

## SELF AND PEER ASSESSMENT BASED ON STORYTELLING : IMPLEMENTATION ON ISLAMIC EDUCATION LEARNING

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**Abstract.** This study aims to find out the techniques of self-assessment and peer assessment through the storytelling method as well as the benefits of the storytelling-based self-assessment and friend process for students and teachers. This article uses qualitative research methods to explore a deep understanding of self-assessment and peer judgment based on storytelling. Data were collected through self-assessment and in-depth interviews that allowed researchers to explore the rich perspectives of the participants directly. Data analysis is carried out thematically, by highlighting patterns that emerge from the data and providing a holistic interpretation of the phenomenon being studied. The results of the study show that self-assessment and peer assessment using storytelling in Islamic religious education learning can be done in several steps, namely determining the competencies or aspects to be assessed, determining the assessment criteria to be used, formulating an assessment format, and in the form of assessment guidelines, checklists, or assessment scales, asking students to do self-assessments, teachers reviewing evaluation samples at random, encourage students to always conduct careful and objective self-assessments. The second technique can be done by providing some narrative questions. In this case, students will be asked to share the results of their assessment in front of teachers and friends in turn.

**Keywords:** Self Assessment, Peer Assessment, Storytelling, Islamic Education

**Abstrak.** Penelitian ini bertujuan untuk mengetahui teknik penilaian diri dan penilaian teman melalui metode *storytelling* serta manfaat proses self-assessment dan teman berbasis *storytelling* bagi siswa dan guru. Artikel ini menggunakan metode penelitian kualitatif untuk menggali pemahaman mendalam tentang penilaian diri dan teman sejawat berdasarkan *storytelling*. Data dikumpulkan melalui penilaian diri dan wawancara mendalam yang memungkinkan peneliti untuk mengeksplorasi perspektif yang kaya dari para partisipan secara langsung. Analisis data dilakukan secara tematis, dengan menonjolkan pola-pola yang muncul dari data dan memberikan interpretasi secara holistik terhadap fenomena yang diteliti. Hasil penelitian menunjukkan bahwa penilaian diri sendiri dan teman sejawat dengan menggunakan *storytelling* dalam pembelajaran pendidikan agama Islam dapat dilakukan dengan beberapa langkah yaitu menentukan kompetensi atau aspek yang akan dinilai, menentukan kriteria penilaian yang akan digunakan, merumuskan format penilaian, dan berupa pedoman penilaian, daftar pemeriksaan, atau skala penilaian, meminta siswa melakukan penilaian diri, guru meninjau sampel evaluasi secara acak, mendorong siswa untuk selalu melakukan penilaian diri secara cermat dan obyektif. Teknik kedua dapat dilakukan dengan memberikan beberapa pertanyaan naratif. Dalam hal ini siswa akan diminta untuk membagikan hasil penilaiannya di hadapan guru dan teman secara bergantian

**Kata Kunci:** Self Assessment, Peer Assessment, *Storytelling*, Pendidikan Islam

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## INTRODUCTION

Talking about assessment in an educational institution is very important to do, both in terms of teacher and student performance, learning processes, and assessment of learning outcomes. Assessments that can be carried out by the teacher in the learning process include conducting a self assessment and peer assessment. In Islamic education learning, we often experience and witness the application of monotonous attitude assessments, such as observation through a *checklist* system and then collected. In fact, not infrequently even the teacher who asks is assessed by students and guardians of students using a self-assessment and peer system.<sup>1</sup> Even though students need to be trained to make these judgments by getting used to talking about the object they are speaking through the *storytelling* system that is telling stories in front of their friends.

Self-assessment is basically an authentic assessment that facilitates the improvement of the quality of learning especially to improve student learning outcomes (Pantiwati & Husamah, 2017). Self-assessment (*self-assessment*) is a method of assessment that gives the opportunity for students to take responsibility for their own learning (Anita Wijayanti, 2017). This means that self-assessment is an assessment technique that is carried out by asking students to express their strengths and weaknesses in the context of achieving competency. Whereas peer assessment is assessment of learning outcomes (attitudes and performance) towards fellow friends (co-workers) depends on certain criteria using means of feedback, giving points or both (Serpil Özdemir, 2016). Rate peers or *peer assessment* is an assessment technique by asking learners to assess each linked to the achievement of competency. This assessment can be done regularly after the learning process (Wijayanti, 2017). So, peer assessment is an assessment technique that is carried out by asking students to assess one another related to the achievement of competency.

Self-assessment and peer also have goals for students, which can be used as an alternative to conventional methods to carry out assessments in the learning process that help measure student achievement from their own and their peers' perspectives. Students will also be responsible for their own learning to achieve personal and professional development. On the other hand, by involving students in the assessment process, it can enhance learning as an effective way to increase student motivation, encourage colleagues to help one another master various learning topics, help ensure quality education for all students, and develop self-direction as one measure of quality in education (Alzaid, 2017). Thus, this can change students from mere recipients of knowledge from the teacher to memorize and recall tests to

be when became students and active participants in the learning and assessment process, interact, search, explore, and reach relationships between objects to produce new knowledge which is characterized by critical thinking and creativity.

Self-assessment allows students to learn independently and identify their goals through active work. Because self-assessment encourages active involvement of students in the teaching-learning process. In peer assessment, students are encouraged to take responsibility for actions and assess their performance or peers (Cigdem & Sahin-Taskin, 2018). Self-assessment and peerhood are also considered part of authentic assessments relating to the strength of the feedback given to students through this approach. The development of skills in giving and receiving feedback is a positive feature of self and peer assessment (Adachi, et al., 2018).

In the implementation of self and peer assessment, there are some students who are afraid that they do not have the ability to provide constructive and accurate assessments to their peers or their own work and lack understanding of the various types of assessments in the rubric that they will value (Seifert & Feliks, 2019). In addition, many students feel uncomfortable criticizing the appearance of other students and they see the assessment assignment as something that is heavy and time-consuming due to their lack of understanding of the assessment. Thus, before conducting a self-assessment and peer, the teacher must openly and thoroughly discuss the criteria and provide an understanding of the assessment that is done with the students, one of which is *storytelling*. This is done to increase the involvement, independence, and level of assertiveness of students in the assessment process.

The application of self-assessment and peer invited several comments among educators. As for some of the perceptions expressed by the teacher regarding the assessment, among others, they have a very positive assumption to take advantage of both assessments, because by doing that it can improve student competency in carrying out the learning process (Ratminingsih et al., 2017). Besides that, the teacher assumes that carrying out self-assessment and peers encourage students to be able to see their strengths and weaknesses by doing self-reflection and they can assess other students from different perspectives to find out problems that students cannot see for themselves. So that they feel more confident and are encouraged to do better.

Besides that, some negative responses were also revealed including that some students did not like the two assessments because the rubric was too detailed to make them feel a little stressed to give an assessment and feedback to their colleagues. They also raised the

problems they faced when applying self-assessment and peers (Padmadewi, 2017). Although some teachers explain that students are confident in using it, some others find it difficult to be objective, especially when they conduct peer assessments. Students feel ashamed and pity and must think twice about giving low scores to their peers, so they feel less confident to be as objective as they are required.

Subsequent responses namely Students are not competent enough for peer assessment and peer assessment can be manipulated by students in the process of giving scores and judgments, students' insincerity, lack of intention to criticize one another (Agrawal & Rajapakse, 2018). There are also cases where a student states that he or she is not confident in using self-assessment because there is a tendency that people see more strength than weakness, so the results of the assessment can be more subjective. Others also explained that he still felt confused in assessing whether it was true or not, which made him not confident (Padmadewi, 2017). In addition, time limits are also stated as a challenge to provide assessment and feedback in the classroom, so that they cannot be very complete and detailed, so they cannot be too objective.

Furthermore, teacher perceptions related to the implementation of self-assessment and peer-based *storytelling* are also positive and important to do. Because it can provide a critical thinking skill and good communication for students to give comments to their friends from various stories conveyed by a teacher in the form of oral or audio-visual media such as videos (Ferit Karakoyun & Abdullah Kuzu, 2016). So that students understand an assessment that they must observe from both them and others (peers). In general, the use of technological means in assessments must be focused so that technology can support the assessment process, generate digital feedback, and enhance students' ability to reorganize their performance, and improve the efficiency and effectiveness of the assessments. When *storytelling*-based assessments are carried out in an assessment, the teacher can ask each student to make several assessments for their own assignments and their peers, and students receive more assessment of their work. Experts have identified that *storytelling* is an effective learning strategy to increase learning motivation and improve student learning performance. This can improve memory by allowing students to recall the learning prerequisites and help develop interactions between students (Hung et al., 2012).

Several studies have also shown that *storytelling* goes beyond the ability of traditional storytelling by arousing student interest, concentration, and motivation, facilitating student collaboration and organizing ideas, helping students to understand complex learning content, and presenting knowledge in an adaptive and meaningful way (Yang & Wu, 2012).

By providing systematic instructional procedures, convenient software, and objective assessment, *storytelling* is a meaningful approach to energize instructors and to motivate students.

The conduct of self-assessment and peerhood can be practiced in various subject areas with various results such as tests, presentations, writing and demonstration of skilled behavior. As for some kind of peer assessment, including summative assessments, formative, correctional, confirmation, didactic and suggestive (Rajapakse, 2018). Peer assessments can be in the form of quantitative scores and comments, while qualitative assessments can be reciprocal, according to their preferences, or public. Assessment can be carried out during or after class time, in an internship or project, and can be compulsory or voluntary. Peer assessment can be considered for value or can be used only for development purposes. They can be done using paper forms or using computer packages, online or offline. Each type and form of peer assessment can have a different impact on student learning and results. Implementation of the use of *storytelling* in self and peer assessment can be done in a simple way. One of them is by providing an understanding of the assessment through the story of the story on digital video as mentioned in before. Besides that, it uses *storytelling* to present students' judgments about themselves and the peers they have observed or assessed (Tatli et al., 2018). The existence of the story in the digital video can be recognized as a positive contributor to help students pay attention to their attitudes and behavior so that they do not object in assessing and judging.

There is a research study conducted by Tatli et al., (2018) regarding the assessment based on *storytelling*, namely "Peer assessment through digital storytellers: pre-service IT teacher experience". In this case, it is explained that the perspective of pre-service teachers is quite positive towards the use of digital storytelling for peer assessment in their teaching practices. Prominent contributions that caused by them are easily tolerated personally because they do not take a direct form, and that they consider peer assessment through digital *storytelling* as an alternative means of assessment to effectively reflect the process. Receiving more detailed feedback about their classroom experience and their teaching skills are very helpful for pre-service IT teachers. In other words, it can be understood that the use of *storytelling* in the assessment process can be done by students by telling or conveying the results of their assessment ( self and peer assessment ) to the teacher and in front of other students in order to provide benefits such as increasing self-confidence, drill the courage in making judgments, improve thinking processes, and provide changes to be better students than before.

Islamic education learning has many topics that can train students to tell stories in front of other students. In this case, the stories of the Prophets, stories of commendable behavior carried out by the Prophets, stories in the Qur'an, and so on. In this matter, students are trained to have courage and self-confidence when appearing and telling these topics in front of the teacher and other students. Yet delivery means of supervision and guidance of a teacher to the classroom atmosphere remains conducive. This study aims to find out the techniques of self-assessment and peer assessment through the storytelling method and the benefits of self-assessment and the friend-based storytelling process for students and teachers.

## **METHOD**

This article uses qualitative research methods to explore a deep understanding of self and peer assessment based on storytelling. Through this approach, this research aims to gain more detailed insights, by focusing on the participants' experiences, views, and interpretations in context. Data were collected through self-assessment and in-depth interviews that allowed researchers to explore the rich perspectives of participants directly. Data analysis is carried out thematically, by highlighting patterns that emerge from the data and providing a holistic interpretation of the phenomenon studied. This method allows researchers to understand the complexity of social phenomena in more depth than quantitative methods, because the qualitative approach prioritizes the context and subjective meanings that are relevant to the research participants.

## **RESULTS AND DISCUSSION**

### **Self-Assessment And Peer Technique Through *Storytelling* In Islamic Education Learning**

Telling and interpreting stories is a powerful way to make sense of experience, gain insight and contribute to knowledge. This is especially true in evaluating and understanding the complicated work of the teaching and learning process. Storytelling can be a tool of democracy that "reveals the truth" because anyone can tell a story. Validating participants' stories in teaching and learning offer a rich way to understand and recognize their experiences. This is especially true in the case of self and peer assessment for students (Samuel, 2016). There are several steps to self-assessment and peer use *storytelling* in Islamic education learning, including: *First*, determining competencies or aspects to be assessed. *Second*, determine the

assessment criteria to be used. *Third*, formulate the assessment format, in the form of scoring guidelines, checklist lists, or rating scales. *Fourth*, ask students to conduct self-assessments. *Fifth*, the teacher reviews the evaluation sample at random, to encourage students to always carry out self-assessment carefully and objectively (Sudaryono, 2012).

The second technique can be done by giving several narrative questions. Narrative questions require storytelling events to document and interpret experiences. This story can occur through oral or written accounts. This can be collaborative or individual. This story can be a personal narrative, ethnographic account or even fiction (Tanner, 2016). In this case, students will be asked to share the results of their assessment in front of the teacher and their friends in turn.

**Table 1: Self Assessment of Islamic Education Subjects**

Subjects: Islamic Education and Character

Student's name: .....

No.	Basic Competency / Competency Standards	Response		
		Yes	Not	Sometimes
1.	Story of the Prophet Joseph as exemplary			
	I have the courage to tell about Prophet Yusuf as in front of teachers and students			
	I pay less attention to students when telling stories in front of them			
	I told the story of the Prophet Joseph's example in a loud voice			
	I use the style of language well in conveying the story of Prophet Yusuf as			
	I mention the characters in the story of the example of Prophet Yusuf as			

While there are also peer assessment instruments that will be carried out by the students, namely as follows:

**Table 2: Peer Assessment of Islamic Education Subjects**

Subjects: Islamic Education and Character

Name of Assessed Students: .....

Name Judging: .....

No.	Basic Competency / Competency Standards	Response		
		Yes	Not	Sometimes
1.	Story of the Prophet Joseph as exemplary			
	My friend has the courage to tell the story of Prophet Yusuf as in front of teachers and students			

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My friends pay less attention to other students when telling stories in front of them

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My friend told me the story of the Prophet Joseph's example in a loud voice

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My friend uses a style of language well in conveying the story of Prophet Yusuf as

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My friend mentioned the characters in the story of the Prophet Joseph as exemplary

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Based on the assessment instruments mentioned above, the next step the teacher asks students to tell or convey various opinions relating to the statements that must be addressed in the process of self-assessment and peer review. In this case, their submission remains under the supervision of the teacher, so the classroom atmosphere is under control. This is done with the aim of training and accustoming students to dare to speak in front of other people, instill confidence, train students' speaking and critical thinking skills.

### **Benefits Of The Self-Assessment And Peer Process Based On *Storytelling* For Students And Teachers**

Self-assessment separately has the advantage that students can find out the shortcomings in the learning process because students are involved directly to assess themselves (Nahadi ET AL., 2017). There are several benefits of self-assessment: *First*, self-assessment provides *reinforcement* of the progress of learners. *Second*, self-assessment can foster self-confidence and responsibility on the students themselves. *Thirdly*, self-assessment can explore spiritual values, morals, attitudes and even students' motor and cognitive aspects. *Fourth*, assesment of honest self-build character in students (Wijayanti, 2017). In addition, peer assessment also has the advantage of learning and knowledge students gain from the performance of his colleagues, to minimize errors in the learning process (Khilda, 2017). Peer assessment has many benefits for students, among others: can train students to have a sense of responsibility, cooperation in learning between colleagues in the group, students become bold in reflecting on the performance of their services based on the standards of learning completeness that has been determined and comparing them with others, so that the spirit of effort is achieved in achieving their learning goals (Wijayanti & Mundilarto, 2015).



These benefits include: increased variation and interest; activity and interactivity; identification, bonding, active learning and involvement that increases the focus on learning; increase attention, focus, and reflective learning by making students part of the learning process; realization of collaborative learning; reduction in the possibility of misinterpretation and communication found prevalent with feedback and acceptance of instructors by students due to "attentive reception" and increasing speed, frequency and breadth; and prevention of consolidation of confusion and merging errors (Rajapakse, 2018).

In addition, there are other benefits from implementing peer assessments namely: increasing learning outcomes, increasing learning collaboration through peer feedback, students can help each other in understanding the material, and students can comment on the performance of their friends (Wijayanti, 2017).

## CONCLUSION

Self-assessment and peer assessment should be used together to support each other and maximize the advantages of each of these assessments. Self-assessment and peer assessment can also train students to be honest, objective and have a sense of responsibility. Self-assessment and colleagues using *storytelling* in Islamic education learning can be taken in several steps, namely determining competencies or aspects to be assessed, determine the assessment criteria to be used, formulate the assessment format, in the form of scoring guidelines, checklist lists, or rating scales, ask students to conduct self-assessments, the teacher reviews the sample of evaluations randomly, to encourage students to always carry out careful and objective self-assessments. The second technique can be done by giving several narrative questions. Narrative questions require storytelling events to document and interpret experiences. In this case, students will be asked to share the results of their assessment in front of the teacher and friends in turn.

The benefits of *self-assessment*, namely: giving *reinforcement* to the progress of the learning process of students, fostering confidence and responsibility in the students themselves, as well as building honest character in students. While the benefits of peer assessment are training students to have a sense of responsibility, cooperation in learning between peers in the group, having the courage to reflect on their performance based on predetermined learning completeness standards.

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