

English Self-Assessment Based on Pluralism in Preventing Radicalism

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ABSTRACT

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The practice of radicalism in Indonesia has increased among all age groups, including young generation. They were mostly affected by radicalism and extremism. The aim of this study was to find out the implementation of English Self-Assessment Based on Pluralism in Preventing Youth Radicalism. This study used a descriptive analysis method. The instrument of this study was the students' self-assessment worksheet focused on pluralism materials. The result showed that the implementation of English self-assessment through the values of pluralism can improve the students' understanding by using the technique of reading comprehension. And the religious understanding of the students was good criteria

Keywords: *English Self-Assessment, Preventing Radicalism, Self-Assessment*

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INTRODUCTION

One of the crucial aspects that must be prepared by teachers is the assessment technique, which is used in learning. Assessment is essential in the teaching and learning process to know the learning outcomes of students (Looney, Cumming, van Der Kleij, & Harris, 2018; Black & Wiliam, 2018). The objective of the assessment is to describe the progress of the development of processes and outcomes of students. The result of students' assessment should conduct the students' achievement on the cognitive aspect, affective aspect, and psychomotor aspect (Hidayati, Bentri, & Rahmi, 2017). The studies found that the cognitive aspect is essential to enable goal-directed behavior and environmental stimulation. It can change the students' behavior to create emotionally positive, structured, and cognitively stumbling classroom environment (Vandenbroucke, Spilt, Verschueren, Piccinin, & Baeyens, 2018).

When the teachers only measure the cognitive aspect, the education system in Indonesia will perform under average. The low quality of education systems in 2018 was improved in whole aspects of learning so that this nation can increase the education system among other countries in this global era.

Therefore, the teacher should apply mastery learning and authentic assessment system. One authentic assessment model that should be used by the teacher is self-assessment. Self-assessment is crucial thinking and technique by asking students to express their strengths and weaknesses in the context of attitude competencies, both spiritual attitudes and social attitudes (Kunandar, 2012; Panadero, Garcia, & Fraile, 2018). It is as a way in evaluation technique that provides opportunities for students to assess their work and abilities according to the experience they feel (Widiyoko, 2014). Students are asked to evaluate themselves related to the process and their learning outcomes in a specific subject. Self-assessment techniques can be used to measure three aspects of learning, namely, cognitive, affective, and psychomotor (Sabri, Retnawati, & Fitriatunisyah, 2019). Self-assessment can also be used for all learning materials for the study of science, mathematics, religion, social, and language (Dupeyrat et al., 2011; Schmidt et al., 2017). It becomes a demand for teachers to use self-assessment as one of the assessment techniques in assessing students' outcomes in English language learning.

In understanding a reading text based on pluralism, students not only understand textually but also students must be able to comprehend text information implicitly as the inferential understanding of students. It is the ability to understand information that is expressed indirectly (implied) in the text. Understanding text inferentially means understanding what is indicated by the data shown explicitly in the text. In this case, the reader uses information expressed explicitly in the text, background knowledge, and integrated personal experience to make guesses or hypotheses Burns & Roe in (Hairuddin et al., 2008). Reading comprehension is appropriate for the integration of English text with the values of pluralism. By applying reading comprehension, students will be able to understand the context of the text. According to Tracey (2017), reading is a process to get information from the writer through the written language. Dalman (2013) stated that reading is an activity or cognitive process that seeks to find various information contained in writing. It means that reading is a process to understand the contents of the text being read, whereas reading comprehension is interpreted as a process of earnest reading to obtain meaning or the essence of a reading (Rahayu, Riyadi, & Hartati, 2018).

Numerous previous studies related to the self-assessment technique used by the teaching and learning process. The first study conducted by Rohmah (2018), the result showed that most students stated that it was essential to implement self-assessment on English subjects, because self-assessment helps them to know in what aspect they understood in the topic, what difficulties they face, and what should they do in the way of understanding the material.

Another study conducted by [Ismail et al., \(2012\)](#) reported that the implementation of self-assessment could improve the teaching and learning process through participation and class involvement. Besides, English Foreign Language (EFL) students also said that the technique was useful and exciting. Furthermore, a study conducted by [Baleghizadeh \(2014\)](#) stated that students got some advantages by doing self-assessment. Therefore, EFL students are more oriented in learning through the implementation of self-assessment during the teaching and learning process. The other unique research comes from [Genç İter \(2017\)](#), who studied the English Language Teaching (ELT) students' development and self-assessment in reflection on teaching English. The results showed that the participants felt more confident in teaching English to young learners when they had enough knowledge.

Previous studies above gave a contribution to the English learning process. Unfortunately, those did not integrate with self-assessment in preventing radicalism, as the researchers have done. Preventing radicalism is essential either in school or in social life. Conducting this study was essential to be applied by the teacher because the social behavior of teenagers tends to be more self-centered or egoistic, either affected radicalism and extremism. Thus the position teachers and students are the key in prevent radicalism. On the other hand this research essential to be conducted because radicalization gave an impact for students and alumni ([Mubarak, Zulkifli, & Halimatussa'diyah, 2018](#); [Sjøen & Jore, 2019](#); [Saliman & Agustian, 2017](#)). It means that a group of student can be the target of ideological transformation of radical movements and become the object of their recruitment. For instance, [Tahir \(2015\)](#) reported that the alumni of UIN, Abu Muhammad al-Indunisiy or Bahrmusyah had incited the public to endorse ISIS. So that, prevent radicalisation should be able the attention to all people.

Afterward, educational environment should be that of inculcating tolerance ([Davydov, 2015](#); [Brown & Saeed, 2015](#)). It means that tolerance has to be understood as a deeper quality of the individual. It should be reflects a willingness to accept a diversity of views of the world and the possibility of looking at a problem from differing points of view. Other research has also prevent radicalism of students' responses of *Madrasah Aliyah* (MA) toward religious radicalism. The results showed that some of the students were affected by radicalization [Darmawati & Abdullah \(2016\)](#). Radicalism is not always about physical violence, but it could be an ideology of thought, massive campaigns, and ways to change the mainstream can also be classified as radical attitudes ([Mulyadi, 2017](#)).

One of the ways to prevent a rise of radicalism towards students or adolescents is applying values of pluralism, which is integrated into the learning process and the assessment technique. Pluralism is a belief that reality consists of diversity (race, ethnicity, religion, language) in society (Parker, Pearce, Lindekilde, & Rogers, 2019). This diversity can be accepted among each other and living peacefully so that it is created the safety for humanity. Based on the phenomena above, it can be concluded that it is important to conduct a study on English self-assessment based on pluralism in preventing youth radicalism. Hence, the objective of this study is to find out the results of the analysis related to the English self-assessment based on pluralism in preventing youth radicalization.

RESEARCH METHODOLOGY

The method of this study used descriptive analysis. It is a method that describes the object analyzed or samples that have been collected, then making conclusions (O'Dwyer & Bernauer, 2013; Loeb et al., 2017). In other words, the descriptive-analytical method focuses on the problems found in the field of study (Moser & Korstjens, 2018). Through purposive sampling, the researchers take 48 students at Senior High School 1 Jepara as subject of research. Therefore, to find out how far students understand radicalization in a text, the researchers tried to analyze the results of students' self-assessment rubric and result of interview in preventing youth radicalism. The object of this study was learning outcomes through pluralism-based self-assessment. The researcher attempted to observe the learning process and used in English self-assessment based on pluralism.

The data collection technique was observation, test, and interview. The researchers had done observation by using the observation form. Observation activities carried out by observing all activities of students in assessment process. These activities include reading activities, daily evaluation activities after reading, and the response of the students in self-assessment.

In using the test, the researcher gave the text with its exercises to each student; then, they read the text individually and analyzed the text. To find out students' understanding of the concept of pluralism, the researcher analyzed and conducted the data from self-assessment rubric and reading texts, which contains pluralism values. The researchers applied the English learning on reading comprehension to 48 students.

In interview, the researchers used deep interview type with the participants who have determined as a sample of the research data. It consists of 48 students as research sample. The selection of deep interview was intended

to be naturally based on the thoughts and answers directly from the teacher and students without limiting the choice of answers. So the results obtained were more complex and natural. Interview techniques were used to explore data how far students understand radicalization in a text. In addition, interview techniques were used to obtain data on students' responses to understand preventing youth radicalism.

RESULT AND DISCUSSION

This section is the central part of the article, the results of the research. The results of the study presented in this section are the result of a "clean." The process of data analysis, such as statistical calculations and testing processes or other processes for the achievement of its research.

Based on the objective of the research that is to find out the results of the English Self-Assessment Based on Pluralism in Preventing Youth Radicalism, the researchers applied the English learning on reading comprehension to 48 students. The researcher gave the text with its exercises to each student then they read the book individually and analyzed the text. In arranging classroom management, the researchers used the Focus Group Discussion (FGD) method by dividing it into several groups. Each group analyzed the text then discussed it, accompanied by researchers. Student feedback is done after the students understand the text well. There are two kinds of tasks; they are essay questions and self-assessment.

The way in preventing the radicalization in this study, the researchers were analyzed through self-assessment through reading the text. The self-assessment contains various statements related to the text given either associated with the concept of radicalism. They rarely do the result of self-assessment analysis on students' activities in radicalization. The students rarely did defame, insulting people, humiliate other people's religion and their beliefs. Students rarely did harmful activities, sin, and violate religious rules. Another side, the students respect the beliefs and faiths of others. They also obey the laws of their religion, treat others well even with different backgrounds. Here is the self-assessment rubric of students:

Figure 1. Self-Assessment Rubric Focused on Attitude and Psychometric Aspects

No	Items	Never	Seldom	Sometimes	always
1.	I do not disgrace other religions than mine.				
2.	As a muslim I do wrong doings, sins and other bad activities.				
3.	I follow the rule of Islam.				
4.	I invite my friends to learn Islam completely.				
5.	I seek to enrich my knowledge about Islam.				
6.	As a muslim, I treat other people kindly				
7.	As a muslim, I pray 5 times in a day.				

The researchers took self-assessment rubric based on the text entitled "Islam is For Ever Peace". In analyzing self-assessment rubric above (Figure 1) the researchers find out students' religious understanding which related to the knowledge of radicalism. The analysis of self-assessment showed that the students' religious belief is a good criterion. The study showed that students understand well about the concept of Islam, which loves peace, not an anarchist religion. Students also understand well that religion is a life controller to do good deeds.

In data interview the students explored their understanding of the danger radicalization and the way in preventing youth radicalism. For instance:

"Life phenomena that tend to be radical need to be done in an effort to counter radicalism in the name of religion. In preventing radicalization need to attempt to Islamic values "rahmatan lil alamin" and Islamic correct jurisprudence in the style of the Unitary Republic of Indonesia to prevent the spread and spread of ideology radical to Muslims".(Interview, by Ruli, Students of Senior High School 1 Jepara, August 15, 2019).

"Powering and Understanding of Religious is the basic to prevent Radicalism. So that in society very need tolerant, wise, empathetic, and strengthening the value of pluralism in plural society in Indonesia. On the other hand we should have patriotism. Those should apply in social live either different ethnic, religious, or races". (Interview, by Devi, Students of Senior High School 1 Jepara, August 13, 2019).

“When i read the book, a way to prevent radicalism is keep on the effectiveness of public roles with a network of leaders community, and religious leaders together with organizations owned by the TNI, Polri, BIN, for early detection. In order to ensure that terror networks and radical groups have limited space”. (Interview, by Vika, Students of Senior High School 1 Jepara, August 16, 2019).

The result interview above concluded that insight and understanding of religious aspect of peace, tolerance, and humanity should realize not only based on intellectuality cognitive, but also emphasizes the aspect of appreciation (affective) and practice (psychomotor). In realization the cultivating of preventing radicalism insight, the students were deeper understanding the phenomena; challenge the condition in Indonesia, and understanding how to prevent the radicalization.

The finding of this study was the implementation of English self-assessment through the values of pluralism can improve the students' understanding by using the technique of reading comprehension, namely inferential knowledge. Furthermore, students' self-assessment analysis shows that the religious experience of students was excellent. School or institution plays an essential role in preventing radicalism. [Home Office \(2011\)](#) opinion that is line with the opinion above that educational institution must function to prevent individuals from becoming radicalized. Based on the findings above, the integration of English text with pluralism is essential to make students understand pluralism to prevent the radicalism of youth. It relevant with [Taylor & Soni \(2017\)](#) also explained that the way to avoid radicalism includes identifying the children and schools in fostering an ethos of trust and safety around sharing and discussing views will be critical in providing spaces for radical views to be carefully examined and critiqued. Cultivate patriotism for young generation also prevents radicalism. Patriotism for the young generation must continue to be improved, namely the existence of a generation that thinks integrally in the relationship of unity and territorial integrity with a spirit of regional autonomy, superior character with a local wisdom approach, rational thinking, critical, innovative, open and dynamic based on the spirit of independence in the work ([Saliman & Agustian, 2017](#)). The people also have reflect a willingness to accept the diversity in multicultural society ([Davydov, 2015](#); [Hogg, Meehan, & Farquharson, 2010](#)). Thus, prioritizing deeper quality tolerance individual in social live continuously can inhibit radicalism of youth. Through this study, the researchers analyzing the integration of English text in some ways. The way in preventing the radicalization in this study was explained through self-assessment that did by the students after reading the

text. The self-assessment contains various statements related to the text given either associated with the concept of radicalism.

The result of self-assessment analysis on students' activities in radicalization was rarely done by them. However, there also different from the research [Genç İter \(2017\)](#) that in self-assessment, the participants felt more confident in teaching English to young learners. But the students need to assess in their learning process continuously. Other different research come from [Baleghizadeh \(2014\)](#) stated that students got some advantages by doing self-assessment. Therefore, EFL students are more oriented in learning through the implementation of self-assessment during the teaching and learning process. This current research was more oriented in preventing a rise of radicalism towards students or adolescents. It applied values of pluralism, which is integrated into the learning process and the assessment technique. The researchers concluded that authentic assessment through the self-assessment model in English reading based on the values of pluralism has a positive impact on preventing youth radicalism. [Shofiyah \(2013\)](#) stated that self-assessment is students assessing themselves. Assessment with self-assessment techniques involves students both in giving an estimate and accepting an evaluation. The advantages that can be obtained from the use of self-assessment include: growing students' confidence because they are given the confidence to judge themselves. Second, increasing students' understanding of their strengths and weaknesses. Third, train the students to be honest.

CONCLUSION

The researchers concluded that authentic assessment through the self-assessment model in English reading based on the values of pluralism has a positive impact on preventing youth radicalism. Furthermore, students' self-assessment analysis shows that the religious experience of students was excellent.

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The author had participated in the research and approved the final version of the manuscript.

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