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Research Article

Analysis of Student Peer Assessment in The Social Aspect

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KEYWORDS

peer assessment;
 social aspect;
 students' activeness;
 students's cooperation;
 students' tolerance.

ABSTRACT

Peer assessment is an assessment between students that is implemented quite effectively, so teachers can save time and energy. This research focuses on peer assessment in the affective domain, especially social aspects, namely activeness, cooperation and tolerance. To find out the results of implementing peer assessments on students to assess the affective domain of student activities, cooperation and tolerance, the author uses qualitative descriptive techniques. Researchers use observation, questionnaires, and documentation to conduct research. The analytical method used is the grounded theory method. The results of this research show that the three affective domains in social assessment, namely activeness, cooperation and tolerance, have good results as evidenced by the activeness aspect getting an average result of 96.4 percent, the cooperation aspect getting a result of 97.95 percent. , and the tolerance aspect is 99.95 percent. This data shows that these three aspects are included in the "very good" category. From the results of this data, teachers can use this alternative peer assessment for affective assessment so that the assessment runs efficiently and students are also involved in the assessment. The impact of this research lies in its contribution to the development of an efficient, involving students, and comprehensive approach in assessing the affective domain, especially in social aspects. Teachers can utilize these findings to improve their assessment practices and encourage positive social behavior among students.

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INTRODUCTION

In carrying out learning, sometimes it is still difficult for teachers to assess the attitude of each student due to limited time and energy. As stated by Muhardjito and Harsiati (2016) that teachers still have difficulty carrying out assessments on aspects of attitude, especially during the assessment process and processing of assessment results. Muhardjito and Harsiati (2016) also added that the results of the preliminary study showed that the teacher

only made the tables and assessed students based on observations without being guided by a rubric. This is considered easy because there is no need to look at the rubric when grading. Actually, in the teacher's book, attitude assessment is done by looking at two tables, namely the table listing all the names of the students being assessed and the rubric. This way of assessing requires the teacher to focus on assessing student activities. In addition, the teacher must pay attention and explain the material to students. In addition, the condition of the class is also a concern of the teacher when

assessing. Class conditions will not be conducive if the teacher only focuses on the assessment. This illustrates that teachers still have difficulty carrying out assessments on aspects of attitude, especially during the assessment process or data collection and processing of assessment results.

According to Permendikbud (2018), the affective domain of social attitude skills in class XII SMA, namely having a healthy lifestyle, curiosity, creative and aesthetic, confident, disciplined, independent, caring, able to respect and tolerant of others, able to adapt, honest, humble and polite interactions with family, educators, and friends. The number of indicators makes it difficult for teachers to assess each indicator for each student. For this reason, teachers need assessment instruments that make it easier for teachers to assess the attitudes of their students, one of which is by using alternative assessments. According to Inbar-Lourie (2008), alternatives to assessment include holistic and learner-centered assessment, which considers more elements than a test when gathering data on student performance and growth. Alternatives to learning assessment, which are connected to learning assessment. Teacher observation, portfolio evaluation, self-evaluation, and peer evaluation are the most significant and often utilized alternative assessment methods. Student-based assessment is crucial for demonstrating the value of testing. Students evaluate one another's academic skills through peer assessments. Peer evaluation is frequently used to rate projects and practical presentations (Setiawan, Mardapi, & Supriyoko, 2019).

For this reason, the author wants to know how peer assessment is in the assessment of the affective especially social aspect which includes curiosity, creative and aesthetics, self-confidence, self-discipline (activeness attitude) independent, caring, able to respect and tolerant of others (cooperation attitude), able to adapt, honest, humble and polite in interacting with other people (tolerance) in students.

Students Peer Assessment

Students evaluate one other's work using performance criteria in a process called peer assessment (Li, et al., 2020, Falchikov, 2007). Thus, according to Futures, n.d. and Reinholz (2006) Peer assessment is a process where students evaluate the work of other students. Agree with Falchikov (2007), Futures, n.d. and Reinholz (2006), (Upa, n.d.) state that in this case, the assessments that involve students are those in which students evaluate other students while learning by adhering to the rubrics and assessment formats that have been discussed with students, in order for students to minimize errors in evaluating other students by using the writer and the assessment format. The term "peer assessment" refers to this evaluation.

Social Attitude Domain

According to Permendikbud (2018), the affective domain of social attitude skills in class XII SMA, namely having a healthy lifestyle, curiosity, creative and aesthetic, confident, disciplined, independent, caring, able to respect and tolerant of others, able to adapt, honest, humble and polite interactions with family, educators, and friends. The focus of attitude is mainly on how pupils tend to react, whether positively or negatively, to learning. The more enthusiastically a pupil responds, the more engaged they are with the teacher's instruction (Gaspard & Lauermaun, 2021). As a result, one factor that influences learning performance in the classroom is attitude (Mardapi, 2008). A predisposition to react emotionally, cognitively, or behaviorally in a particular way to certain things, people, or circumstances is known as attitude. (Strickland, 2001).

Students Attitude

According to Hornby (1992), attitude refers to a person's or an object's manner of thinking or acting. According to Pickens (2005), attitude is a complicated amalgamation of what we typically refer to as personality, beliefs, values, behaviors, and motives. Although a person's attitude is internal, we can nevertheless see it from the action that follows.

One of the factors in education that will impact students' learning outcomes is attitude. According to Farmawati (2016), a student's attitude is their positive or negative response to a certain thing, circumstance, or person as demonstrated by their personality, opinions, values, behaviors, and motivation. The above social elements and learner outcomes will be impacted by attitudes (Zhu, et al, 2020). The attitude of the learner might occasionally be either positive or negative (Getie, 2020). If they have a positive attitude about an object in front of the class, they have strong convictions and behave well. However, if students have a bad attitude in class, it indicates that they have a bad attitude and undesirable behavior toward the item on a weekly basis. The achievement of a student also depends on their attitude toward a subject, which can result in high or low achievement, so the teacher must be aware of how the usage of method in the teaching process affects the learners' attitude (Nja, et al., 2022).

Several studies that have been carried out regarding the use of peer assessment as an assessment in the affective domain have been carried out by (Muhardjito & Harsiati, 2016; Mutwarasibo, n.d.; Nita, n.d.; Yulmiati, 2016; Zou et al., 2017). Muhardjito & Harsiati (2016) examined the effectiveness of using peer assessment on attitude assessment which showed results of 92%. Yulmiati (2016) researched the use of peer assessment in attitude assessment in the 2013 curriculum where teachers in the

research environment still had difficulties in implementing affective assessment. Whereas Mutwarasibo, n.d., and (Nita, n.d.) examines students' attitudes in conducting peer assessments in assessing writing skills and listening skills. And the next research conducted by (Zou et al., 2017) regarding the factors that influence student participation in the implementation of online peer assessments. Thus, there is no research on how peer assessment is in the assessment of the cognitive domain, namely activeness, cooperation, and tolerance.

METHOD

This research was carried out by PPG Pre-Occupational 1 UNNES student who carried out PPL at SMAN 9 Semarang class XII MIPA. Of the 36 students, there were 28 students who participated in the peer assessment because there were those who skipped school and those who did not fill out the assessment form. To find out the results of the implementation of peer assessment on students for the assessment of the affective domain on student activity, cooperation, and tolerance, the author uses a qualitative descriptive technique. In conducting the research, the researcher used observations, questionnaires, and documentation. Observations and questionnaires are carried out in English learning which is carried out by practical students by observing in class and providing questionnaire sheets via the Google form.

This research analysis uses grounded theory methods. The steps are as follows. a) Collect data through interviews, observations, and documentation related to implementing peer assessment at SMAN 9 Semarang. b) Open Coding by identifying and providing a code for each data element that appears. c) Axial coding by grouping and categorizing the codes into larger concepts. d) Selective Coding by selecting the main concepts that will be the focus of grounded theory analysis. e) Development of Main Categories by building main categories or themes from the data. f) Comparison and theory development is done by comparing new data with existing data and identifying patterns or relationships between main categories. Then, develop a theory or conceptual model about the factors that influence the implementation and impact of peer assessment in social aspects. g) Theory Verification: Test the theory's validity by communicating with participants again or conducting additional interviews to ensure that the theory developed accurately reflects their experiences. h) Preparing a Grounded Theory Report, namely compiling a grounded theory report that explains the findings, main concepts and theories resulting from grounded theory analysis of students' experiences in peer assessment in social aspects at SMAN 9 Semarang.

The Minimum Completeness Criteria score for the English subject at the school is 74. So to determine the range of grades and predicates, the following formula can be used: $(\text{Maximum Score} - \text{Minimum Completeness Criteria Score}) : 3 = (100-74):3 = 8.7$ so that the length the interval for each predicate is 8 or 9. Because the length of the interval is 8 or 9, and there are 4 kinds of predicates, namely A (Very Good), B (good), C (Enough), and D (Poor), for Minimum Completeness Criteria 74, then the range of values resulting from these calculations can be seen in the following table:

Table 1 Predicate Value Range

93 - 100	A	Very Good
84 - 92	B	Good
74 - 83	C	Enough
< 74	D	Poor

From the results of the calculation above, the interval length of predicate C is 9, while the interval length of predicate B and A is 8.

RESULTS AND DISCUSSION

From the results of observations made by the teacher and peer assessment of fellow students, there were differences found in the areas of activeness, cooperation and tolerance. These three aspects will be described in the paragraphs below.

Activeness

In the realm of activity there are four indicators that are assessed, namely: (1) Students actively seek information either by asking teachers, friends, or looking in books (hereinafter becomes Q1). (2) Students are able to do assignments, both individual and group assignments well (Q2). (3) Students are able to express opinions by answering questions from teachers or friends (Q3). (4) Students help each other in solving problems in learning (Q4).

The results of Q1 show that from the observation it was obtained that 100% of students got 'yes' and 0% of students got 'no'. While the results of the peer assessment obtained 96.4% of students who answered 'yes' and 3.6% of students who answered 'no'. Thus there are differences from the results of observation and peer assessment. According to the observation, 100% of students received a 'yes' response for Q1, indicating that all students were actively seeking information by asking teachers, friends, or looking in books. It suggests a unanimous and positive response from the students during the observation phase. In contrast, during the peer assessment, 96.4% of students answered 'yes,' indicating that they actively seek information. However, 3.6% of students responded with 'no,' suggesting that a small portion of students may not

actively engage in seeking information. The differences between the observation and peer assessment results could be attributed to variations in perception and interpretation. During the observation, the observer's presence or other factors might have influenced the students' responses, leading to a unanimous positive response. However, during the peer assessment, students might have felt more comfortable expressing their true behaviors, leading to a more diverse set of responses.

Furthermore, in Q2 it showed that the results of observation and peer assessment obtained the same results, namely students who answered 'yes' as much as 100% and students who answered 'no' as much as 0%. The observation and peer assessment methods aligned in their evaluation of students' assignment performance. This consistency implies that both methods recognized the same level of proficiency among the students. It is likely that students demonstrated strong capabilities in completing assignments based on objective criteria, as reflected in the unanimous positive responses from both the observation and peer assessment. The agreement between the observation and peer assessment results for Q2 suggests that the assessment methods employed were reliable and yielded consistent outcomes. This consistency enhances confidence in the accuracy of the assessment and the validity of the results obtained. The nature of assignment completion may be more observable and measurable compared to other indicators. Students' ability to fulfill assignment requirements may be more straightforward and easily assessable, leading to consistent evaluation across assessment methods.

In Q3 there were differences in the results of the observations made by the teacher and the results of the peer assessment. The results of the observations showed that there were 92.8% 'yes' answers and 7.2% of students with 'no' gains. Whereas in the peer assessment there were 85.7% 'yes' and 14.3% 'no' answers. According to the observation, 92.8% of students answered 'yes,' indicating their ability to express opinions by answering questions. Additionally, 7.2% of students responded with 'no,' suggesting that a small portion of students may struggle to express their opinions effectively. In the peer assessment, 85.7% of students answered 'yes,' indicating their ability to express opinions. However, a higher percentage of students, 14.3%, responded with 'no,' suggesting a larger group may face difficulties in expressing their opinions in response to questions. Q3 assesses students' ability to express opinions. The variations between the observation and peer assessment results may indicate differences in students' communication skills and their comfort level in expressing opinions. It could reflect variations in their verbal abilities, confidence, or willingness to share opinions in different contexts. The differences between the observation and peer assessment results highlight the

significance of considering multiple perspectives in assessing students' ability to express opinions. Utilizing various assessment methods can provide a more comprehensive understanding of students' communication skills and help identify areas for improvement.

The last indicator from the realm of activity, namely Q4, also obtained different results from the results of observation and peer assessment. The results of the observation obtained 96.4% 'yes' answers and 3.6% 'no' answers. In the peer assessment results obtained 100% 'yes' answers and 0% 'no' answers. According to the observation, 96.4% of students answered 'yes,' indicating that they help each other in solving problems. Additionally, 3.6% of students responded with 'no,' suggesting that a small portion of students may not engage in helping their peers. In the peer assessment, 100% of students answered 'yes,' indicating that they help each other in problem-solving. No students responded with 'no,' implying that, based on the assessment conducted by their peers, all students are perceived to be helpful in supporting their classmates. The differences between the observation and peer assessment results may stem from variations in perception and interpretation. The observer's presence during the observation or other contextual factors may have influenced students' responses. In contrast, the peer assessment might provide a more objective evaluation of students' helpfulness since it is based on the perspectives of their peers. Q4 evaluates students' willingness to help each other in problem-solving. The variations between the observation and peer assessment results may reflect differences in social dynamics, peer interactions, or students' perceptions of their own helpfulness. The fact that the peer assessment yielded unanimous positive results suggests a positive social perception of students' helpfulness. Peer assessment provides valuable insights into students' interactions and social dynamics, which can complement other assessment methods.

Thus it can be concluded that the average result obtained from observation is 97.3% and peer assessment is 95.5% so that the total average is 96.4%, it can be concluded that the results of the assessment of the realm of activity produce a very good value. The average values from both observation and peer assessment indicate that, on average, the students performed well in the assessed indicators within the realm of activity. The majority of students demonstrated positive behaviors and skills related to seeking information, completing assignments, expressing opinions, and helping each other. The combination of observation and peer assessment provides a more comprehensive evaluation by incorporating both the teacher's perspective and the peers' perceptions. This balanced approach enhances the reliability and validity of the assessment outcomes. The results indicate that the

learning environment encourages active information seeking, effective assignment completion, expressive communication, and collaborative problem-solving. These findings suggest a positive and supportive learning atmosphere that fosters students' engagement and growth. This is in line with the theory of reaction expectations and positive involvement put forward by Mardapi, (2008: 102) that the focus of attitudes is mainly on how students tend to react, both positively and negatively, to learning. The more enthusiastically students respond, the more engaged they will be with the teacher's instructions.

Cooperation

In the realm of cooperation, there are four indicators that are assessed, namely: (1) Students as members participate in solving problems in groups so that they reach an agreement (Q5). (2) Students take turns and share assignments. This means that each member of the group is willing to replace and is willing to take on certain tasks or responsibilities within the group (Q6). (3) Students help each other in the group (want to explain to group members who are not yet clear) (Q7). (4) I am able to overcome differences of opinion/thoughts between myself and others (Q8).

The results obtained from Q5 are for observation that there are 96.4% of students who get 'yes' results and 5.6% who get 'no' results. And there are differences in the results obtained in the peer assessment, namely 100% 'yes' answers and 0% 'no' answers. According to the observation, 96.4% of students received 'yes' responses, indicating their active participation in group problem-solving and reaching agreements. Additionally, 5.6% of students responded with 'no,' suggesting that a small portion of students may not fully engage in this collaborative process. In the peer assessment, 100% of students answered 'yes,' indicating their active participation and agreement in group problem-solving. No students responded with 'no,' implying that, based on the assessment conducted by their peers, all students are perceived to actively participate and reach agreements during group work. The differences between the observation and peer assessment results may arise from variations in perception and interpretation. The observer's presence during the observation or other contextual factors may have influenced students' responses. Peer assessment, on the other hand, might provide a more objective evaluation of students' collaborative behavior. The unanimous positive responses in the peer assessment suggest a positive social perception of students' participation and agreement in group problem-solving. Students might feel more inclined to provide positive evaluations when assessing their peers, potentially influenced by social dynamics and a desire to maintain positive relationships. The overall positive results in both

observation and peer assessment highlight the students' capability to participate in group problem-solving and reach agreements. This emphasizes the importance of collaborative skills and the ability to work effectively in teams.

Furthermore, in Q6 and Q7 it was shown that the results of observation and peer assessment obtained the same results, namely students who answered 'yes' as much as 100% and students who answered 'no' as much as 0%. The alignment in the results indicates that students consistently demonstrate the desired behaviors of sharing assignments, taking turns, and helping each other within the group. This suggests a high level of cooperation and collaboration among the students. The unanimous positive responses from both observation and peer assessment indicate that students effectively share responsibilities, tasks, and explanations within the group. This highlights their ability to work together, support each other, and contribute to the group's success. The results indicate a positive group dynamic characterized by mutual support, cooperation, and a willingness to share responsibilities. This fosters a collaborative learning environment where students actively engage with their peers and contribute to the group's collective progress. The consistent positive results highlight the significance of collaboration and teamwork skills within the group setting. These behaviors are essential for effective group work, promoting equal participation, and ensuring a cohesive and productive learning experience.

And the last indicator from the realm of cooperation, namely Q8, there is a difference in results, namely 92.8% of students who get the answer 'yes', and 7.2% of students who get the answer 'no' for the results of observations. Whereas in the peer assessment, the results obtained were 96.4% of students who answered 'yes' and 3.6% of students who answered 'no'. According to the observation, 92.8% of students answered 'yes,' indicating their ability to overcome differences of opinion or thoughts. Additionally, 7.2% of students responded with 'no,' suggesting that a small portion of students may face challenges in navigating differences and reaching common ground. In the peer assessment, 96.4% of students answered 'yes,' indicating their ability to overcome differences of opinion or thoughts. Similarly, 3.6% of students responded with 'no,' suggesting a slightly smaller portion of students who face difficulties in resolving differences. The differences between the observation and peer assessment results may arise from variations in perception and interpretation. The observer's presence during the observation or other contextual factors may have influenced students' responses. Peer assessment, on the other hand, might provide a more objective evaluation of students' ability to navigate differences. Differences in students' ability to overcome

differences of opinion or thoughts can arise from various factors, including individual communication styles, personality traits, cultural backgrounds, and prior experiences. Additionally, the group dynamics, such as the level of trust and the effectiveness of communication within the group, can impact students' ability to navigate differences successfully.

Thus it can be concluded that the average result obtained from observation is 96.8% and peer assessment is 99.1% so that the total average is 97.95%, it can be concluded that the results of the assessment of the realm of cooperation produce very good grades. The average values from both observation and peer assessment indicate that students consistently demonstrate a high level of ability in overcoming differences of opinion or thoughts. The majority of students exhibit strong skills in conflict resolution and navigating diverse perspectives. The total average of 97.95% suggests that students' performance in the assessed indicators within the realm of cooperation is consistently excellent. This indicates a high level of collaboration, respect for differing viewpoints, and the ability to find common ground. This supports the theoretical idea of Strickland (2001:56) that a positive attitude contributes to a cooperative learning environment. A positive attitude tends to contribute to a collaborative and respectful atmosphere.

Tolerance

In the realm of tolerance, there are four indicators that are assessed, namely: (1) In groups, students do not impose their will or opinions (Q9). (2) Students are able to appreciate the contribution of each member in a group, so that no member feels left out (Q10). (3) Students can accept criticism and suggestions from others (Q11). (4) Students do not make fun of friends when friends make mistakes (Q12).

In Q9, Q10, and Q11 it shows that the results from observation and peer assessment obtained the same results, namely students who answered 'yes' as much as 100% and students who answered 'no' 0%.

Examining Q9, which assesses whether students impose their will or opinions in groups, it is observed that both the observation and peer assessment yielded identical results. This means that 100% of the students answered 'yes' and 0% answered 'no'. The alignment between the observation and peer assessment outcomes indicates that students consistently demonstrate the desired behavior of not imposing their will or opinions in group settings. This suggests a high level of respect for others' perspectives and a willingness to collaborate. The unanimous positive responses from both observation and peer assessment suggest that students successfully create an environment where all group members have the opportunity to express

their opinions and contribute to decision-making processes. This fosters a collaborative and inclusive atmosphere. The consistent positive results in Q9 underscore the significance of collaboration and teamwork skills. By allowing space for diverse perspectives and avoiding the imposition of individual opinions, students can enhance their problem-solving abilities and foster an environment of collective learning.

The consistent positive results in Q10 emphasize the significance of collaboration and teamwork skills. By recognizing and appreciating the contributions of every group member, students develop a cooperative mindset and understand the value of diverse perspectives in achieving common goals. The alignment between the observation and peer assessment outcomes indicates that students consistently demonstrate the desired behavior of appreciating the contribution of each group member and ensuring no member feels left out. This suggests a high level of inclusivity, support, and recognition within the group. The unanimous positive responses from both observation and peer assessment suggest that students actively engage in collaborative discussions and create an environment where every member's contributions are valued. This fosters a sense of belonging and encourages active participation from all group members. The positive outcomes in Q10 indicate that students have established group norms that promote inclusivity, respect, and appreciation. These norms likely contribute to a safe and supportive learning environment, where all students feel encouraged to actively participate and contribute their unique insights.

The alignment in Q11, between the observation and peer assessment outcomes demonstrates that students consistently display the desired behavior of accepting criticism and suggestions from others. This indicates a high level of openness, humility, and a willingness to learn from feedback.

And in Q12, which is the last indicator of the realm of tolerance, there is a difference in results, that is, in the observations there are 100% of students with 'yes' gains and 0% with 'no' gains. Meanwhile, in the peer assessment results, there were 96.4% of students who answered 'yes' and 3.6% of students who answered no. The peer assessment results provide insights into how students perceive their peers' behavior. The 3.6% of students who answered 'no' in the peer assessment might have observed or experienced instances where their peers made fun of friends' mistakes, indicating a need for further exploration and improvement in fostering a supportive and respectful environment. Despite the differences in results, the majority of students in both observation and peer assessment recognize the importance of not making fun of friends when they make

mistakes. This demonstrates a positive trend and provides a foundation for further cultivating an inclusive and supportive learning environment.

Thus it can be concluded that the average result obtained from observation is 100% and peer assessment is 99.1% so that the total average is 99.55%, it can be concluded that the results of the assessment of this collaboration area produce a very good value. The results suggest that students have established a respectful environment where individuals feel safe and valued. The absence of making fun of friends' mistakes signifies an atmosphere that encourages learning, growth, and acceptance of one another. This supports the theoretical idea from Farmawati (2016: 28) about a positive attitude that contributes to a supportive learning atmosphere. A positive attitude is expected to create an environment where individuals feel safe and valued.

The results of observation and peer assessment can be seen in the following chart.

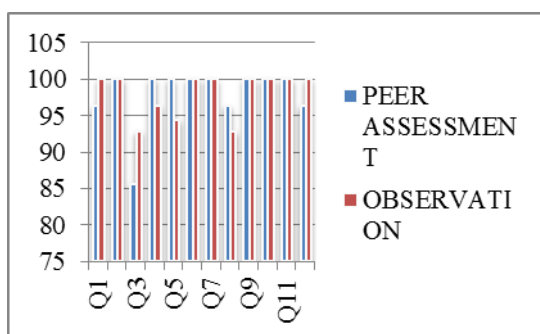


Figure 1. Chart of Observation Results and Peer Assessment

CONCLUSION

Peer assessment in the assessment of the social realm can help teachers carry out assessments effectively and efficiently, besides that students also take part in the assessment so that students will pay more attention to how they will behave. The results of this study, the three affective domains in social assessment namely liveliness, cooperation, and tolerance have good results as evidenced by the activeness aspect obtaining an average result of 96.4%, the cooperation aspect obtaining a result of 97.95%, and the tolerance aspect that is 99.95%. This proves the effectiveness and the difference between the results of peer assessment and teacher observation is very small, so teachers can use this peer assessment alternative for affective assessment so that the assessment runs efficiently and students are also involved in the assessment. The impact of this research lies in its contribution to the development of an efficient, involving students, and comprehensive approach in assessing the affective domain, especially in social aspects. Teachers can utilize these findings to improve their assessment

practices and encourage positive social behavior among students.

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