluasi+pembelajaran+dalam+ketiga+ranah&f=false.

⁵ Moh Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) Dalam Pembelajaran Bahasa Arab*, ed. Tim CV. Bintang Sejahtera, 1st ed. (Malang: CV. Bintang Sejahtera, 2023).

⁶ Yen-Ku Kuo et al., "Exploring the Impact of Emotionalized Learning Experiences on the Affective Domain: A Comprehensive Analysis," *Heliyon* 10, no. 1 (January 2024): e23263, <https://doi.org/10.1016/j.heliyon.2023.e23263>.

⁷ Nanang Kosim et al., "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 31, 2024): 144–65, <https://doi.org/10.19105/ajpba.v5i2.14804>.

⁸ Nurzanah Sri Hastuti et al., "Instrumen Penilaian Diri Sebagai Salah Satu Penilaian Dimensi Gotong Royong Peserta Didik Pada Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila," *Syntax Idea* 6, no. 2 (February 10, 2024): 569–76, <https://doi.org/10.46799/syntax-idea.v6i2.2960>.

⁹ Djemari Mardapi and Ari Setiawan, *Penilaian Afektif*, 1st ed. (Yogyakarta: Parama Publishing, 2018).

¹⁰ Ainin, *Penilaian Berpikir Tingkat Tinggi (HOTS) Dalam Pembelajaran Bahasa Arab*.

Unlike cognitive and psychomotor assessment, affective assessment does not have clear and applicable tools.¹¹ However, according to the Arabic learning assessment book,¹² it is mentioned that self-assessment can be used to measure cognitive, affective, and skill competencies. Self-assessment is emerging as a promising solution, which allows students to evaluate their own learning process and achievements. Research shows that self-assessment increases motivation, self-efficacy, self-regulation, and builds a sense of ownership in learning.^{13,14} At the senior high school level, students are also increasingly capable of developing metacognitive skills, which are fundamental to effective self-assessment practices. Metacognitive thinking skill is thinking about what they are thinking and making changes in the way they think to achieve certain goals.¹⁵

Observations at MAN 2 Yogyakarta show that Arabic teachers still rely on generic observation sheets to assess affective aspects, without clear indicators or structured criteria. Furthermore, self-assessment has not been implemented, mainly due to a lack of understanding on how to design and implement it effectively for students. This situation reflects the urgent need to develop valid and practical self-assessment instruments that support the evaluation of student learning, especially in the affective domain and through a metacognitive perspective.

In Indonesia, several researchers have discussed the development of self-assessment instruments. One of them is the development of a self-assessment instrument to assess Technological Pedagogical Content Knowledge (TPACK) of hots-based mathematics teacher candidates, which produces a valid and reliable hots-based TPACK instrument with

¹¹ Kuo et al., "Exploring the Impact of Emotionalized Learning Experiences on the Affective Domain: A Comprehensive Analysis."

¹² Abdul Munip, *Penilaian Pembelajaran Bahasa Arab*, 1st ed. (Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2017).

¹³ Yuko Goto Butler, "Self-Assessment in Second Language Learning," *Language Teaching* 57, no. 1 (January 9, 2024): 42–56, <https://doi.org/10.1017/S0261444822000489>.

¹⁴ Bismar Sibuea et al., "Penilaian Diri Dan Penilaian Reflektif," *Jurnal Ilmiah Universitas Batanghari Jambi* 23, no. 2 (July 26, 2023): 1376, <https://doi.org/10.33087/jiubj.v23i2.3440>.

¹⁵ Ridwan Abdullah Sani, *Penilaian Autentik*, ed. Riza Dwi Aningtyas (Jakarta: Bumi Aksara, 2022).

a reliability level of 0.95.¹⁶ Furthermore, the development of online self- and peer-assessment instruments on the material of badminton lob shot skills in PJOK subjects at SMPN 21 Malang, which resulted in a feasible assessment instrument to use with minor revisions.¹⁷ The closest research in 2024 is the development of self-assessment instruments as one of the dimensions of students' cooperation in the implementation of P5.¹⁸

Although all three studies developed self-assessment instruments, none of them addressed Arabic language learning. Arabic has unique challenges as a foreign language: a different script, complex grammar, extensive vocabulary, and limited natural exposure. These characteristics increase the difficulty of learning Arabic compared to other subjects and require customized assessment approaches. The uniqueness and concept of andragogy in Arabic must be well understood in order to achieve learning objectives.¹⁹ Additionally, prior studies investigating self-assessment at the senior high school level have focused on areas such as student counseling,²⁰ value development,²¹ and creativity in vocational education.²² However, these studies did not

¹⁶ Ahmad Zaeni, Wardani Rahayu, and Makmuri Makmuri, "PENGEMBANGAN INSTRUMEN SELF ASSESSMENT TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) CALON GURU MATEMATIKA BERBASIS HOTs," *Teorema: Teori Dan Riset Matematika* 6, no. 1 (March 20, 2021): 59, <https://doi.org/10.25157/teorema.v6i1.4960>.

¹⁷ Aji Samsudin et al., "Pengembangan Instrumen Penilaian Diri Dan Sejawat Secara Online Pada Materi Keterampilan Pukulan Lob Bulutangkis Mata Pelajaran PJOK Di SMPN 21 Malang," *Sport Science and Health* 5, no. 2 (February 28, 2023): 148–57, <https://doi.org/10.17977/um062v5i22023p148-157>.

¹⁸ Sri Hastuti et al., "Instrumen Penilaian Diri Sebagai Salah Satu Penilaian Dimensi Gotong Royong Peserta Didik Pada Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila."

¹⁹ Iis Susiawati Abdullah and Dadan Mardani Samsudin, "Learning Arabic Language Skills for Adults (Jack C. Richard Thought Review)," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 2 (July 31, 2022): 103–23, <https://doi.org/10.19105/ajpba.v3i2.5924>.

²⁰ Syarifuddin Dahlan, "Self-Assessment Based Counseling: A Further Study Planning Service in High School," *International Journal of Instruction* 14, no. 1 (January 1, 2021): 411–26, <https://doi.org/10.29333/iji.2021.14i24a>.

²¹ Ihor Bakiko, Tetiana Krutsevich, and Sergii Trachuk, "Effect of Physical Development Self-Assessment Indicators on Value Orientation Structure Formation in Senior School Age Students," *Physical Education Theory and Methodology* 22, no. 2 (June 25, 2022): 151–57, <https://doi.org/10.17309/tmf.2022.2.01>.

²² Sri Sumarni, Vernanda Atik Dewi Sasanti, and Ida Nugroho Saputro, "Developing Creativity Assessment Instruments for Building Engineering Vocational

explore self-assessment in the context of Arabic language learning, which demands the mastery of four distinct skills, listening, speaking, reading, and writing, each requiring specific learning strategies.

Therefore, this study aims to fill the gap by developing a self-assessment instrument for Arabic language learning, especially for 10th grade students at MAN 2 Yogyakarta. In previous studies, the self-assessment instruments developed targeted directly at the affective domain of students. While the novelty in this study is that the instrument to be developed is designed to assess the skills domain of students in Arabic language learning, namely listening, speaking, reading and writing. While students' metacognitive abilities are trained and formed from students' habits in doing self-assessment, which will result in self-reflection on their strengths and weaknesses in mastering Arabic language skills.

Strengthening students' metacognition enables them to reflect on, plan, and regulate their own learning, ultimately fostering learner autonomy and improving outcomes.²³ If metacognition is the key to self-assessment, then guiding students on *how* to assess themselves and *what* criteria to consider is essential for successful implementation.²⁴ Thus, the development of this instrument is both necessary and scientifically significant.

Method

This research is a type of Research and Development (R&D) project, adapted from Borg and Gall's development model. Development research is a type of research that seeks to develop new products or improve existing ones by following established research method procedures, conducting field trials, evaluating and testing their effectiveness, and revising products until they meet the criteria of

High School Students Based on Self-Assessment in Creative and Entrepreneurial Product Subjects," *Qubahan Academic Journal* 5, no. 1 (March 3, 2025): 461–75, <https://doi.org/10.48161/qaj.v5n1a1389>.

²³ Reni Ratih Artanti and Tri Rijanto, "Kemampuan Komunikasi, Kolaborasi, Metakognisi, Dan Hasil Belajar Mata Pelajaran Operasi Teknik Kimia," *Jurnal Pendidikan Madrasah* 9, no. 2 (November 30, 2024): 237–44, <https://doi.org/10.14421/jpm.2024.237-244>.

²⁴ Thomas Devere Wolsey, "Self-Assessment in Reading," in *The TESOL Encyclopedia of English Language Teaching* (Wiley, 2020), 1–8, <https://doi.org/10.1002/9781118784235.eelt0497>.

existing standards.²⁵ Borg and Gall state ten systematic steps that can be taken in development research.²⁶ The model is illustrated in the following figure:

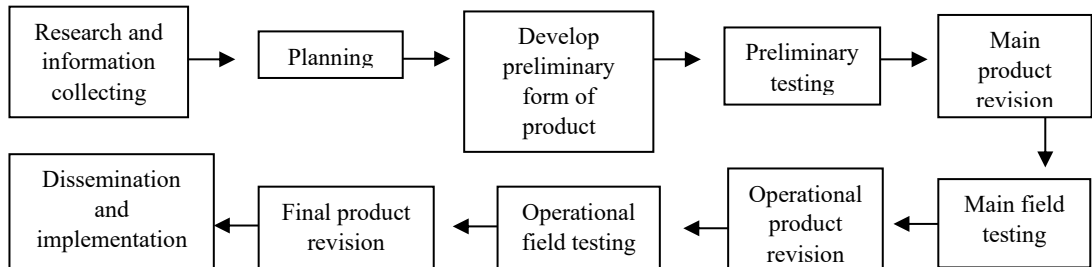


Figure 1. Ten steps of R&D according to Borg and Gall

Researchers used these steps by adapting them into four steps, which are illustrated in the following figure:

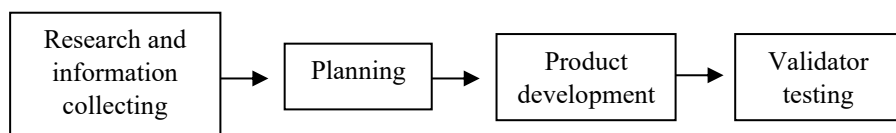


Figure 2. Adaptation of Borg and Gall R&D steps

Development Procedure

Researchers used the Borg and Gall development steps by adapting them into four steps due to time constraints, allowing this research to reach only the expert validation stage.

1. Research and Information Collecting

This phase involves a procedure for gathering preliminary information about the needs and conditions in the field. This information acquisition is conducted through two stages, comprising a literature study and a field study. Literature study involves obtaining information from reading literature related to self-assessment, while field study entails gathering information about the needs and conditions of students, the books used, the materials to be studied, and the learning outcomes that must be fulfilled.

²⁵ Ni Putu Aprilia Krismony, Desak Putu Parmiti, and I Gusti Ngurah Japa, "Pengembangan Instrumen Penilaian Untuk Mengukur Motivasi Belajar Siswa SD," *Jurnal Ilmiah Pendidikan Profesi Guru* 3, no. 2 (September 4, 2020): 249, <https://doi.org/10.23887/jippg.v3i2.28264>.

²⁶ Sugiyono, *Metode Penelitian & Pengembangan*, 4th ed. (Bandung: Alfabeta, 2019), <https://opac.perpusnas.go.id/DetailOpac.aspx?id=1326614>.

2. Planning

This phase involves product design, compiled based on information obtained from the research and information collecting phase. This phase aims to ensure the completeness of the elements that will be included in the develop product.

3. Product Development

This phase involves developing the initial product following the product design that has been prepared. The purpose of this phase is to produce self-assessment instrument product that is ready to be used to measure students' abilities in the four Arabic language skills by the predetermined competency standards.

4. Validator Testing

The test and evaluation phase in this research is conducted through validation tests conducted by experts. The instrument that has been developed is validated to ensure that its content and construction align with the objectives and assessment standards. The validators in this study consisted of three people, comprising two assessment validators and one teacher, who served as a practitioner of Arabic lessons. The revision stage will be carried out based on input and suggestions from the three validators continuously until a valid instrument is obtained for use by students. The validation was conducted by submitting the developed product and a validation questionnaire. The questionnaire was filled in by choosing one of the four values that became the evaluation criteria as follows:

Table 1. Instrument validity score criteria

Score	Criteria
4	Very Good
3	Good
2	Enough
1	Bad

The validation results from each validator are calculated using the following formula:

$$P = \frac{\sum x \times 100\%}{\sum xi}$$

Formula description:

P : Percentage of validity of the questionnaire

$\sum x$: Value of the given questionnaire

$\sum xi$: Value of the whole questionnaire

Location and Participant

This research was conducted at MAN 2 Yogyakarta, specifically with the 10th-grade students. The selection of this school is based on the applied Arabic learning assessment, which uses authentic assessment, but has never applied the type of assessment that targets the affective domain of students. So, the development of a self-assessment instrument in this school is considered necessary by researchers as a reference for teachers in assessing students' affective aspects. While the selection of grade 10 is based on the consideration that grade 10 is a grade level that has been considered capable of developing metacognition skills, as the basis for the application of self-assessment by teachers. In addition, grade 10 is considered to have a longer duration of Arabic learning than grades 11 and 12 at school.

Data Collection and Analysis Techniques

In this research, the instruments used for data collection are divided into three, which are observation, interview, and product validation questionnaire. This observation is used to determine and observe student participation and involvement in learning.²⁷ Once collected, the data were analyzed using both qualitative and quantitative data analysis techniques. Researchers analyzed qualitative data using qualitative descriptive techniques to fully describe the results of observations and interviews conducted with students and teachers about Arabic language learning at school, as well as to detail the comments and suggestions of the three validators written on the instrument validation sheet. While in quantitative data analysis, researchers used statistical analysis techniques to determine the validity of the instrument that had been developed.

²⁷ Nur Fitriyani et al., "The Application of the Loud Reading Strategy (Al Qira'ah Al Jahriyyah) Based on Pop-Up Books in Enhancing Arabic Reading Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 10, 2025): 23–41, <https://doi.org/10.19105/ajpba.v6i1.15978>.

Results and Discussion

Research and Information Collecting

This phase is divided into two steps there are literature study and field study.

A. Literature Study

To gain an overview of the self-assessment instrument developed, researchers read some literature related to self-assessment in learning. The literature is in the form of affective assessment book,²⁸ discussions of self-assessment listed in authentic assessment book,²⁹ Arabic Learning Evaluation book,³⁰ and book on Motivation Theory and Its Measurement: Analysis in the Field of Education.³¹ By reading these books, researchers can deepen their understanding of affective assessment as a domain that is also important in determining student success in learning.

In addition, researchers also read internationally reputable journals related to the affective domain, self-assessment, and metacognition. Based on a review of the various international journals, self-assessment is more effective when applied to formative evaluation.^{32,33} The role of self-assessment is not only as a measurement tool but also serves as a learning and teaching tool, namely, the impact of self-assessment on students' second language learning, self-regulation, and self-efficacy.^{34,35} Self-assessment

²⁸ Sani, *Penilaian Autentik*.

²⁹ Imam Asrori, Muhammad Thohir, and Moh. Ainin, *Evaluasi Pembelajaran Bahasa Arab*, 4th ed. (Malang: Misykat Indonesia, 2020).

³⁰ Asrori, Thohir, and Ainin.

³¹ Hamzah B Uno, *Teori Motivasi & Pengukurannya Analisis Di Bidang Pendidikan* (Jakarta: Bumi Aksara, 2016).

³² Toni Mäkipää, "Students' and Teachers' Perceptions of Self-Assessment and Teacher Feedback in Foreign Language Teaching in General Upper Secondary Education – A Case Study in Finland," ed. Sammy King Fai, *Cogent Education* 8, no. 1 (January 1, 2021), <https://doi.org/10.1080/2331186X.2021.1978622>.

³³ Albert C.M. Yang et al., "How Students' Self-Assessment Behavior Affects Their Online Learning Performance," *Computers and Education: Artificial Intelligence* 3 (2022): 100058, <https://doi.org/10.1016/j.caeai.2022.100058>.

³⁴ Zi Yan, Ming Ming Chiu, and Po Yuk Ko, "Effects of Self-Assessment Diaries on Academic Achievement, Self-Regulation, and Motivation," *Assessment in Education: Principles, Policy & Practice* 27, no. 5 (September 2, 2020): 562–83, <https://doi.org/10.1080/0969594X.2020.1827221>.

³⁵ Butler, "Self-Assessment in Second Language Learning."

influences and affects students' intrinsic motivation in learning because students can see that they are making progress every time they do self-assessment, and become more motivated to improve their knowledge.^{36,37,38} Metacognition is also the key to maximizing the application of self-assessment, due to its role as an essential high-level ability that forms the foundation for successful self-regulation. Thus, overall, strengthening metacognition and the application of self-assessment are closely interrelated because they support each other in the educational environment.³⁹ The following is a concept map on self-assessment based on the results of the review of these journals.

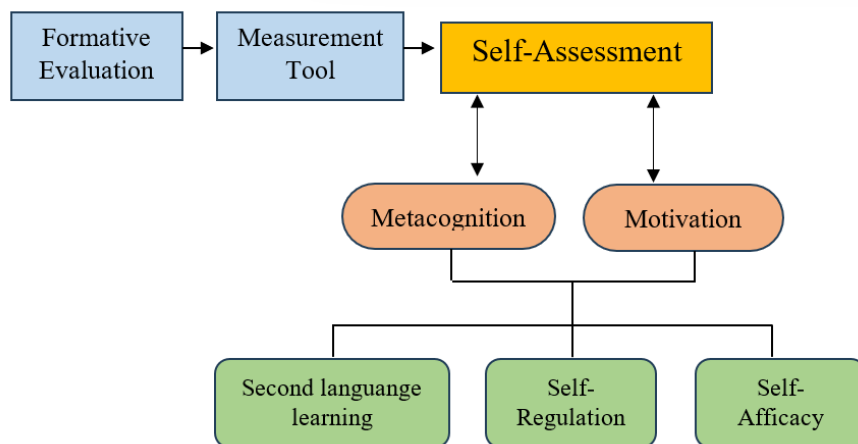


Figure 3. Concept map

³⁶ Fawaz Ali Ahmed Qasem, "The Effective Role of Learners' Self-Assessment Tasks in Enhancing Learning English as a Second Language," *Arab World English Journal* 11, no. 3 (September 15, 2020): 502–14, <https://doi.org/10.24093/awej/vol11no3.33>.

³⁷ Diana L. Thatcher, Cinzia Cervato, and Charles Kerton, "The Importance of Affective Learning Goals: Lessons Learned from the Design and Evolution of a Geoscience Course for Preservice Primary Teachers," *SN Social Sciences* 2, no. 10 (September 23, 2022): 207, <https://doi.org/10.1007/s43545-022-00477-7>.

³⁸ Wolsey, "Self-Assessment in Reading."

³⁹ Renol Aprico Siregar, Nenden Sri Lengkanawati, and Ika Lestari Damayanti, "METACOGNITIVE STRATEGIES IN MEDIATING EFL ADULT LEARNERS' SELF-REGULATED LANGUAGE LEARNING: A SYSTEMATIC REVIEW," *LLT Journal: A Journal on Language and Language Teaching* 27, no. 1 (April 16, 2024): 252–72, <https://doi.org/10.24071/llt.v27i1.5502>.

B. Field Study

Researchers then proceeded to the field study stage, employing observation techniques and conducting interviews with teachers and students. The result of this stage is the information obtained that Arabic language learning so far has only emphasized memorization of vocabulary and practice in reading and writing skills. Researchers also obtained information that, due to the unavailability of Arabic language book with independent curriculum standards set by the government, the textbook and learning outcomes applied in the classroom are still based on the 2013 curriculum. The materials that will be taught in the current semester are three materials listed in the Arabic language book of the Ministry of Religion in 2020 with the titles 1) الحياة اليومية, 2) الهواية and 3) الطعام والشراب.

Planning

Product design is carried out to ensure the completeness of the elements contained in the developed product. Product planning in this study includes:

A. Material and Competency Standards

The material used adapts to the material that will be taught by the teacher, entitled: 1) الحياة اليومية; 2) الهواية; 3) الطعام والشراب, as well as combining these materials with the competency standards of KMA 183 in 2019 which are described in the following table:

Table 2. List of Materials with Competency Standards of KMA 183

Chapter	Material Themes	Speech Acts	Grammatical
3	الحياة اليومية /Daily Life (Daily Activities – Time -Daily Worships)	Saying and Answering Salaam	Verb Classifications - Masculine and Feminine
4	الهواية /Hobbies (Types of Hobbies - Islamic Holidays) الطعام والشراب /Food &	Giving an Opinion	Interrogative Tools
5	Drink (Food & Drink - Fruits & Vegetables)	Asking for Attention and Advertisement	Time and Place Circumstance

B. Instrument Format

1. Form of Instrument:

The assessment instrument is prepared in the form of a questionnaire on paper sheets.

2. Instrument Language:

The statements on the questionnaire are clear, concise, and easy to understand.

3. Level of Assessment:

Each language skill assessed has five levels of ability that the students themselves will measure. The levels of ability assessment on the instrument are arranged according to the ability of grade 10th students, sorted from 1 (lowest category), 2 (low category), 3 (intermediate category), 4 (advanced category), and 5 (very advanced category). These levels are based on ACTFL (American Council on the Teaching of Foreign Language) standard and adapted to the ability of students in Arabic language learning in Indonesia. ACTFL is one of the internationally used programs that contributes to measuring language proficiency across four language skills.⁴⁰ The level can be illustrated with the following figure:

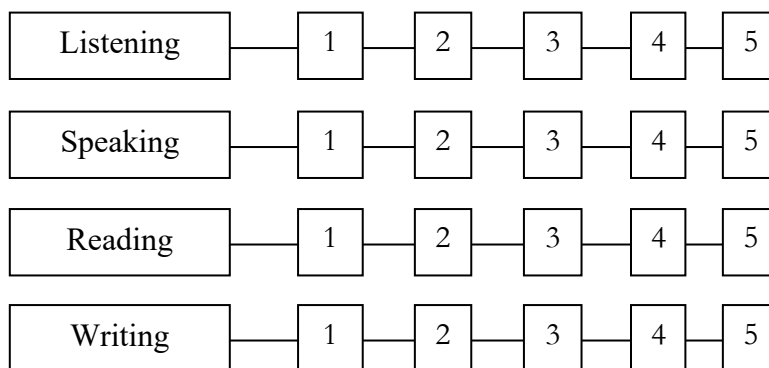


Figure 4. Illustration of the levels of assessment

⁴⁰ Dadang Firdaus et al., "Menakar Al Maharah Al Lughawiyah Dalam KMA 183 Dengan Standar ACTFL," *Shaut Al Arabiyyah* 11, no. 1 (July 25, 2023): 1–18, <https://doi.org/10.24252/saa.v11i1.29255>.

4. The number of statements:

The number of statement items at each level contains 1-2 statements, adjusted to the competency standards of KMA 183 used.

Product Development

The product that has been designed is then realized into the developed product. The researcher compiled specific and measurable statement items based on the material and competencies determined in the design phase. The content of the self-assessment instrument is as follows:

A. Title

<p>Instrumen Penilaian Diri Siswa</p> <p>Mata Pelajaran Bahasa Arab Kelas X</p>

Figure 5. The Title of The Instrument

The title serves to inform students about what will be done on the instrument sheet.

B. Instructions for filling out

It contains an explanation of how students fill out the self-assessment questionnaire provided.

<p>Petunjuk Pengisian:</p> <ol style="list-style-type: none"> 1. Tulislah identitas diri anda pada tempat yang telah tersedia. 2. Bacalah dengan cermat setiap pernyataan yang ada pada kolom Tingkat Kemampuan Siswa Berbahasa Arab sesuai keterampilan berbahasanya. 3. Berikan tanggapan yang sesuai dengan fakta yang Anda rasakan dengan memberi tanda cek list (✓) pada kolom yang tersedia. 4. Setelah semua selesai diisi, mohon kumpulkan di atas meja guru. 5. Terimakasih atas partisipasinya.
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Figure 6. The Instructions of The Instrument

C. Student identity

Completed with information on the student's name and class, as well as the meeting of Arabic lessons at which the questionnaire was filled out.

<u>Identitas Diri</u>	
Nama	:
Kelas	:
Pertemuan ke	:

Figure 7. Student Identity on The Instrument

D. Theme and competency standards that must be achieved

It contains the theme of the lesson from each meeting and an explanation of the basic competency standards according to KMA 183.

١) الحياة اليومية	
Standar Kompetensi Dasar KMA 183	
Judul	: الحياة اليومية (الأنشطة اليومية – الساعة – العبادة اليومية)
Tindak Tutur	: mengucapkan selamat dan meresponnya
Gramatikal	: أقسام الفعل – المذكر والمؤنث

Figure 8. Theme on The Instrument

E. Self-assessment questionnaire

It contains the four skills that are assessed along with the level of competence possessed by students. The statements in the questionnaire were compiled based on ACTFL levels (novice-intermediate level) and adjusted according to the ability of Indonesian students in Arabic language learning.

Keterampilan	1	2	3	4	5
Istima'	1) Saya bisa mengidentifikasi jeda/kesenyapan dalam kata dan kalimat bahasa Arab yang diperdengarkan. 2) Saya bisa mengenali ucapan dan makna dari beberapa kata yang menunjukkan pada benda-benda fisik mengenai الحياة اليومية (seperti pintu, lemari, sapu, dll) serta beberapa kata kerja sederhana, baik yang lampau (فعل) maupun yang terjadi saat ini (فعل) (المضارع), yang berkaitan dengan topik الحياة اليومية.	1) Saya mampu mengidentifikasi isi kalimat-kalimat lepas tentang الحياة اليومية yang diperdengarkan.	1) Saya mampu menemukan informasi-informasi tersurat pada narasi lisan tentang الحياة اليومية.	1) Saya mampu menemukan perbedaan aktivitas harian antar pembicara pada percakapan yang terjadi antara dua orang tentang الحياة اليومية.	1) Saya mampu menemukan informasi-informasi tersirat pada narasi lisan tentang الحياة اليومية. 2) Saya mampu menemukan kelebihan dan kekurangan dari aktivitas sehari-hari antar penutur pada percakapan yang terjadi antara tiga orang atau lebih, serta dapat memahami informasi dari penyebutan mudzakkar, muannats, mufrad, mutsanna, jamak, orang pertama, orang kedua dan orang ketiga yang disebutkan oleh penutur.
Kalam	1) Saya mampu melafalkan bunyi kata dan kalimat	1) Saya mampu mengemukakan/	1) Saya mampu menceritakan kegiatan	1) Saya mampu berdialog berdua dengan teman	1) Saya mampu berbicara secara monolog

Figure 9. Theme on The Instrument

Validity Test

After developing the self-assessment instrument, researchers conducted a validation test with three validators, comprising two assessment validators and one practitioner. The two validators of the assessment were Professor Imam Asrori, M.Pd and Dr. Laily Maziyah, M.Pd. Both validators are lecturers in the Arabic language study program at the State University of Malang, with expertise in the field of Arabic

language materials and skills. In addition, Prof. Imam Asrori's expertise also encompasses the realm of learning evaluation, as evidenced by the book he wrote, titled Arabic Language Learning Evaluation.⁴¹ While Dr. Laily Maziyah is one of the lecturers who teaches the course "Evaluation of Learning" in the graduate program at the State University of Malang. The selection of the two lecturers as validators is due to their expertise relevant to the topic of this study. The third validator, who acted as a practitioner was taken from the 10th grade Arabic teacher of MAN 2 Yogyakarta Esthiningtyas Sheilla Purwandari, M.Pd., because the teacher knows better the limits of Arabic language ability possessed by 10th grade students of MAN 2 Yogyakarta so that the statements made in the assessment instrument are following the level of ability possessed.

Validation serves to determine and measure the feasibility of products that have been developed, both in terms of content and language. Validation was carried out by giving validation sheets to the three validators along with the products that had been developed. The assessment validator assesses the suitability of the material and the established competency standards, while the practitioner assesses the alignment and suitability between existing competency levels and student abilities. After completing the calculation of the validation results, researchers classified the results of the calculation into four criteria based on the following standards:

Table 3. Criteria Classification

Number	Range Percentage Score (%)	Criteria	Explanation
1	91-100	Very Good	It can be used without correction
2	81-90	Good	It can be used with little correction
3	71-80	Minus	It cannot be used and needs to be fixed
4	61-70	Bad	It cannot be used in education

The results of the validation questionnaire from the three validators are contained in the following table:

⁴¹ Asrori, Thohir, and Ainin, *Evaluasi Pembelajaran Bahasa Arab*.

Table 4. Validation Results of Self-Assessment
Instrument from The Three Validators

Validators	Percentages	Criteria
1 st Validator	90,62%	Good
2 nd Validator	93,75%	Very Good
3 rd Validator	96,87%	Very Good

Based on the validation results obtained, it can be concluded that the self-assessment instrument developed is valid and can be used to assess students' Arabic language skills; however, it requires minor revisions from the researchers.

Product revisions were made in response to the suggestions and feedback from the three validators to ensure that products meet qualifications.⁴² The suggestions from the first validator focused on the content of the statement points listed in the assessment questionnaire. First, in terms of speaking skills across all themes, the first validator suggested summarizing statements that were considered too lengthy and providing an explanation of the use of fi'il types according to the conditions in which they are used. Especially for speaking skills on the theme of "daily activities," he emphasized the need to further clarify the sentence, stating "the ability of students to say and respond to congratulations" according to the competency standards of KMA 183 expected in the theme. Secondly, in writing skills in all themes, he suggested combining the two statement points that look similar. Third, in writing skills columns 3, 4, and 5, grammatical aspects of types of fi'il and types of isim that indicate gender need to be added. Especially in column 4, he directed the clarification of the sentence "guided writing" according to the provided model, and in column 5, to clarify the meaning of "free writing" based on students' personal experiences.

The second validator suggestion focuses on correcting words that have multiple meanings. First, the second validator suggested changing the word "bisa" to "mampu" because "bisa" has two meanings in Indonesian. Second, she suggested changing the word "membaca" written in some statements in the questionnaire to "membaca dan memahami bacaan" to clarify the meaning of the word "membaca"

⁴² Annida Zulfa et al., "Developing an Innovative Board Game Using a Cooperative Learning Approach to Foster Interest in Learning Arabic," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 30, 2025): 99–119, <https://doi.org/10.19105/ajpba.v6i1.17834>.

written in the questionnaire. The third validator focused on improving words and sentences that were still misspelled (due to typos), as well as those that did not conform to the KBBI standard writing rules. Researchers then refined the product that had been developed based on the suggestions and insights provided by the three validators. After making revisions, the self-assessment instrument product can be distributed to 10th-grade students to become one of the assessment techniques in Arabic language learning.

Based on the collective feedback and suggestions from the three validators, researchers refined the developed instrument to improve its clarity, validity, and usability. These revisions included simplifying item statements, adding some language elements to certain statements, clarifying ambiguous meanings, improving grammatical aspects to conform to Indonesian language rules, and aligning competency standards with students' abilities. After the revision process, the self-assessment instrument was finalised and prepared for implementation with 10th-grade students as an alternative assessment tool in Arabic language learning, aimed at fostering students' metacognitive growth alongside their language skill development.

Discussion

The application of assessment in the affective domain is often neglected in the application to students. Despite the fact that the indicators in affective assessment are still often confusing for teachers, short lesson hours are also one of the obstacles to the application of this domain assessment. Self-assessment, as a type of affective assessment, is a solution that teachers can apply to save time, as it allows students to assess themselves. Self-assessment is an assessment technique that asks students to evaluate their own status, process, and level of achievement regarding the competencies they have learned.⁴³ In this study, researchers developed a self-assessment instrument for the four Arabic language skills, making the assessment process more efficient. It is because when students assess their language skills, they also reflect on the learning that has been done, thereby training and developing their metacognitive abilities. Self-assessment and metacognition form a blend that serves as a high-level ability to lay the foundation for successful self-

⁴³ Sani, *Penilaian Autentik*.

regulation.⁴⁴ Especially in the concept of Arabic language learning, this approach is very relevant because language skills develop through conscious practice, reflection, and continuous self-monitoring.

In addition to assessing the four Arabic language skills, the self-assessment instrument developed contains five levels of ability, adapted from ACTFL standards (novice-intermediate). However, it is also tailored to the abilities of students in Arabic language learning in Indonesia. The material on the self-assessment instrument is arranged by the material that the teacher will teach in the 2020 Ministry of Religion Arabic language book, with the titles: 1) الحياة اليومية; 2) الهواية; 3) الطعام

والشراب, and combined with the basic competency standards of KMA 183 in 2019. The product was developed through a systematic process, starting with a literature review, field studies, material planning and product format, product development containing titles, instructions for filling in, student self-identity, themes and competency standards, and self-assessment questionnaires, then product validation by experts.

To ensure that the results obtained from the assessment accurately reflect the conditions and needs of students, instrument validation must be conducted.⁴⁵ Validation by three experts, comprising two academics and one practitioner, demonstrated that the instrument was considered valid, with scores of 90.62%, 93.75%, and 96.87%, respectively. The results mean that the instrument model developed does not need to be re-modified, but still makes revisions according to the input from the validators, which include refining the wording of statements, adding some linguistic elements to some statements, clarifying ambiguous meanings, improving grammatical aspects to conform to Indonesian language rules, and aligning competency standards with student abilities.

The instrument developed in this study not only serves as a measurement tool for student achievement but also as a learning tool that allows students to reflect on their strengths and weaknesses independently. This statement is reinforced by Qasem's findings, which

⁴⁴ Siregar, Lengkanawati, and Damayanti, "METACOGNITIVE STRATEGIES IN MEDIATING EFL ADULT LEARNERS' SELF-REGULATED LANGUAGE LEARNING: A SYSTEMATIC REVIEW."

⁴⁵ Ayu Atikah, "Efektivitas Instrumen Asesmen Afektif Dalam Meningkatkan Kualitas Pembelajaran Bahasa Indonesia," *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa* 2, no. 3 (July 9, 2024): 40–48, <https://doi.org/10.59059/perspektif.v2i3.1451>.

indicate that one of the benefits of self-assessment, when clearly designed and by the competencies to be achieved, can foster motivation in students, making learning more efficient.⁴⁶ Increased motivation can only be seen from students' behavior towards learning.⁴⁷ Thus, the main contribution of this research is not only in the high instrument validity results, but also in supporting the transformation of students' roles from objects of evaluation to active subjects in the learning process. The findings of this study not only contribute directly to improving the quality of Arabic language learning in senior high schools but also enrich the literature in the field of educational evaluation, particularly in the assessment of students' affective domain.

Conclusion

This research produces an innovation in the form of a self-assessment instrument for the four Arabic language skills, which not only functions as an achievement evaluation tool but also serves as a reflective learning medium that trains students' metacognitive abilities. Previous studies have developed self-assessment instruments to assess students' affective abilities in the affective domain, including motivation, cooperation, and interest in learning. In contrast to those studies, the novelty in this study is the development of an instrument in the affective domain to assess the realm of students' Arabic language skills, namely listening, speaking, reading, and writing, while training and improving metacognitive abilities in this study is an indirect impact achieved by students when self-assessment is carried out.

Additionally, the material contained in this self-assessment instrument is derived from the Arabic language textbook published by the Ministry of Religious Affairs in 2020. materials in the Arabic language textbook of the Ministry of Religious Affairs 2020 with the theme: 1) الحياة اليومية; 2) الهواية; 3) الطعام والشراب, and the competency standards of KMA 183 in 2019. Each language skill assessed has five

⁴⁶ Qasem, "The Effective Role of Learners' Self-Assessment Tasks in Enhancing Learning English as a Second Language."

⁴⁷ Fauzana Annova and Rehani, "Konsep Pengembangan Bahan Ajar Bahasa Arab Bagi Peserta Didik Di Indonesia," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 2 (August 18, 2022): 141–61, <https://doi.org/10.19105/ajpba.v3i2.6228>.

levels of ability, ordered from the lowest number 1 to the highest number 5 based on ACTFL standard which has been adapted to the ability of students in Arabic language learning in Indonesia. The content of the self-assessment instrument contains: 1) title; 2) instructions for filling out; 3) student identity; 4) theme and competency standards to be achieved; and 5) self-assessment questionnaire. To ensure the validity of the product, this self-assessment instrument has been validated by three validators, with results of 90.62%, 93.75%, and 96.87%, and meets good eligibility criteria. The results show that the self-assessment instrument developed is feasible for students to use in assessing their progress in Arabic language learning.

This instrument addresses the gap in the field, specifically the limitations of teachers in assessing the affective domain due to unclear indicators and limited learning time. With a structured design, easy-to-understand language, and explicit indicators, this instrument facilitates the implementation of self-assessment without compromising face-to-face time. The implementation of self-assessment not only increases students' learning efficacy and self-awareness but is also in line with the spirit of the *Merdeka* Curriculum, which places students at the centre of active learning.

This research still has several limitations, one of which is the absence of an effective study of the products that have been developed. Therefore, the suggestion to future researchers is to develop affective assessment products that can be tested for effectiveness, so that the impact of the products developed on student learning development can be determined. Additionally, the self-assessment instrument developed in this study remains in paper form. Future researchers are expected to develop self-assessment instruments that are integrated with technology, such as applications or the web, so that student self-assessment and development can be more easily monitored and evaluated.

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