Reflective Journal Development As Self-Assessment

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ABSTRACT

Self-assessment in learning is rarely used during classroom learning. Students as adults should engage in self-assessment to accommodate need. The reflection journal writing activities used by students at the end of each study are one alternative to self-assessment. Reflective thinking, reflective questions, reflections and reflective practices are often used interchangeably, although there is little difference. The purpose of this research is to know the results of reflective journal product development in accordance with validation experts, lecturer studies, and student responses. This type of research method is research and development. The validity rate of journal developed amounted to 85% of learning evaluation experts, 96% of psychology, 90% of Indonesian language experts. The progress of students' learning abilities will be improved by the release of reflective journals. The number of reflective journals is 22 journals in each semester consisting of 16 journals of lecture meetings and 6 follow-up journals of reflection results. Self-assessment in reflective journals can be observed in the naked eye. If the student does not experience changes while studying, then the student can be said to be hampered in the learning process. Students can determine their own learning abilities.

Keywords: reflective journals, self-assessment, evaluation

Article History

Received : August 7th 2020
Revision : October 11th 2020
Publication : Dec 30th 2020

INTRODUCTION

The opening of the 1945 Constitution states that one of the national objectives is to educate the life of the nation. Every citizen has the right to receive a quality education and according to their competence. Education according to article 1 number 1 of Law No. 20 of 2003 on the National Education System is characterized by a conscious and planned effort to realize the atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual

strength, self-control, personality, intelligence, noble morality and skills that are necessary in their own society, nation, and country.

The world of education has a dynamic nature, where every day experiences significant development. What's more, education in higher education, which has the open nature of IPTEKs. The development of information and technology affects the educational climate. Lecturers as educators should have a sensitivity to development. Improvement of the quality of education in higher education is required, one of which is in the field of evaluation.

Purwanto (2006) says evaluation is a process of planning, acquiring, and providing much-needed information to make alternative decisions. Evaluation activities are required to obtain grades on the final results of learning. Evaluation in universities is the authority or autonomy of lecturers in providing assessments.

The evaluation function describes the learning proficiency of the students so that it can be known the advantages and disadvantages in various fields of study or subjects that it pursues. The description of the proficiency can be known the position of the ability of students with other students. In addition, knowing the success of the education and teaching process in the school, namely how far its effectiveness in changing the behavior of students kea rah the expected educational goals. The success of education and teaching is important to remember its role as an effort to humanize people, so that students become qualified human beings in intellectual, social, emotional, moral, and skill aspects.

Evaluation not only provides accountability on the part of the institution to interested parties. The parties in question include the government, the community, and the parents of the students. Students are rarely involved in measurement activities, although students are considered adults in learning. The average age of students ≥ 17 years is entering the world of work. Suprijanto (2007) states adult education is formulated as a process that fosters a desire to ask questions and learn sustainably throughout life. Learning for adults relates to how to direct yourself to ask questions and look for answers.

Self-assessment in learning is rarely used during classroom learning, students as adults should engage in self-assessment to accommodate need. The reflection journal writing activities used by students at the end of each study are one alternative to self-assessment. Reflective thinking, reflective questions, reflections and reflective practices are often used interchangeably, although there is little difference.

Hess (2002) says reflective journals are seen as the culmination of all other forms of reflexes. These activities are carried out not solely to revisit the past, but to guide future actions. Practice refers to a person's repertoire of knowledge, attitudes, behaviors, and skills in a particular area of performance.

Reflective journals are used to reflect learning activities conducted by students and lecturers. Larrive (2008) said 1) Reflective journals recording events, emotions, and ideas; 2) Analyze Assumptions; 3) Reflection and critical evaluation; 4) Personal and professional development; 5) Long learning life. The use of reflective journals is expected to train students to get used to writing scientifically.

METHOD

This type of research uses the O'Malley & Pierce development model. Malley & Pierce (1996) said the steps of the development model are. 1) build a team; 2) determine the purpose of the assessment; 3) construct analysis; 4) conduct professional development on assessment; 5) review previous research; 6) adapt existing assessments or develop new one; 7) try the assessment; and 8) revised assessments. The advantage of O'Malley's development model is the creation of a special team, and knowing the hallmarks of previous research.

This research was conducted in the department of PGSD UNESA located in Jalan Lidah Wetan Surabaya. Reasons for choosing this location include (1) the development of self-assessment using reflective journals in students, (2) the program of learning quality improvement activities in pgsd unesa. The subjects of this study are students who took the course of Learning Evaluation in the even semester. This is selected because it matches the specified criteria.

The development of reflective journals as self-de-defense has research instruments consisting of.

1. Interview

The interview was conducted to the speaker as the main reponden, namely pgsd lecturer as the developer and implementer of the curriculum. Interview activities aim to find existing problems as well as solutions in development.

2. Validation sheet

This technique is used to get responses from evaluation experts and psychologists regarding reflection journals developed. Experts can determine the extent to which validation sheets can be well developed.

3. Observation sheet

Observation activities are carried out when after the product development stage is completed. The use of this instrument to measure the extent to which reflection journals can be applied properly.

4. Lecturer questionnaire and student response.

The users of reflection journals are given a questionnaire to determine the value of the developed reflection journal. The need for a development revision in the final stage is determined by the user's reflection journal.

Techniques used in processing data in reflective journal development research, namely qualitative and quantitative. Here's an explanation of the stages of data processing.

1. Qualitative descriptive analysis using interview results, documentation, validation sheets, observation sheets, and student response questionnaires. All research instruments are described one by one. Descriptive static analysis used to analyze data in the form of scores from validation results, observations, lecturer questionnaires, student response questionnaires, and learning process data.
2. Quantitative analysis is analyzing data in the form of scores from validation results, observations, lecturer questionnaires, student response questionnaires and study results data. This activity is to look at the validity of reflection journals, the effectiveness of reflection journals, and the appliedness of reflection journals.

This research uses a quantitative approach with all expert trial results, student response questionnaires, and lecturer questionnaires. Final results on expert tests, using scale 5 achievement conversions, such as the following table.

Table 1 - Conversion Level Achievement Scale 5 and Qualifications

Scale	Achievement Level	Qualifications	Description
5	90% - 100%	Very valid	No need to revise
4	75% - 89%	Valid	No need to revise
3	65% - 74%	Fairly valid	Revised
2	55% - 64%	Less valid	Revised
1	0 - 54%	Invalid	Revised

Furthermore conformity in effectiveness, ability, and readability uses conformity criteria. Parta (2009) The conformity criteria is divided into 3 sub intervals equal to (1) accordingly, if $4 \leq x < 5$; (2) quite appropriate, if $2 \leq x < 4$; (3) not appropriate, if $1 \leq x < 2$.

Reflective journals are said to be appropriate if they fit into the appropriate category. If the category entry conformity criteria are appropriate, then there are indications that revisions need to be made to the product. While if getting the criteria for conformity in the category is not appropriate, a major revision is required. In addition to the conformity criteria that are considered to revise a product, the advice of lecturers or students can be used as a basis for revision product.

Analysis of student response questionnaires by calculating the average percentage of strongly disagreed, disagreed, ordinary, agreeable and strongly agreed to each aspect as a whole (x). Percentages are calculated on each student's effectiveness, readability, and readability questionnaire data. If the results of the student response questionnaire $>50\%$ on an average percentage strongly agree, then it is stated accordingly.

RESULTS AND DISCUSSION

This development research produces products in the form of reflective journals for the learning process. Trials were conducted on the subjects of experts, PGSD students. The trial data will be presented as follows. The research team reviewed the results of reflective journals created by comparing them with previous studies. It is used to know that reflective journals that are created have more value. Draft reflective journals after being compiled by researchers, then the next step is validation to expert trials. Expert trials are conducted by learning evaluation experts, Indonesian language experts, and educational psychologists. The results of the expert trials are in the form of assessments and responses to reflective journal device products provided. The purpose of the expert trial of reflective journal improvement for the learning process. Expert trial results are used to revise the resulting product. Here's a look at the data from the experts' trials.

The advice from the validation of the learning evaluation experts is: (1) Need pre-activities in order for students to be able to discrew their thoughts into reflection journals; (2) It is necessary to add a special description for summation and follow-up at the end of the reflection journal. Validation of educational psychologists include: (1) It is necessary to add a follow-up reflection journal in order for students' thinking to be focused. (2) In general all is good, so that it is more perfectly given a table of contents, pages, and covers to attract the attention of students. In the validation results of the language expert is: all is good, in order to be more perfectly given the filling steps need to be clarified by making the points to fill each component in the reflection journal. Validation results from expert trials are analyzed and corrected before the assessment device is tested in field trials. The subject of the trial was the lecturer of the course.

The field trial of Jurnal Reflective was given to PGSD students in the subject "Learning Evaluation". The team provides students with an introduction to the ways of use and benefits of reflective journals. The Reflective Journal given to lecturers is the result of expert tests. Reflective journals are activities that at the end of learning are conducted independently consisting of descriptions, tastes and thoughts, evaluations, analyses, conclusions, and future plans. Description is an activity depicting the condition of the classroom in learning. Observation of the way lecturers conduct teaching and individuals as subjects of learning, so that a clear picture will be obtained. Taste and mind are activities that reflect the author's disingena in writing journals. A position where as an observer and eyed individually.

Evaluation of self-learning as a reference in self-writing. Understanding the material gained in learning affects students' abilities. Analysis activities are preliminary and additional knowledge when learning, opposite or in line. This will affect the conclusions obtained. The nature of science can sometimes be rejected from one self over the limitations of knowledge. The conclusion results will lead to the determination of the individual's future plans in acquiring knowledge.

At the first meeting of students attended all, the activity took place as planned by the lecturer with the material Understanding the basic concept of Learning Evaluation and some students seemed enthusiastic about learning, ANWR with his next friend and when asked about the material on the previous slide could not answer, the student began to complete the reflection journal after completion of the lecture. Students named YA, AZ, and MNU ask about examples of evaluations conducted by elementary school teachers. Some students seem confused in completing their journals.

At the second meeting students did not attend one person. The activity took place as planned by the lecturer by continuing the material in the previous, Slides are shown to attract the attention of students then students complete reflection journals. During the study no one was rowdy. Most students do not ask about the materials that have been taught

At the third meeting of students present all, the activity took place as planned by the lecturer with the material "Tests and Non Tests" looks vibrant today. Students named IK and NA do not seem to notice the explanation from the lecturer because they are fun to joke in the back bench, then the student finishes the reflection journal

and does not experience any problems. While students named STW ask about evaluations that are often used by test educators or non-test

At the fourth meeting students attended all. Students named MNU ask about measurement materials to be studied today, this means MNU has used reflection journals well, nothing has made crowded in the classroom, and most students ask about the next material

At the fifth meeting of the students did not attend two people, the activity began with the student's question and answer about the material that had passed in the previous meeting, students exchanged thoughts about the follow-up results and the steps forward in the reflection journal, and most students asked for the next material.

At subsequent meetings in total all student attendance above 80 percent, students often ask lecturers, because at home they read and releed the material that has been submitted, most students look very antuasias. The field trial was obtained by the lecturer's questionnaire, student response questionnaire, as follows.

The lecturer's questionnaire data is obtained after the lecturer has finished observing the reflective journal of learning. This is to detect how the effectiveness, terror, and readability of reflective journals are. In addition to providing assessments of reflective journals, lecturers also provide input to developed products. Suggestion is 1. In general it's all good, so it's more perfect given the table of contents, pages, and rubrics put before the scoring table.

Student response questionnaire data contains 5 aspects of the statement used to see effectiveness, visibility, and readability in the Reflective Journal. Student response questionnaire data of 35 people. The advice given from some students in the advice column in the questionnaire is: (1) The provision of reflective journals accompanied by instruction (2) Added attitude and progress column (3) Given the results column, in order to know the results. (4) The filling instructions are made easy (5) It is necessary to be given an example in the filling of the journal.

Expert validation test data is obtained from learning evaluation experts, educational psychologists and Indonesian language experts. Validation process to experts by submitting reflective journals. Experts or validators assess products developed based on the criteria in the validation instrument.

Table 2 Expert Validation Results

Expert	Percentage (%)	Qualification
Learning Evaluation	85	Valid
Psychology	95	Very valid
English	90	Very valid
Expert validation of reflective journals	90	Very valid

Based on the table above it can be known that the reflective journal products in this study are feasible and in accordance with the theory. The average percentage of expert validation results is 90%, with valid qualifications and still requires minor revisions within the assessment device.

CONCLUSION

Reflective journals are activities that at the end of learning are conducted independently consisting of descriptions, tastes and thoughts, evaluations, analyses, conclusions, and future plans. Reflective journals are created so that students can self-assess themselves. Students are considered adults in learning. Reflective journals are filled on specific courses or all courses on the day in question. The progress of students' learning abilities will be improved by the release of reflective journals. The number of reflective journals is 22 journals in each semester consisting of 16 journals held meetings and 6 follow-up journals have reflections.

Based on the results of the reflective journal validity level trial developed by 85% of learning evaluation experts, 96% of psychology, 90% of Indonesian language experts. The progress of students' learning abilities will be improved by the release of reflective journals. The collection of work includes student participation in content selection, selection criteria, assessment criteria, and evidence of self-reflection. Self-evaluation in reflective journals can be observed in the naked eye. If the student does not experience changes while studying, then the student can be said to be hampered in the learning process. Students can determine their own learning abilities.

Based on the development results and field test results, the following advice 1) the allocation of learning time needs to be prepared systematically; 2) Lecturers need to create their own observation table to know the graph of each student's learning ability; 3) the instructions need to be reaffirmed.

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