

## **SELF-PEER ASSESSMENT METHOD IN WRITING ENGLISH TEACHING MODULE BASED ON *MERDEKA* CURRICULUM**

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### **Abstract**

The research aims to describe the implementation of self-peer assessment method when they were used to improve the English teachers' ability in writing Phase D English teaching module in *Merdeka* Curriculum and to know the teachers' perspective toward its strengths and weaknesses. Twenty-eight Junior High School English teachers in Kediri were the subjects of this study. The data were collected using questionnaire, interview, observation, and documentation. The qualitative data were analysed using qualitative data analysis that consists of three steps; data display, data reduction, and conclusion drawing. While the data got from questionnaire were analysed using statistic descriptive analysis with percentage computation. The results of data analysis showed the steps of implementing Self-Peer Assessment in improving the teachers' ability in writing English teaching module namely; developing English teaching modules independently after receiving the materials about teaching module; carrying out self-assessment; carrying out peer-assessments; and revising the teaching modules based on assessments and suggestions based on their own and their peers' comments. The teachers had positive

**Keywords:** *English Teaching Module, Merdeka Curriculum, Peer-assessment, Phase D Self-assessment*

### **Introduction**

The progress of a nation depends on the quality of its human resources. The quality of human resources is produced by education that has good quality. In producing good quality education, teachers become a key success factor. Teachers are a determining factor for the success of education. Moreover, starting from the 2021-2022 academic year, the

government has implemented a new curriculum, the *Merdeka* curriculum. In *Merdeka* curriculum teachers have the right to design teaching and learning goals and time to achieve those goals, write their own teaching modules, and creative learning media that are suitable for their school, their own class and students' potentials. Teachers' creativity was tested in *Merdeka* curriculum (Yudistira: 2022). Teachers as the frontline of curriculum implementation must make adjustments in order to implement *Merdeka* Curriculum in a good and quality manner.

According to *Merdeka* Curriculum, there are new paradigms in English language teaching and learning for example; the formulation of learning outcomes for each phase of education provided by the government, preparation of teaching modules, learning objectives flow by teachers, the additional of two English language skills- viewing and presenting, student-centered learning methods, assessment diagnostic, etc. Facing all of those changes, teachers need effective assistance to face this transition period. In facts, the government has done various programs in preparing teachers in the implementation of *Merdeka* curriculum, for example; by developing “*Merdeka Mengajar*” platform, developing practitioners community, conducting webinars on *Merdeka* Curriculum, specific activities in assisting the English teachers, especially in preparing teaching module in *Merdeka* Curriculum need to be held.

Based on the preliminary study, it was obtained that many teachers who join English teacher association (*Musyawarah Guru Mata Pelajaran*) Kediri have tried to write their lesson plan using references, both from *Platform Merdeka Mengajar (PMM)* and various sources by themselves. However, they were uncertain about what they have written. They needed intensive and specific assistance in the preparation of lesson plan or teaching module.

Several previous studies applied technique to improve teachers' ability to write teaching lesson plan, but the methods that they carried out were conventional methods such as: supervision (Yurnalis: 2018), workshop (Erma: 2020) and mentoring (Rahimah: 2022). To the researcher best

knowledge, there has been no teacher training in assisting the teacher in writing lesson plan which apply self and peer-assessment. Therefore, self and peer-assessment as the solution to solve those problems The method is used to improve the teacher's ability in writing teaching module.

Self-assessment method refers to involving learners in assessing their learning process, especially about their learning outcomes (Boud and Falchikov; 1989) and Falchikov, N. (1986). The use of self-assessment to improve learning ability facilitates the students to take responsibility about their own learning process, improves the quality of learning products and increases understanding of problem solving (Sluijsmans, D., Dochy, F., & Moerkerke, G. 1999). While peer-assessment is the process by which a group of learners assess their peers. In this activity learners make judgments about what their group mates have done and produced (Falchikov: 1995). The process of peer assessment can increase variety and interest, activity and interaction, identification and attachment, confidence, and empathy for others. Combining the same self-assessment and peer assessment provides several possible advantages. Self-assessment can help self-assessment. Evaluating the performance or results of others provides an opportunity to gain insight into their own performance (Saito, H., & Fujita, T; 2004). Self- and peer assessments provide an opportunity to increase self-awareness through feedback from multiple perspectives (Osado, A. G., Merlo, L. F. S., & Campo, M. H. D: 2013). Susanti (2020) found that self-peer assessment is valuable for motivating students to learn and participate in the classroom and it can help creating a more collaborative and supportive learning environment as students work together to assess and provide feedback on each other's work. In addition, self and peer-assessment could stimulate learners and encourage them to actively participate in activities; create a more purposeful and effective learning process; and make learners to think more deeply and learn to give constructive criticism.

Considering the advantages of self-peer assessment above, the researchers decided to carry out this study. The objectives of this study are as follows: (1) to describe the implementation of self and peer-Assessment

method when they are used to improve the ability of English teachers in writing Phase D English teaching module in the *Merdeka* Curriculum. Secondly, (2) to identify teacher perspectives on the implementation of self-peer-assessment when they were used to improve the English teachers' ability in writing phase D English teaching module.

## **Methods**

This study used qualitative approach with case study method. Ary et al. (2010) state that a case study focuses on a detailed description of an individual, group, class, place, program, process, organization, or community. Case study describes what happened or explains why something happened by looking at a process. This study describes the implementation of self and peer assessment in enhancing the English teachers' competence in writing teaching module in phase D. The subjects of this study were twenty-eight Junior High School English teachers in Kediri who joined MGMP. The data were collected using questionnaire, interview, observation, and documentation. The qualitative data got from interview were then analysed using qualitative data analysis that consists of three steps; data display, data reduction, and conclusion drawing (Miles and Huberman: 2005). While the data got from questionnaire were analysed using statistic descriptive analysis with percentage computation.

## **Findings and Discussions**

### **1. The Implementation of Self and Peer-Assessment Method to Enhance the English Teachers' Competence in Writing Phase D English Teaching Module.**

The following steps are ways how researchers implement the self and peer-assessment in improving the English teacher's competence in writing their teaching module:

Firstly, the researchers designed the workshop materials and methods applied for the training. The first material is about the implementation of self-assessment when assisting the preparation of phase

D teaching modules for English subjects by providing Self-Assessment sheets (*Appendix a*) for teachers to independently assess the teaching modules they have written. Self-assessment assessment sheet was developed based on complete teaching module components guidance issued by government. In the sheet there is space for teachers to provide qualitative and quantitative assessments of the teaching modules they have written.

Next, the researchers designed a peer-assessment sheet form (*Appendix b*). This assessment sheet was designed to facilitate teachers to assess teaching modules that have been written by their peers. This sheet was prepared based on the complete components of the teaching module guidance issued by government and there was a section for teachers to provide qualitative and quantitative assessments of their peer teaching module.

Then, the researchers implemented the use of self and peer assessment to improve the English teachers' competence in writing phase D English teaching module. The following activities are the steps of the training:

- a. the researchers explained the English teaching module in the Independent Curriculum
- b. The teachers developed English teaching modules independently
- c. The teachers carried out self-assessment using self-assessment sheets
- e. The teachers carried out peer-assessments using peer-assessment sheets
- f. The teachers revised the teaching modules based on assessments and suggestions made by themselves and from their peers.

Then, the teachers composed teaching modules independently and discussed which skill and learning outcomes that would be developed. Next, they conducted self-assessment of the teaching modules that have been written. In carrying out this assessment, they used the provided self-assessment sheet.

The next step was the teachers carried out peer-assessments using peer-assessment sheets. In this process the teachers used manually by filling the provided peer review sheet form and for more detail comments they used "Review" feature in Microsoft Office. They gave score for the teaching module

written by their peer and also gave comments about the strengths and weaknesses for the teaching module.

The last step was the teachers revised the teaching modules based on assessments and suggestions made by themselves and from their peers. In this step, they also discussed with their peer when they have not understood for the suggestions written by their peer.

## **2. Teachers' Perspectives on the Implementation of Self and Peer-Assessment to Enhance the English Teachers' Competence in Writing Phase D English Teaching Module.**

After conducted self and peer assessment, the teachers were given questionnaire to know their perspective toward the practice of self and peer assessment that they have conducted. Based on the results of their self-assessment, all of the teachers assessed themselves at a decent level and capable in writing *Merdeka Curriculum* teaching modules (*see appendix c*) for the example of the teacher's answer for the questionnaire.

In the comment column, one of the teachers (*Teacher 9*) stated that there were several aspects in the teaching module that have been well prepared including: target students, learning mode, description of learning activities, materials, reading materials and glossary. But then he stated that there are many components that have not been arranged properly, for example: Prerequisite skills, Pancasila student profiles, learning objectives, meaningful understanding, lighter questions, assessments, reflections, student worksheets, and enrichment or remedial. (*See appendix c*)

Another teacher (*Teacher 10*) has also been able to identify what components have been written well in their teaching modules, namely general information, infrastructure and lighter questions. However, he also realized that components that have not been written well in his teaching modules include information about students, assessment, learning activities, student reflection and enrichment and remedial activities.

From the two data from the teachers above, it can be seen that the use of self-assessment sheets helps the teachers identify weaknesses and strengths in

compiling teaching modules. They could know what components must be improved and revised in their teaching modules. Self-assessment sheets designed by the researchers can also be used by teachers without any significant obstacles. It consists of questions about how to assess the teaching modules.

Those results were supported by the results of the questionnaire given to teachers after carrying out self-assessment. There are ten questions in this questionnaire covering activities in carrying out self-assessment, namely: 1. re-read the taught module that has been compiled, 2. understand the components in the self-assessment worksheet, 3. identify weaknesses and strengths in the teaching modules that have been written, 4. correct errors in the compiled teaching modules, 5. develop better teaching modules after carrying out self-assessment activities, 6. Be more responsible in preparing the teaching module by carrying out self-assessment", 7. Be more confident in writing teaching modules by carrying out self-assessment, 8. improve thinking skills and problem solving skill by conducting self-assessment, and 9. feel confident in the results of the self-assessment that has been done.

Table 3 below shows teachers' perspectives on the self-assessment activities they undertake after they have prepared the teaching module:

**Table 3**  
**Teachers' perspectives on the self-assessment activities they undertake after they have prepared the teaching module**

No.	Questions	Scale				
		SA	A	N	DA	SDA
1.	I re-read the teaching module that I had written earlier.	33,3%	63%	3,7%	0%	0%
2.	I read to understand the components in the self-assessment sheet.	25,9%	74,1%	0%	0%	0%
3.	I identified weaknesses in the teaching modules I had written	22,2%	74,1%	3,7%	0%	0%
4.	I identified the advantages in the teaching module that I had written	22,2%	77,8%	0%	0%	0%
5.	I corrected the error in the teaching module that I have compiled	33,3%	63%	3,7%	0%	0%
6.	I developed a better teaching module by carrying out this self-assessment activity.	29,6%	66,7%	3,7%	0%	0%
7.	I am more responsible in preparing the teaching module by carrying out self-assessment	7,4%	85,2%	7,4%	0%	0%
8.	I am more confident in writing the teaching module by carrying out self-	11,1%	81,5%	7,4%	0%	0%

assessment						
9.	I can improve my thinking skills and problem solving by doing self-assessment	25,9%	70,4%	3,7%	0%	0%
10.	I am confident in the results of the self-assessment that I have done	14,8%	77,8%	7,4%	0%	0%

The results of the analysis of the questionnaire data showed that the teachers carried out all activities in this self-assessment. All respondents (100%) read first to understand the components in the Self-Assessment Worksheet. Then most teachers (96%) re-read the teaching modules that had been compiled earlier and also stated that they were more responsible and confident in writing teaching module by carrying out this self-aassessment.

Most teachers (92%) have carried out activities to identify weaknesses and corrected errors in the teaching modules that are structured and they developed better teaching modules by carrying out self-assessment activities. But there were small number of teachers (37%) who were not sure about the above activities.

Furthermore, most teachers (89%) stated that they can identify strengths in the teaching Modules they have compiled and they also can improve their thinking and problem-solving skills by carrying out self-assessment. However, there was small percentage (7.4%) of teachers who felt unsure about the results of their self-assessment that they have done and they did not feel sure whether the results of their assessment correct or not.

The next activity is for the teachers to revise their draft teaching modules based on the results of self-assessment that they have carried out. After that, they exchanged teaching modules with their peers for peer assessment. In carrying out these assessments, they used peer assessment sheets to guide them through assessments. Table 4 below is the result of a questionnaire on peer assessment activities that have been carried out by teachers.

**Table 4**  
**Teacher’ perspective on Peer-Assessment Activities in the Preparation of Teaching Module in Merdeka Curriculum**

No.	Questions	Scale				
		SA	A	N	DA	SDA
1.	I exchanged rough drafts of the	46,4%	50%	3,6%	0%	0%



	Teaching Modules I had compiled with my colleagues					
2.	I read the peer Teach Module that I had received	35,7%	64,3%	0%	0%	0%
3.	I read and understand the Peer Teaching Module Assessment Worksheet	28,6%	64,3%	7,1%	0%	0%
4.	I use the Peer Teaching Module Assessment Worksheet to rate my peer Teach Module	25%	64,3%	10,7%	0%	0%
5.	I wrote a positive comment on my colleague's Teaching Module	28,6%	64,3%	7,1%	0%	0%
6.	I discuss with colleagues when there are differences of opinion	28,6%	64,3%	7.1%	0%	0%
7.	I feel comfortable and do not hesitate to give an assessment of the Teaching Module compiled by my colleagues	21,4%	75%	3,6%	0%	0%
8.	I comment judgment on my colleagues easily without any problems	25%	71,4%	3,6%	0%	0%
9.	I objectively assess my peers' Teaching Modules	21,4%	67,9%	10,7%	0%	0%
10.	I am confident in the correctness of the assessment given to my peer Teaching Module	21,4%	60,7%	17,9%	0%	0%

From table 4 above, it can be seen that all teachers (100%) stated that in carrying out the Peer-Assessment they have read the peer teaching module they have received and can use the Peer Teaching Module Assessment Worksheet to assess their peer teaching module.

Most teachers (96%) have exchanged rough drafts of the Teaching Modules they have compiled with their peers, Teachers also try to read and understand the Peer Teaching Module Assessment Worksheets, and write positive comments on their peer Teaching Modules. After that they discussed with their colleagues when there were differences of opinion, and tried to give an objective assessment of my colleagues' Teaching Module.

Furthermore, there are a small number of teachers (8%) who feel

uncomfortable and hesitant in assessing the Teaching Module compiled by their peers, they also state having difficulty in providing assessment comments to their peers, In addition. they are also less sure of the correctness of the assessment given to their peers' Teaching Module.

After peer assessment, teachers revise teaching modules that have been prepared based on the results of assessments that have been carried out by their peers.

### **Discussions**

There are two advantages that can be obtained from the implementation of self and Peer-Assessment to improve the ability of English teachers to write English teaching module Phase D. The first, advantage is that teachers gain deeper confidence in writing their teaching modules and they also are more responsible in completing the task of preparing this teaching module because they get guidance on what to do after independently checking their teaching module. These results are in line with the results of research conducted by To and Panadero (2019) which found that students' involvement in assessment can increase student understanding of the main things in assessment and the ability to assess learning outcomes.

Second, with the help of self-checking sheets, teachers can identify weaknesses in the teaching modules they have written and they can revise existing errors or shortcomings. These results support research that was conducted by Stactic (2021) which found that students can benefit from the self and peer-assessment process because this activity improve the ability to conduct assessments and be able to determine their own level of ability. The teachers' ability to think and to solve problem also facilitate by carrying out self-assessment. Hsu, Chang and Jong (2020) also found that self and peer-assessment improve writing skills, self-esteem and critical thinking.

One of the weaknesses of the self and peer-assessment method is that teachers feel less confident about the results of their self-assessment that they have done and also still do not feel sure whether the results of their assessment are correct or not. Stancic (2021) also found that self and peer assessment could make students experience difficulties and frustration for some students.

For the implementation of peer-assessment, teachers were able to discuss with their colleagues, for example, when there were differences of opinion. They also tried to provide an objective assessment of their colleagues teaching module. Although they also had difficulty making judgmental comments to their peers, they could communicate them well. What is noted from the implementation of this peer-assessment is that teachers feel unsure of the correctness of the assessment given to their peer teaching module. This result is in line with the findings of research conducted by Saito & Fujita (2004) which states that self and peer-assessment provide opportunities for students to increase their self-awareness using feedback from various points of view. Feedback allows students to improve their abilities by recognizing shortcomings and correcting mistakes.

### **Conclusion**

From the description of the results and the discussions of the study above, it can be concluded that self-peer assessment method is suitable to be applied in teacher trainings as it was found to have more advantages than weaknesses in its implementation. The teaching modules produced by teachers are relevance with the provided guidance and teachers also have no difficulty in giving and receiving feedbacks during the self and peer-assessment.

Clear assessment rubrics and assessment sheets are used to reduce teacher uncertainty in giving score and feedback to their peer teaching module. This process can also increase the teachers' self-confident and reduce teachers' hesitancy in assessing the teaching module written by their peers.

The subjects of this study were limited in the Junior High School English teachers in Kediri, so the results did not represent the teachers' perspective in general. Therefore, further researchers are suggested to examine the effectiveness of self-peer-assessment in the other teacher workshop either in the same or different topics or level of teachers.

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**APPENDIX**

**Appendix a: Self-assessment sheet**

**LEMBAR PENILAIAN DIRI  
MODUL AJAR FASE D MAPEL BAHASA INGGRIS**

**Penulis:**

**Tanggal:**

No	KOMPONEN	Skala Penilaian			
		4	3	2	1
	<b>INFORMASI UMUM:</b>				
1	Modul Ajar saya terdapat <b>Identitas Penulis Modul</b> yang lengkap				
2	Modul Ajar saya terdapat informasi tentang <b>Pengetahuan/Ketrampilan Prasarat</b> yaitu kemampuan/informasi awal yang dimiliki oleh siswa sebelum memahami materi baru yang akan dipelajari.				
3	Modul Ajar saya terdapat <b>Profil Pelajar Pancasila</b> dan dilengkapi dengan uraian tentang Dimensi profil pelajar Pancasilanya dikembangkan di pembelajaran				
4	Modul Ajar saya terdapat informasi tentang <b>Sarana dan Prasarana</b> yang tersedia di sekolah				
5	Modul Ajar saya terdapat informasi tentang <b>Target Peserta Didik</b> yaitu informasi tentang perbedaan peserta didik, kesiapan belajar, minat dan tingkat penguasaan siswa yang sesuai dengan kondisi di kelas saya				
6	Modul Ajar saya terdapat <b>Mode Pembelajaran</b> yaitu tertulis mode pembelajaran yang diterapkan misalnya daring/luring atau gabungan				
7	Modul Ajar saya terdapat <b>Elemen/Domain CP</b> yang tertulis dengan jelas.				
	<b>KOMPONEN INTI:</b>				
8	Modul Ajar saya terdapat <b>Tujuan Pembelajaran</b> yang ditetapkan berdasarkan CP dan ATP, dalam rumusan tujuan pembelajaran terdapat unsur pengetahuan, ketrampilan dan sikap dengan model ABCD/ Kompetensi-Konten-Variasi.				
9	Modul Ajar saya terdapat <b>Pemahaman Bermakna</b> yang mencerminkan jawaban atas pertanyaan pemantik dan merupakan pemahaman yang kita ingin murid- murid capai setelah mempelajari topik tertentu.				
10	Modul Ajar saya terdapat <b>Pertanyaan Pemantik</b> yang terdiri dari rangkaian pertanyaan mengenai hal paling penting dalam suatu topik pembelajaran				
11	<b>INFORMASI UMUM:</b>				
12	Modul Ajar saya terdapat <b>Urutan Kegiatan Pembelajaran</b> yang dikembangkan menggunakan pendekatan berbasis genre dan mencerminkan ketercapaian tujuan pembelajaran.				
13	Modul Ajar saya terdapat <b>Asesmen</b> yang mencakup kompetensi pada ranah sikap, pengetahuan, dan keterampilan. Terdapat penulisan teknik dan jenis asesmen juga terdapat kriteria sukses. Terdapat instrumen serta cara melakukan penilaiannya.				

14	Modul Ajar saya terdapat <b>Refleksi Peserta Didik</b> Kegiatan refleksi tertulis jelas beserta pertanyaan refleksinya				
	Modul Ajar saya terdapat <b>Materi atau Sumber Pembelajaran Utama</b> yang bersifat variatif yang berupa bahan ajar cetak dan bahan ajar non-cetak				
15	<b>LAMPIRAN</b>				
16	Modul Ajar saya terdapat <b>Lembar Kerja Peserta Didik</b> yang sesuai dengan langkah-langkah pembelajaran yang telah diuraikan di kegiatan pembelajaran, petunjuk belajar dan langkah kerja jelas.				
17	Modul Ajar saya terdapat <b>Pengayaan dan Remedial</b> yang jelas				
18	Modul Ajar saya terdapat <b>Bahan Bacaan</b> yang tertulis lengkap, jelas dan variatif				
19	Modul Ajar saya terdapat <b>Glosarium (Daftar kata atau istilah teknis)</b> yang terdefiniskan dengan jelas				
	<b>CATATAN</b>				
20	<b>Kekuatan:</b> Aspek-Aspek yang telah saya susun dengan baik adalah ....				
21	<b>Kelemahan:</b> Aspek-Aspek yang belum saya susun dengan baik adalah ....				

**Keterangan Skala Penilaian:**

**4:** Terdapat komponen tersebut secara lengkap dan uraian sesuai panduan

**3:** Terdapat sebagian besar komponen tersebut, uraian kurang lengkap dan kurang sesuai panduan

**2:** Terdapat sebagian kecil dari komponen tersebut, kurang lengkap dan kurang sesuai panduan

**1:** Penulisan komponen salah atau tidak terdapat komponen tersebut, uraian tidak lengkap dan kurang sesuai buku panduan

**Cara Penilaian : Score Perolehan/76 X 100**

**Kategori Penilaian:**

**0-40 :Baru Berkembang**

**41-60 :Layak**

**61-80 :Cakap**

**81-100 : Mahir**

**Appendix b: Peer-assessment Sheet**

**LEMBAR PENILAIAN TEMAN SEJAWAT  
MODUL AJAR**

Lakukan penilaian terhadap modul ajar yang telah disusun teman sejawat saudara dengan menggunakan lembar penilaian berikut ini:

Nama penulis:

Nama penilai:

No	KOMPONEN	Skala Penilaian			
		4	3	2	1
	<b>INFORMASI UMUM:</b>				
1	Terdapat <b>Identitas Penulis Modul</b> yang lengkap				
2	Terdapat informasi tentang <b>Pengetahuan/Ketrampilan Prasarat</b> yaitu kemampuan/informasi awal yang dimiliki oleh siswa sebelum memahami materi baru yang akan dipelajari.				
3	Terdapat <b>Profil Pelajar Pancasila</b> dan dilengkapi dengan uraian tentang Dimensi profil pelajar Pancasila yang dikembangkan di pembelajaran.				
4	Terdapat informasi tentang <b>Sarana dan Prasarana</b> yang tersedia di sekolah				
5	Terdapat informasi tentang <b>Target Peserta Didik</b> yaitu informasi tentang perbedaan peserta didik, kesiapan belajar, minat dan tingkat penguasaan siswa.				
6	Terdapat <b>Mode Pembelajaran</b> yaitu tertulis mode pembelajaran yang diterapkan misalnya Daring/Luring/Gabungan				
7	Terdapat <b>Elemen/Domain CP</b> yang tertulis dengan jelas.				
	<b>KOMPONEN INTI:</b>				
8	Terdapat <b>Tujuan Pembelajaran</b> yang ditetapkan berdasarkan CP dan ATP, dalam rumusan tujuan pembelajaran terdapat unsur pengetahuan, ketrampilan dan sikap dengan model ABCD/ Kompetensi-Konten-Variasi				
9	Terdapat <b>Pemahaman Bermakna</b> yang mencerminkan jawaban atas pertanyaan pemantik dan merupakan pemahaman yang kita ingin murid- murid capai setelah mempelajari topik tertentu				
10	Terdapat <b>Pertanyaan Pemantik</b> yang terdiri dari rangkaian pertanyaan mengenai hal paling penting dalam suatu topik pembelajaran				
11	Terdapat <b>Urutan Kegiatan Pembelajaran</b> yang dikembangkan menggunakan pendekatan berbasis genre dan mencerminkan ketercapaian tujuan pembelajaran				
12	Terdapat <b>Asesmen</b> yang mencakup kompetensi pada ranah sikap, pengetahuan, dan keterampilan. Terdapat penulisan teknik dan jenis asesmen juga terdapat kriteria sukses. Terdapat instrumen serta cara melakukan penilaiannya.				
13	Terdapat <b>Refleksi Peserta Didik</b> Kegiatan refleksi tertulis jelas beserta pertanyaan refleksinya				



14	Terdapat <b>Materi atau Sumber Pembelajaran Utama</b> yang bersifat variatif yang berupa bahan ajar cetak dan bahan ajar non-cetak.				
	<b>LAMPIRAN</b>				
15	Terdapat <b>Lembar Kerja Peserta Didik</b> yang sesuai dengan langkah-langkah pembelajaran yang telah diuraikan di kegiatan pembelajaran, petunjuk belajar dan langkah kerja jelas.				
16	Terdapat <b>Pengayaan dan Remedial</b> yang jelas.				
17	Terdapat <b>Bahan Bacaan</b> yang tertulis lengkap, jelas dan variative				
18	Terdapat <b>Glosarium (Daftar kata atau istilah teknis)</b> yang terdefiniskan dengan jelas				
19	Terdapat <b>Daftar Pustaka</b> yang digunakan dalam modul ajar tertulis dengan jelas dan lengkap.				
	<b>CATATAN</b>				
20	<b>Kekuatan:</b> Hal-hal baik apa yang telah terdapat di Modul Ajar ini .....				
21	<b>Kelemahan:</b> Hal-hal apa yang perlu ditingkatkan di Modul Ajar ini .....				
22	<b>Saran untuk perbaikan Modul Ajar ini adalah.....</b>				

**Keterangan Skala Pemilaian:**

*4: Terdapat komponen tersebut secara lengkap dan uraian sesuai panduan*

*3: Terdapat sebagian besar komponen tersebut, uraian kurang lengkap dan kurang sesuai panduan*

*2: Terdapat sebagian kecil dari komponen tersebut, kurang lengkap dan kurang sesuai panduan*

*1: Penulisan komponen salah atau tidak terdapat komponen tersebut, uraian tidak lengkap dan kurang sesuai buku panduan*

**Cara Penilaian : Score Perolehan/76 X 100**

**Kategori Penilaian:**

*0-40 :Baru Berkembang*

*41-60 :Layak*

*61-80 :Cakap*

81-100 : Mahir

**Appendix c: Self-assessment implementation questionnaire****ANGKET**

Angket ini bertujuan untuk mengetahui pendapat guru ketika *“Self and Peer-assessment”* diterapkan untuk meningkatkan kemampuan guru dalam menyusun modul ajar mapel Bahasa Inggris fase D.

Pilihlah jawaban sesuai dengan kegiatan yang bapak/ibu lakukan dalam kegiatan penerapan *“Self-Assessment”* dengan memberikan tanda centang pada kolom *SS (Sangat Setuju), S (Setuju), RG (Ragu-ragu), TS (Tidak Setuju), STS (Sangat Tidak Setuju)*. Berikan catatan deskriptif untuk mendukung jawaban anda.

**PENERAPAN “SELF-ASSESSMENT”**

Nama:

<b>Tahapan “Self-Assessment”</b>	<b>SS</b>	<b>S</b>	<b>RG</b>	<b>TS</b>	<b>STS</b>	<b>CATATAN</b>
1. Saya membaca kembali Modul ajar yang telah saya susun sebelumnya.						
2. Saya membaca untuk memahami komponen dalam Lembar Kerja Penilaian Diri.						
3. Saya mengidentifikasi kelemahan dalam Modul Ajar yang telah saya susun						
4. Saya mengidentifikasi kelebihan dalam Modul Ajar yang telah saya susun						
5. Saya membetulkan kesalahan dalam modul ajar yang telah saya susun						
6. Saya menyusun modul ajar yang lebih baik dengan melaksanakan kegiatan penilaian diri sendiri /“Self-Assessment” ini.						
7. Saya lebih bertanggung jawab dalam Menyusun MA dengan melaksanakan “Self-Assessment” ini						
8. Saya lebih percaya diri dalam menyusun Modul Ajar dengan melaksanakan “Self Assessmen”						
9. Saya dapat meningkatkan kemampuan berfikir dan “problem soving” dengan melaksanakan Self-Assessment						
10. Saya yakin dengan hasil penilaian terhadap diri sendiri yang telah saya lakukan						