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Analysis Effectiveness of Implementation Assessment as Learning on Metacognitive Skills

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DOI: <https://doi.org/10.46245/ijorer.v4i6.392>

Sections Info

Article history:

Submitted: May 26, 2023

Final Revised: July 28, 2023

Accepted: July 30, 2023

Published: November 07, 2023

Keywords:

Assessment;

Learning;

Metacognitive skills;

Portfolio;

Rubrics.



ABSTRACT

Objective: This study aims to determine the most effective application of assessment in improving metacognitive skills in the learning process.

Method: The method used is a literature review. A literature review is defined as an investigation of scientific articles, books, and other sources related to a particular problem, field of research, or theory to provide an overview, summary, and evaluation of scientific work. This research method uses several steps, including (1) topic identification about Assessment as Learning and metacognitive skill; (2) search and select appropriate articles by Scopus and Google Scholar; (3) analyze and synthesize literature; and (4) text organization.

Results: Assessment as learning can be applied using self-assessment, peer assessment, making portfolios and rubrics, as well as group discussions and the teacher. This approach can also be designed online or offline. Self-assessment and peer assessment are more effective in improving metacognitive skills in learning. **Novelty:** This study can provide an overview assessment design by actively involving learners to improve metacognitive skills, which can help realize the achievement of learning objectives.

INTRODUCTION

Assessment is a process for obtaining information in any form that can be used as a basis for making decisions about students concerning curriculum, learning programs, school climate, and school policies. Assessment is the process of collecting, interpreting, and using evidence to make decisions about student achievement in education (Brown, 2019; Hammerstein et al., 2021; Namoun & Alshanqiti, 2021; Puspita & Wrahatnolo, 2023; Schildkamp, 2019; Supena et al., 2021; van Gaalen et al., 2021). Thus, a good assessment is needed to achieve learning objectives. Two types of assessment can be used, namely the Assessment of Learning (AoL) and the Assessment for Learning (AfL). AoL is used to determine the level of achievement of learning outcomes, while AfL, or what is known as formative assessment, is used to improve the learning process (Ayuningtyas, 2018). This formative assessment can be used to improve the learning process by the teacher or Assessment for Learning (AfL) and improve the learning process by students or Assessment as Learning.

Assessment as Learning can strengthen and expand the role of formative assessment in learning by emphasizing the role of students not only as contributors but also as a link between the assessment process and learning. The application of "Assessment as Learning" (AaL) is an approach in the process of evaluation and learning that places students as active actors in measuring their progress and achievements. This approach emphasizes the critical role of assessment as a tool for continuous learning, not just as a tool for ranking or evaluating students. An example of applying this approach is by using self-assessment and peer assessment (Ebrahimi et al., 2021; Pantiwati, 2017;

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