

Implementation of self-assessment to develop reading literacy skills for madrasa students

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Abstract: Reading literacy is essential for developing madrasah students' critical, reflective, and independent thinking. However, reading assessment remains predominantly teacher-centered, limiting students' active involvement in evaluating their learning. This study describes the implementation of self-assessment to support reading literacy development in Indonesian language learning at MTs Negeri. Using a qualitative descriptive approach, the study involved five Indonesian language teachers and purposively selected students. Data were collected through classroom observations, semi-structured interviews, and documentation, including self-assessment sheets, learning journals, and instructional materials. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing and verification. Findings indicate that self-assessment was implemented through reflection sheets, checklists, learning journals, and reflective questions integrated throughout reading instruction. These practices encouraged students to plan, monitor, and evaluate their reading processes, thereby strengthening metacognitive awareness, learning responsibility, comprehension monitoring, and active participation. Teachers perceived self-assessment as useful for obtaining feedback on students' learning development, although implementation was constrained by limited instructional time, students' readiness for objective reflection, and insufficiently structured guidelines. The study highlights the importance of systematic self-assessment integration through teacher capacity building and valid instruments. Its novelty lies in connecting self-assessment, metacognitive processes, and reading literacy within Madrasah Indonesian language learning.

Keywords: Implementation, Self-Assessment, Reading Literacy Ability, Madrasah Students

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Introduction

Creative thinking, because it can improve reading and writing skills, as well as having the concept of understanding, processing, evaluating, and delivering systematic information. Research Ati & Widiyanto (2020) explained that reading literacy is a fundamental competency that determines the success of students in understanding various academic and non-academic texts, especially at the madrasah education level. Strong literacy skills will have a positive impact on students' learning achievements, as they become the basis for mastering knowledge in various fields of study.

Reading literacy is one of the fundamental competencies that must be possessed by Madrasah students as the basis for acquiring knowledge, developing critical thinking skills, solving problems, and actively participating in community life (Bastin, 2022). In the framework *Programme for International Student Assessment* (PISA), reading literacy is defined as an individual's ability to comprehend (*understanding*), using (*São*), evaluate (*evaluating*), reflect

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(*reflection*), and actively engaged (*engaging*) with various types of texts to achieve goals, develop knowledge and potential, and participate effectively in social life (OECD, 2023). This definition shows that reading is a complex cognitive process because it involves the interaction between the characteristics of the reader, the characteristics of the text, the purpose of reading, and the social context in which the reading activity takes place (Snow, 2002; OECD, 2019, 2023). Along with the development of digital technology, reading literacy is no longer understood only as the ability to understand the content of the text literally, but also includes the ability to evaluate the credibility of information, integrate various sources of information, compile inferences, and make decisions based on evidence obtained from printed and digital texts (OECD, 2019; Afflerbach, Cho, & Kim, 2023). Therefore, reading literacy is seen as the main foundation in building 21st century competencies that include critical thinking, creativity, communication, collaboration, and lifelong learning skills (Duke, Ward, & Pearson, 2021).

In the context of learning Indonesian, reading assessment is an evaluation process that aims to measure students' ability to understand, interpret, evaluate, and reflect on information obtained through reading activities using indicators and instruments that are compiled validly, reliably, and in accordance with learning outcomes (Sukenti, Tinambunan, & Mukhlis, 2021). Quality reading assessments not only serve as a tool to determine the level of achievement of learning outcomes, but also provide diagnostic information that helps teachers identify students' strengths and weaknesses in understanding the text so that it can be used as a basis for improving the learning process (Black & Wiliam, 2009; Baker, Andrade, & Brookhart, 2018). The modern assessment paradigm places assessment as an integral part of learning (*Assessment for Learning*) that not only measures the final outcome, but also provides continuous feedback to improve the quality of the learning process of students (Pastore & Andrade, 2019). Thus, reading assessments in the 21st century are directed to measure *higher-order thinking skills*, such as the ability to make inferences, evaluate arguments, integrate various sources of information, and prepare critical reflections on the content of reading (OECD, 2023; Duke et al., 2021).

Various studies show that reading ability has a very important role in determining the academic success of students because most of the knowledge is obtained through reading activities. Andayani et al. (2025) explained that good reading skills contribute to improving the quality of the learning process, especially when students are exposed to nonfiction texts that demand analytical thinking and problem-solving skills. However, various research results still show that the reading literacy skills of Indonesian students have not developed optimally. Sari and Seriawan (2023) found that most high school students still have difficulty understanding texts in depth, especially in the aspects of attracting inferences, evaluating information, and reflecting on the content of reading. These findings are in line with the 2022 PISA results which show that the reading ability of Indonesian students is still dominated by the ability to find explicit information, while the ability to evaluate, reflect, and integrate information from various sources is still relatively low compared to the average OECD member country (OECD, 2023). This condition indicates that reading learning in schools is still more oriented towards literal comprehension than the development of critical and reflective thinking skills (Diasutik et al., 2026).

The low reading literacy ability is not only influenced by the factors of students, but also by the quality of assessments applied by teachers in the classroom. Various studies show that reading assessments are still dominated by questions that measure the ability to remember information so that they are not able to develop students' high-level thinking skills (Afflerbach et al., 2023; Duke et al., 2021). In fact, an effective reading assessment should provide opportunities for students to interpret, evaluate, synthesize, and reflect on information obtained from various types of texts. Therefore, the OECD (2023) emphasizes that the development of reading assessments must be designed authentically by integrating various real-life contexts, the use of multimodal texts, and activities that encourage students to use critical thinking skills in solving various information-based problems.

One of the assessment approaches that is getting more and more attention in educational research is self-assessment (*Self-assessment*) (Tulodo et al., 2025). Self-assessment is part of formative assessment that provides opportunities for students to evaluate the quality of learning outcomes and learning processes based on predetermined criteria so that they are able to identify

strengths, weaknesses, and learning improvement strategies independently (Panadero et al., 2018). Through self-assessment, students not only know the level of achievement of their competencies, but also develop metacognitive skills, self-regulation (*self-regulated learning*), learning motivation, and self-efficacy that are indispensable in lifelong learning (Zimmerman, 2002; Panadero, Jönsson, & Botella, 2017). The results of the meta-analysis by Panadero et al. (2017) show that the implementation of self-assessment has a significant positive impact on academic achievement, self-regulation ability, and reflective thinking skills of students at various levels of education. In addition, Andrade and Brookhart (2020) emphasized that self-assessment carried out on an ongoing basis is able to improve the quality of learning because students have the opportunity to monitor learning progress, evaluate the strategies used, and set the next learning target.

In learning to read, self-assessment has a very important contribution because reading is an activity that requires conscious control of the thinking process. Students who are able to evaluate their own level of comprehension will find it easier to identify misinterpretations, choose appropriate reading strategies, and improve the process of understanding texts independently (Perfetti, Landi, & Oakhill, 2025). Research by Guthrie, Klauda, and Ho (2023) also shows that students who have intrinsic motivation and good self-regulation skills tend to show higher reading literacy skills than students who read passively. Therefore, the integration of self-assessment in reading learning is believed to be able to improve the quality of reading literacy because students are not only the object of assessment, but also play a role as subjects who actively reflect on their learning process (Setyawarno et al., 2026).

In the context of Madrasah education, the implementation of self-assessment is becoming increasingly relevant because learning is not only directed at the achievement of academic competence, but also at the formation of character, responsibility, honesty, and the ability to reflect in line with the values of Islamic education (Amala & Nofiaturrehman, 2026). The Merdeka Curriculum also places assessment as an integral part of learning that encourages students to become independent learners through reflection, feedback, and continuous improvement. However, the results of the literature review show that most of the research on self-assessment is still carried out on learning science, mathematics, and foreign languages, while research that specifically examines the implementation of self-assessment to improve the reading literacy of Madrasah students in learning Indonesian is still relatively limited (Diastutik et al., 2026). In addition, previous research focused more on measuring reading outcomes than on the process of reading reflection carried out by students during learning. The research gap shows the need for research on the implementation of self-assessment as a learning strategy that not only improves reading comprehension skills, but also develops metacognitive skills, self-regulation, and reading literacy of Madrasah students in a sustainable manner in accordance with the demands of 21st century competencies.

Literature review

Reading literacy

Reading literacy is one of the fundamental competencies that is an indicator of the quality of education and the readiness of students to face the challenges of the 21st century. In a modern perspective, reading literacy is no longer understood as the ability to recognize words or understand information literally, but rather as the ability to understand, use, evaluate, reflect, and interact with various types of texts to achieve learning goals, develop knowledge, and participate effectively in social life (OECD, 2023). This definition shows that reading literacy is a multidimensional competency that integrates linguistic, cognitive, metacognitive, and digital literacy aspects (Nurmansyah et al., 2026). The PISA framework also affirms that competent readers must be able to read various sources of information, compare different perspectives, evaluate the credibility of information, and synthesize various information into new knowledge. This paradigm shift shows that reading literacy has shifted from the skill of understanding texts to the ability to think critically based on information.

This change in concept is in line with the development of international research that places reading literacy as a process of meaning construction that involves the interaction between the characteristics of the reader, the characteristics of the text, the purpose of reading, and the social

context in which the reading activity takes place (Yulian et al., 2026). Within the framework of PISA, reading success is influenced by the reader's ability to find information (*locating information*), constructing meaning (*Understanding*), and evaluate and reflect on the content of the reading (*evaluating and reflecting*). These three processes show that reading is a high-level thinking activity that requires the ability to analyze, evaluate, infer and reflect. Thus, reading learning in the 21st century must be directed at developing critical thinking and problem-solving skills, not just understanding the content of reading explicitly (Shofyah et al., 2026).

In line with the development of this theory, various studies show that the success of reading literacy is greatly influenced by the quality of the learning process and assessments applied by teachers. Xuan, Cheung, and Sun (2022) through a meta-analysis of 48 studies involving more than 116,000 learners found that formative assessments had a significant positive influence on improving reading achievement. This effectiveness is even higher when the assessment is accompanied by quality feedback, active involvement of students, and the opportunity to reflect on the learning process. These results show that assessment not only functions as a tool to measure learning outcomes, but also as a pedagogical strategy that is able to improve reading comprehension through the process of self-regulation and continuous reflection.

In the development of modern assessment, researchers' attention has increasingly led to the use of self-assessment (*Self-assessment*) as part of formative assessment. Self-assessment provides opportunities for students to assess their level of learning achievement based on predetermined criteria, identify weaknesses, monitor the strategies used, and design improvement steps independently. This approach places students as active subjects in the assessment process so that it can increase learning responsibility, intrinsic motivation, and metacognitive abilities. Therefore, self-assessment is seen as one of the effective strategies for developing learner-centered learning (*student-centred learning*), especially in improving reading skills that require reflective thinking processes (Lee et al., 2026).

The relationship between self-assessment and reading literacy is becoming increasingly important because reading activities are essentially a metacognitive process. Students who have high metacognitive abilities tend to be able to plan reading goals, monitor their comprehension level during reading, evaluate strategies used, and correct mistakes when having difficulty understanding texts. Conversely, students who do not have metacognitive awareness often only read mechanically without reflecting on the quality of their comprehension. Therefore, various studies recommend the integration of self-assessment into reading learning as a means to train self-regulation, reflection, and self-evaluation skills so that students develop into active and critical readers (Resky, 2026).

In the Indonesian context, improving reading literacy is one of the national priorities through the implementation of the Independent Curriculum and the Minimum Competency Assessment (AKM) which adopts the OECD literacy framework. However, various evaluation results show that the reading ability of Indonesian students is still dominated by the ability to find explicit information, while the ability to evaluate, integrate, and reflect information from various sources is still relatively low. This condition indicates that learning practices and reading assessments in schools are still more oriented towards mastering the content of reading than the development of critical and reflective thinking skills as required in the 21st century literacy framework (Alkhadafi, 2026); Musyafak et al., 2026).

This condition is also found in Madrasah education units. Reading learning in Madrasah in general still focuses on achieving cognitive learning outcomes through written tests, while the implementation of self-assessment as part of formative assessment has not been implemented optimally. In fact, the characteristics of Madrasah education that emphasize the values of honesty, responsibility, reflection (*Meditation*), and character formation has a strong conformity with the principles of self-assessment. The integration of self-assessment in reading learning has the potential to not only improve the ability to understand texts, but also to form students who are independent, reflective, and responsible for their learning process (Yahya et al., 2026). Based on the review of previous studies, there are still several research gaps (*Research gap*). First, most research on reading literacy focuses on improving reading skills through learning strategies or digital media, while research that integrates self-assessment as a strategy to improve reading literacy is still relatively limited. Second, research on self-assessment is more carried out in

science, mathematics, and foreign language learning, while its implementation in learning Indonesian language, especially in Madrasah students, is still not widely studied. Third, most studies evaluate reading learning outcomes without analyzing how students' self-reflection processes contribute to improving reading literacy skills. Therefore, research on the implementation of self-assessment to improve the reading literacy skills of Madrasah students is important because it is expected to expand the study of formative assessment while providing a learning model that is in accordance with the characteristics of Madrasah education.

Based on the synthesis of the theory and the results of the research, it can be concluded that reading literacy is a multidimensional competency that develops through the interaction between cognitive abilities, metacognitive, self-regulation, and formative assessment. The implementation of self-assessment is believed to be able to strengthen the reflection process, increase student involvement in learning, and develop more critical and reflective reading skills. Thus, this research has a theoretical contribution in expanding the study of the relationship between self-assessment and reading literacy, as well as providing practical contributions in the form of alternative assessment strategies that are relevant to Indonesian language learning in Madrasah.

Self-assessment theory

The development of the educational assessment paradigm in the last two decades shows a shift from the Assessment of Learning (AoL) approach that is oriented towards measuring learning outcomes to Assessment for Learning (AfL) which places assessment as an integral part of the learning process. In the AfL perspective, assessment is no longer seen as an activity carried out after the learning process is completed, but rather as a mechanism that provides continuous information for teachers and students to improve learning strategies, identify competency gaps, and design follow-up actions that suit students' learning needs. This approach emphasizes that the main goal of assessment is to improve the quality of learning through meaningful feedback, learning dialogue, active involvement of learners, and reflection on the learning process (Black & Wiliam, 2009). Recent research shows that effective implementation of AfL can increase learning motivation, student engagement, self-regulation, and academic achievement because students get the opportunity to understand learning objectives and use assessment results as a basis for learning improvement.

In the conceptual development of AfL, learners are no longer positioned as recipients of assessment results, but as key actors who actively collect, interpret, and use assessment information to improve the quality of their learning. Arnold (2022) through a *scoping review* of 75 studies showed that students' learning experiences are at the core of the implementation of AfL. Students involved in the assessment process show a higher level of *ownership* of learning, are better able to set learning goals, and are more active in utilizing feedback to improve academic performance. The study also emphasized that the success of AfL is greatly influenced by the opportunities given to students to reflect and make decisions about their own learning process.

One of the main strategies in Assessment for Learning is self-assessment. Self-assessment is a process when students systematically evaluate the quality of learning outcomes and learning processes based on predetermined criteria or indicators, then use the results of these evaluations to plan learning improvements. In contrast to traditional assessments where the entire evaluation process is carried out by teachers, self-assessment provides space for students to develop their ability to reflect, make academic judgments, identify learning strengths and weaknesses, and determine competency improvement strategies independently. Thus, self-assessment is not just an activity of scoring one's own work, but is a process of self-regulation that involves metacognitive awareness, self-evaluation, and decision-making to learn continuously.

A systematic review conducted by Yan, Panadero, Wang, and colleagues (2023) on 44 studies showed that most students view self-assessment as a useful strategy to improve understanding of learning objectives, strengthen reflective skills, increase learning motivation, and help them identify mistakes during the learning process. However, the effectiveness of self-assessment is greatly influenced by the clarity of assessment criteria, the quality of teacher feedback, the habit of reflecting, and the support of the learning environment. Without adequate guidance, students tend to give too high or too low an assessment of their abilities so that the benefits of self-assessment cannot be obtained optimally. Therefore, the implementation of self-

assessment requires systematic training so that students are able to conduct objective and evidence-based self-evaluations.

Research developments during the period 2022–2025 show that self-assessment is increasingly positioned as part of the development of self-regulated learning. Research by Karlen, Bänderlein, and Brunner (2024) shows that assessments that support self-regulation are closely related to teachers' professional competence in designing formative assessments, the quality of assessment practices in the classroom, and the teacher's ability to accurately assess the development of students' self-regulation. The results of the study confirm that the success of self-assessment is not only determined by the ability of students to reflect, but also by the ability of teachers to build a classroom culture that encourages dialogue, reflection, and the use of feedback as a basis for improving learning. Recent studies have also shown that self-assessment has a positive contribution to critical thinking skills, metacognition, intrinsic motivation, and student involvement in learning. When students are actively involved in evaluating their learning process, they are better able to identify conceptual errors, choose appropriate learning strategies, and monitor the development of their competencies over time. Therefore, self-assessment is seen as a mechanism that strengthens the relationship between formative assessment and *student-centered learning*. These findings show that self-assessment not only improves learning outcomes, but also develops lifelong learning competencies through the formation of habits of reflection and self-evaluation.

In the context of secondary education, the implementation of self-assessment has become increasingly relevant as students begin to enter the stage of cognitive development that allows them to reflect on the thinking process and learning strategies used. Research on the practice of Assessment for Learning in high school shows that teachers who consistently integrate self-assessment, formative feedback, and reflective discussion are able to create a learning environment that encourages *co-regulated learning*, which is the process when teachers and students jointly manage learning through dialogue, reflection, and continuous evaluation. This condition not only increases academic achievement, but also strengthens students' sense of responsibility for their own learning process.

Method

Research design

This study uses a qualitative approach with a qualitative descriptive design. This approach was chosen because it aims to understand in depth the process of implementing self-assessment in reading literacy learning and to reveal the experiences, perceptions, and responses of teachers and students during the implementation of learning. Qualitative descriptive design allows researchers to describe phenomena naturally according to the learning context without manipulating the research variables (Hisaanah et al., 2026); Merriam & Tisdell, 2016). This approach is also suitable for exploring learning practices that occur in the classroom and understanding the meanings built by participants during the self-assessment implementation process. The research was carried out at MTs Negeri 1 Pekanbaru, Riau Province, Indonesia. The research location was chosen purposively (Alaba et al., 2026) Considering that the Madrasah has implemented the Independent Curriculum and implemented Indonesian language learning which is oriented towards strengthening reading literacy. In addition, the Indonesian language teacher at the Madrasah has begun to integrate formative assessment practices, including self-assessment, in the learning process so that it is in accordance with the research focus.

Participants

The research participants were selected using the purposive sampling technique, which is to select Informants who have direct experience of the phenomenon being researched (Khoiroh & Anam, 2026); Patton, 2015). Participants consisted of 5 Indonesian language teachers who carried out self-assessment-based reading learning and grade VIII students who participated in the learning. The criteria for teacher selection include: (1) having at least three years of experience teaching Indonesian language, (2) applying self-assessment in reading learning, and (3) willing to be a research Informant. Meanwhile, students are selected based on active involvement in reading learning activities and willingness to participate in the entire research series. The use of purposive

sampling aims to obtain rich information (*information-rich cases*) so as to be able to provide a deep understanding of the implementation of self-assessment in reading literacy learning.

Data collection

The research data is in the form of qualitative data sourced from learning activities, student self-assessment results, class observation results, in-depth interviews, and learning documents (Rozikin & Anam, 2026). The focus of the data includes the process of implementing self-assessment, the form of student involvement in reflecting on their learning outcomes, changes in reading strategies carried out by students, and teachers' and students' perceptions of the effectiveness of self-assessment in improving reading literacy skills. Data collection was carried out through observation, in-depth interviews, and documentation. Observation was carried out in a non-participatory manner during the reading learning process using an observation sheet that contained indicators of self-assessment implementation, student metacognitive activities, teacher-student interaction, and student responses to the use of self-assessment. Observations were made at several meetings so that a complete picture was obtained regarding the consistency of the implementation of self-assessment in the classroom.

Interviews are conducted in a semi-structured manner (Asngari, 2026) to teachers and students using interview guidelines developed based on the focus of the research. The interview with the teacher aims to explore an understanding of the planning, implementation, obstacles, and benefits of self-assessment in learning to read. Meanwhile, interviews with students aimed to explore their experiences in conducting self-assessments, reading strategies used, metacognitive awareness during reading, and changes in learning behavior after participating in learning. All interviews were recorded with the consent of the participants and then transcribed verbatim for analysis. Documentation is used as a source of supporting data to strengthen the results of observations and interviews. The documents analyzed included teaching modules, assessment tools, self-assessment rubrics, student reflection sheets, self-assessment results, student work results, teacher notes, and other documents related to the implementation of reading literacy learning. Document analysis was carried out to obtain empirical evidence regarding the consistency of the implementation of self-assessment during the learning process. The main instrument in this study is the researcher (*The Human Instrument*) whose role is to design research, collect data, interpret, and draw conclusions. To support the data collection process, several auxiliary instruments were used in the form of observation sheets, semi-structured interview guidelines, document analysis formats, voice recording tools, and field notes (*field notes*). All instruments are developed based on the OECD reading literacy indicators (2023), the principle of *Assessment for Learning*, and the components of metacognition that include *Planning*, *Monitoring*, and *evaluating*.

Data analysis

Data analysis was carried out interactively using the Miles, Huberman, and Saldaña (2020) model which includes four stages, namely data collection, data condensation, data display, and conclusion drawing and verification. At the data condensation stage, the researcher carried out the process of *coding*, categorization, and identification of themes related to the implementation of self-assessment, metacognitive activities, and the development of students' reading literacy. Furthermore, the data is presented in the form of matrices, thematic tables, and descriptive narratives to facilitate the interpretation of the relationship between themes. The final stage is carried out through a continuous verification process to ensure that the conclusions obtained are consistent with the overall research data.

The validity of data is maintained through the application of the trustworthiness criteria put forward by Lincoln and Guba (2021), namely credibility, transferability, dependability, and confirmability. Data credibility is carried out through technical triangulation (observation, interviews, and documentation), triangulation of sources (teachers and students), and *member checking* of Informants. Transferability is maintained through the presentation of detailed descriptions of the research context so as to allow readers to assess the application of research results to other contexts. Dependability is carried out through an audit of the research process, while confirmability is maintained by systematically documenting the entire analysis process and

research decisions so that they can be traced back. This research also pays attention to the ethical principles of research. Before data collection was carried out, the researcher obtained permission from the madrasah and asked for informed *consent* from all participants. The identities of teachers and students are kept confidential through the use of codes or pseudonyms in all research reports. All research data is used solely for academic purposes and is managed according to the principles of confidentiality, security, and scientific integrity.

Results

Implementation of self-assessment in improving reading literacy skills of madrasah student

The implementation of self-assessment in improving the reading literacy skills of madrasah students is well carried out by Indonesian language teachers. This can be seen from several questions that have been asked by several Informants of Indonesian language teachers and can be seen as follows:

How do you understand the concept of self-assessment?

"In my opinion, self-assessment is an activity of assessing and reflecting on oneself carried out by students on their learning process, results, and development. Through self-assessment, students are invited to understand the extent to which the material has been mastered, identify the parts that have been understood and the parts that are still difficult and need to be improved. Self-assessment is not intended to provide grades, but as a means of training students to be more aware, sensitive, and responsible for the learning process they are undergoing." (Informants 1 and 2).

"I understand self-assessment as a process in which students are invited to evaluate their own results and learning process consciously. This activity helps students understand the extent to which learning objectives are being achieved and encourages them to correct the shortcomings that still exist." (Informant 3)

"I understand self-assessment as a reflection and evaluation activity carried out by students independently on the abilities, processes, and learning achievements that they have undergone. Through self-assessment, students can assess their understanding, effort, and learning strategies used during learning, as well as think reflectively about the material that has been understood and the parts that still need to be improved. Self-assessments not only focus on the final outcome, but also emphasize the importance of the student's learning process." (Informants 4 and 5)

What is apply assessments self by routine in the learning process?

"Yes, I apply self-assessment regularly, although not in every meeting. Self-assessment is usually used on certain materials, especially after reading, discussion, or project assignments. Its use is adjusted to the conditions of the classroom and learning objectives so that it remains effective and does not burden students." (Informant 1).

"I apply my self-assessment only at the end of one competency or big material. I don't use it regularly because it takes special time for students to reflect more deeply." (Informant 2)

"I rarely apply self-assessment because students still have difficulty understanding how to assess themselves. Therefore, I use self-assessments more often as an exercise, not as a main evaluation activity." (Informant 3)

"I apply self-assessment flexibly and situationally. If learning is actively going on and students seem engaged, then self-assessment is used to see their reflection. However, if the classroom conditions are not conducive, I do not do the self-assessment." (Informant 4)

"My self-assessment is mainly applied to project-based learning. Through self-assessment, students are asked to assess their role and contribution in the group, not just their understanding of the material." (Informant 5).

At what stage of learning do you usually do self-assessment?

"Self-assessment is generally carried out in the final stage of learning as a reflection activity after students complete learning activities. However, in certain learning, especially reading activities, self-assessment can also be done in the middle of learning, for example after students

have completed one part of the text, so that students can immediately evaluate their comprehension." (Informans 1, 3, and 5)

"Self-assessment is usually carried out after core activities or at the final stage of learning. At this stage, students have had enough learning experience so that they can reflect on the learning process and results in a more meaningful way." (Informans 2 and 4).

What forms of self-assessment are used in classroom learning?

The form of self-assessment used is in the form of a written reflection sheet equipped with a checklist, statement, or simple assessment scale such as "already understood", "sufficiently understood", and "not yet understood". Through this form, students are asked to assess their understanding of the material and write down parts that are still difficult to understand in a simple format that does not burden students." (Informans 1, 3, and 4)

"The form of self-assessment used is in the form of a brief reflective statement, a reflection journal, and open-ended questions. Students are asked to write down what they already understand and the parts that are still confusing, so that they have space to express their learning experiences and reflections more freely." (Informans 2 and 5)

What is the procedure that you do when asking students to conduct a self-assessment?

"The self-assessment procedure begins by explaining the purpose of the self-assessment to students and providing clear guidelines or instructions for completion. Furthermore, students fill out the self-assessment sheet independently, and the results are used as learning reflection material." (Informans 1, 3, and 4)

"I usually explain the purpose of the self-assessment first, then give an example of how to fill it out. After that, students do self-assessments independently without discussing with friends. At the end of the activity, I invited the students to discuss the results in general without mentioning names." (Informan 2)

"I explained in advance the purpose of the self-assessment and the indicators to be assessed. After that, students fill out self-assessments independently, then I read the results to find out the students' learning needs." (Informan 5)

What is the role of teachers in guiding students to be able to conduct honest and objective self-assessments?

"Teachers play the role of mentors and facilitators by emphasizing the importance of honesty and openness in self-assessment. The teacher emphasized that self-assessment does not have a direct impact on the final score and creates a safe and comfortable atmosphere for students to dare to express their learning conditions honestly. In addition, teachers also provide examples of reflection and reinforcement so that students can assess themselves objectively." (Informans 1,3,4, and 5)

"As a teacher, I play the role of a companion. I emphasize that there is no right or wrong answer in self-assessment. I also provide positive reinforcement so that students have the courage to admit the difficulties they are experiencing without feeling afraid or ashamed." (Informan 2)

How do students respond to the application of self-assessment in learning?

"At the beginning of the implementation of self-assessment, some students still felt confused and hesitant in assessing themselves. However, after the self-assessment is carried out repeatedly, students begin to get used to it, are more open in conveying difficulties and learning experiences, and are more aware of their learning abilities." (Informans 1,2,3, and 4)

"Most of the students showed a positive response. They feel involved in the learning process and are more courageous to express learning difficulties." (Informan 5)

In your opinion, what are the benefits of self-assessment for the student learning process?

"Self-assessment helps students increase their awareness of their abilities and ways of learning. Students come to understand that learning is not only focused on results or grades, but also on the process undertaken. Through self-assessment, students are encouraged to be more responsible, active, and independent in learning." (Informans 2,3,4, and 5)

"Self-assessment helps students recognize their strengths and weaknesses, foster reflective attitudes, responsibility, and independent learning. In addition, self-assessment also helps teachers understand students' learning needs more deeply." (Informan 1)

What obstacles do you face in implementing self-assessment?

"The obstacle faced in the implementation of self-assessment is that there are still students who are not objective and honest in assessing themselves, such as assessing too low, too high, or filling out the self-assessment originally. In addition, not all students understand how to do self-assessment correctly." (Informans 1 and 5)

"The obstacle I face is that not all students are able to express their assessments clearly. There are students who are still confused about writing reflections, so the results of self-assessments do not reflect the actual conditions." (Informan 2)

"The obstacles faced in the implementation of self-assessment are the limited learning time and the difference in students' ability to write reflections in writing clearly." (Informans 3 and 4)

How do you overcome these obstacles so that self-assessment can run effectively?

"Efforts made to overcome self-assessment obstacles include simplifying the format and questions of self-assessment, providing examples of clear and easy-to-understand reflections, and gradually getting used to it. In addition, the results of self-assessment are also associated with class discussions so that students understand the benefits of self-assessment in the learning process and become more accustomed to doing it well." (Informans 1, 2, 3, and 4). "I overcome these obstacles by providing balanced assessment examples and conducting reflective discussions so that students understand how to assess themselves objectively." (Informan 5)

The impact of the implementation of self-assessment on improving reading literacy skills of madrasah students

Today's reading literacy skills not only require students to understand the content of the text, but also to realize the extent of their understanding. Based on the implementation of classroom learning, it was found that students still need guidance to recognize reading difficulties and the right strategies in understanding the text. This condition shows the importance of implementing assessments that actively involve students in the learning process. With self-assessment, students not only focus on the final result, but also on the reading process itself. This has an impact on increasing student involvement in learning and gradual improvement of reading skills. Therefore, the following section will present the results of research on the implementation of self-assessment in improving students' reading skills in more detail using interviews that have been conducted by researchers with 5 Informans. Informan data can be described as follows:

How do you understand the concept of self-assessment?

"I integrate self-assessment through a weekly reading journal. After completing a few texts, students write down reflections on the progress of their reading comprehension, the most difficult types of texts, and the strategies they found most helpful." (Informan 1)

"I apply my self-assessment through short oral questions in the middle of reading activities. I ask students to give a quick sign or response to show their level of understanding before moving on to the next section of the reading." (Informan 2)

"I integrate self-assessment at the end of reading learning using a structured reflection sheet. Students assess their comprehension of the content of the reading and the vocabulary difficulties they encounter during reading." (Informan 3)

"I combine my self-assessment with small group discussions. After reading the text, students have a brief discussion and then write down personal reflections about their role in understanding the reading and contributing to the discussion." (Informan 4)

"I integrate self-assessment through reading strategy assessment. Students are asked to choose the strategies they use when reading and assess whether they help understand the text or need to be replaced in the next reading." (Informan 5)

What is ladies and gentlemen apply assessments self by routine in the learning process

"The type of text that I often use is non-fiction texts, such as explanatory texts, informative articles, and report texts. These texts were chosen because they require students to think more analytically and critically. In addition, occasionally I also use fictional texts such as short stories or short plays so that students can compare their level of understanding of different types of texts." (Informan 1)

"I often use texts that are close to students' lives, such as light news texts, teen articles, or simple procedure texts. These texts are easier for junior high school students to understand so that they can focus on assessing the reading process without feeling burdened by the content of the text that is too difficult." (Informan 2)

"The types of texts used in reading learning are informative texts and procedural texts. These texts were chosen because they have a clear structure that makes it easier for students to analyze the content of the reading and reflect on their understanding. (Informans 3 and 4)

"I use different types of texts, such as narrative texts, informative texts, and procedural texts, so that students get used to reading a variety of readings." (Informan 5)

At what stage of learning do you usually do self-assessment?

"Through self-assessment, students assess several aspects of reading ability, such as understanding the content of the text, the ability to find main ideas, understanding difficult vocabulary, and the ability to conclude the content of reading. In addition, students were also asked to assess their concentration when reading and the reading strategies they used, such as rereading or noting important points." (Informan 1)

"Students assess their ability to understand the content of the reading, find important information, and understand the meaning of new words or terms. In addition, students also assess their readiness and seriousness when reading, such as whether they read with focus or are easily distracted." (Informan 2)

"Aspects of reading ability assessed through self-assessment include understanding of reading content, the ability to find main ideas, and understanding or difficulty in understanding vocabulary." (Informans 3 and 4)

"Students assess content comprehension, reading comprehension ability, and vocabulary comprehension difficulties." (Informan 5)

What forms of self-assessment are used in classroom learning?

"The instruments I use are simple self-assessment sheets, checklists, and written reflective questions. The supporting media can be in the form of textbooks, LKPD, or digital reading texts. Sometimes I also use Google Forms to make students more interested and self-assessment can be done practically." (Informan 1)

"The instruments I use are in the form of short reflection cards and student notebooks. Reading media can be a package book, a printed article, or a reading that I pasted on the classroom. With simple media, students focus more on self-reflection than on the technicalities of filling out assessments." (Informan 2)

"The self-assessment instrument used is in the form of a simple reflection sheet with reading media from a package book or LKPD that students use in learning to read." (Informans 3 and 4)

"The instrument is in the form of a reflection sheet and a student notebook that is used to record the results of reading." (Informan 5)

What is the procedure that you do when asking students to conduct a self-assessment?

"I explained the self-assessment indicators in simple language and accompanied by examples. For example, I explain what is meant by "understanding the content of the reading" or "finding the main idea" through examples of texts that have been read together. I also make sure students understand that the indicators are used to help them learn, not to give grades." (Informan 1)

"I explain the self-assessment indicators gradually while practicing them with students. For example, I read a paragraph in front of the class and then show how to assess the reading

comprehension. With hands-on examples, it is easier for students to understand the intent of each indicator." (Informan 2)

"The self-assessment indicators are explained in simple language and accompanied by concrete examples from the readings so that students understand the meaning of each aspect that is assessed clearly." (Informans 3, 4, and 5)

What is the role of teachers in guiding students to be able to conduct honest and objective self-assessments?

"Self-assessment helps students realize the parts of reading that are easy and the parts that are still difficult to understand. Through this process, students can recognize their strengths and weaknesses in their reading abilities, so they are encouraged to make improvements, such as rereading parts that are not yet understood." (Informans 1, 3, and 4)

"Through self-assessment, students can see and compare the development of their reading skills over time. This process makes students more aware of their reading skills, including improvements and difficulties that are still experienced, without always having to be told by the teacher." (Informans 2 and 5)

How do students respond to the application of self-assessment in learning?

"After the self-assessment is implemented, students become more serious and focus on reading. They no longer read carelessly because they realize the importance of understanding the reading thoroughly." (Informans 2, 3, and 4)

"Self-assessment encourages students to be more motivated to read seriously because they are aware of evaluating their own reading comprehension. It also fosters confidence and a desire to improve understanding at the next meeting." (Informans 1 and 5).

In your opinion, what are the benefits of self-assessment for the student learning process?

"According to my observation, self-assessment makes students more active in controlling their own reading comprehension. Students not only receive information from the text, but begin to double-check whether they really understand the content of the reading. This helps students recognize misunderstandings early and encourages them to correct them during the reading process." (Informan 1),

"According to my observations, students' reading comprehension is gradually improving. Students get used to searching for important information and don't give up immediately when they find difficult passages of text. They are more aware that understanding reading requires certain effort and strategy." (Informan 2).

"Students' reading comprehension improves gradually because they read more carefully and are not in a hurry, so they can understand the content of the reading better." (Informans 3 and 4). "Students' reading comprehension increases because they are more active in looking for the meaning of reading and not just reading at a glance."

What obstacles do you face in implementing self-assessment?

"I use the results of my self-assessment as learning evaluation material. I group students based on the difficulties they experienced, then provide additional guidance or exercise. In addition, I also discuss the results of self-assessment in general in class so that students can learn from each other's experiences." (Informan 1).

"I follow up on the results of the self-assessment by providing reinforcement or additional exercises in parts that are still difficult for students to understand. In addition, I also use the results of self-assessments as evaluation materials to improve the way I teach, for example by slowing down the reading tempo or providing more concrete examples." (Informan 2)

"The results of self-assessment are used as a basis for determining learning follow-up, such as providing additional guidance, exercises, remedials, or enrichment according to student needs." (Informan 3, 4, and 5).

How do you overcome these obstacles so that self-assessment can run effectively?

"Obstacles in applying self-assessment to reading learning: 1. Students are not used to reflecting on their own reading ability. 2. Students' honesty in assessing themselves is still lacking. 3. Limited learning time. 4. Differences in reading ability between students. 5. Students' understanding of self-assessment indicators is still lacking. Teachers need to provide guidance and explanations gradually so that self-assessment can run effectively." (Informan 1).

"The obstacle I face is that there are still students who lack confidence in their reading skills. As a result, students tend to rate themselves too low. In addition, the classroom atmosphere that is not conducive also sometimes makes it difficult for students to focus when conducting self-assessments. Therefore, teachers need to create a comfortable learning atmosphere so that self-assessment can run well. (Informan 2).

"The main obstacle in the application of self-assessment in reading learning is the limited learning time and the difference in the level of students' reading ability, which causes the implementation of self-assessment to not be carried out optimally for all students." (Informans 3, 4 and 5).

Based on the results of the research that has been obtained through in-depth interviews with five Informans of Indonesian teachers at the junior high school level, it can be seen that self-assessment has been implemented in learning with various forms, procedures, and intensities that are adjusted to class conditions and characteristics of students. The data obtained shows that teachers have a fairly good understanding of the concept of self-assessment, both as a means of reflection on learning and as an effort to foster students' awareness and learning responsibility. In addition, the application of self-assessment is not carried out uniformly, but is flexible and contextual, depending on the learning objectives, the type of material, and the readiness of students to conduct self-reflection. These findings indicate that self-assessment has become part of the practice of learning Bahasa Indonesia, although its implementation still faces a number of obstacles, such as time constraints, differences in students' abilities, and honesty and objectivity in self-assessment. Therefore, the following discussion section will elaborate in more detail on the results of research related to the implementation of self-assessment in Indonesian language learning, including the teacher's understanding, the form and procedure of implementation, the role of the teacher, student response, perceived benefits, as well as the obstacles and efforts made in optimizing the implementation of self-assessment in the classroom.

Table 1. Findings of Self-Assessment Implementation in Improving Reading Literacy Skills

Categories Phenomenon	Coding	Indicator	Status/Identity	Narrative/Statement/Quotes
Form of Self-Assessment	AD-1	Reflection sheets, checklists, Journal	Junior High School Teacher	"I use reflection so that students are aware of their understanding."
Motivating Factors	AD-2	Assessment awareness Formative	Junior High School Teacher	"Self-assessment is not for grades, but for process."
Supporting Factors	AD-3	Instrument simplification	Junior High School Teacher	"If it's too complicated, students won't want to fill it out."
Student Implications	AD-4	Reading awareness and focus	Junior High School Students	"Students become aware of their reading weaknesses."
Teacher Implications	AD-5	Learning follow-up	Junior High School Teacher	"The results of the reflection are the basis of remediation."

Discussion

Based on the results of the research, the implementation of self-assessment in Indonesian language learning in junior high schools has been carried out quite well by teachers, although with variations in form and intensity of implementation. Teachers understand self-assessment as a process of reflection and evaluation carried out by students on their learning process, results, and

development. This understanding shows that self-assessment is not positioned as an assessment tool to determine final grades, but rather as a means of learning that aims to foster student awareness, responsibility, and learning independence. This finding is in line with Panadero's (2023) research which confirms that self-assessment is part of *assessment as learning* which functions to develop self-regulation, metacognitive reflection, and student learning responsibility, not just produce assessment scores. In line with that, Yan and Brown (2024) explain that the implementation of process-oriented self-assessment is able to improve students' ability to monitor learning progress and make decisions about the learning strategies used.

In practice, the application of self-assessment is flexible and contextual. Teachers do not always apply self-assessment in every meeting, but adjust it to the learning objectives, material characteristics, and class conditions. Some teachers apply self-assessment at the end of one competency or large material so that students have enough learning experience to reflect deeply. Meanwhile, other teachers apply situational self-assessment, especially when learning is active and students show high engagement. This variation shows that teachers have considered the effectiveness of the implementation of self-assessments so that they do not become an additional burden for students. These results support the findings of Andrade (2023) who stated that self-assessment that is applied flexibly according to the learning context is more effective than routine implementation without considering student readiness. Teng's (2024) research on language learning also found that the success of self-assessment is greatly influenced by the teacher's ability to adjust assessment strategies to the characteristics of the task and learning objectives.

The stage of self-assessment implementation is generally carried out at the end of learning as a reflection activity. However, in certain learning, especially reading activities, self-assessment is also carried out in the middle of learning. The implementation in the middle of learning aims to help students monitor their understanding directly before moving on to the next part of the material. This shows that self-assessment has been used not only as a final evaluation, but also as a learning strategy that supports the continuous learning process. These findings are consistent with the results of research by Winstone and Boud (2023) which states that formative assessments accompanied by self-reflection during the learning process have a greater impact on improving learning outcomes than reflections that are only carried out at the end of learning. Similarly, the OECD (2024) in *the Education at a Glance* report emphasizes that assessments that take place during the learning process contribute to increased student engagement and learning quality.

The forms of self-assessment used by teachers are quite diverse, ranging from written reflection sheets, checklists, reflection journals, short reflective statements, to open-ended questions. Teachers tend to choose forms of self-assessment that are simple and easy for students to understand, such as the use of the scales "already understood", "sufficiently understood", and "did not understand". These forms help students assess their understanding concretely without feeling overwhelmed. The use of reflection journals and open-ended questions also provides space for students to express their learning experiences and difficulties more freely. The results of this study reinforce the findings of Yan, Li, and Zhang (2023) who show that simple self-assessment instruments and use easy-to-understand language are able to improve the accuracy of students' reflections compared to complex instruments. In addition, Teng (2025) reported that reflection journals are an effective form of self-assessment in increasing students' metacognitive awareness of language learning.

The procedure for implementing self-assessment is carried out systematically. The teacher first explains the purpose of the self-assessment, the indicators assessed, and how to fill the instrument with simple language. The teacher also provides examples of filling so that students understand the intent of each indicator assessed. The explanation aims to emphasize that self-assessment is used to help the learning process, not to determine grades. Students are then asked to fill out self-assessments independently so that the reflection results really reflect their respective learning conditions. In its implementation, teachers play the role of supervisors and facilitators. Teachers emphasized the importance of honesty and objectivity in conducting self-assessments and creating a safe and comfortable learning atmosphere. Teachers also provide positive reinforcement so that students dare to admit learning difficulties without fear or embarrassment. These findings are supported by research by Andrade and Brookhart (2024) who

stated that the success of self-assessment is greatly influenced by the quality of *scaffolding* provided by teachers through explanations of indicators, filling examples, and feedback during the reflection process. Panadero's research (2023) also emphasizes that teachers play an important role in building a culture of reflection so that students can conduct objective self-assessments.

Students' responses to the implementation of self-assessment showed positive developments. In the early stages, some students still feel confused and hesitant in assessing themselves. However, after the self-assessment is carried out repeatedly, students begin to get used to it and show openness in conveying learning experiences. Students become more aware of their abilities and the difficulties experienced. These findings show that self-assessment is able to increase student engagement in learning and foster learning awareness gradually. These findings are in line with the research of Yan and Brown (2024) which found that continuous self-assessment practice improves reflective skills, intrinsic motivation, and *self-regulated learning*. Teng's research (2024) also shows that regular reflection habits help students develop metacognitive awareness and improve reading comprehension skills.

Despite this, teachers still face several obstacles in the implementation of self-assessment. These obstacles include limited learning time, differences in students' abilities, students' difficulties in writing reflections, and students' honesty that is not optimal. To overcome these obstacles, teachers simplify the format of self-assessment, provide clear examples of reflection, and make habituation gradually. In addition, the results of self-assessments are used as learning evaluation materials and a basis for determining follow-up, such as additional guidance, exercises, remedials, or enrichment. The results of this study support the findings of UNESCO (2024) which states that the main challenges in implementing formative assessments in schools include time constraints, teacher readiness, and students' reflective abilities. In line with that, the OECD (2024) emphasizes that self-assessment will have an optimal impact if the results of reflection are used as a basis for providing feedback and improving learning, not just as an administrative document.

Based on the results of the study, the implementation of self-assessment in reading learning makes a positive contribution to improving students' reading skills. Learning to read not only requires students to understand the content of the text, but also to realize the extent to which that understanding has been achieved. Through self-assessment, students are invited to actively evaluate reading comprehension, vocabulary difficulties, and reading strategies used. These findings are in line with the results of *a systematic review* by Yan et al. (2023) which concluded that self-assessment helps students understand their learning strengths and weaknesses, increase engagement in learning, and strengthen the ability to manage the learning process independently. In the context of reading, the ability to reflect on reading comprehension is an important part of the *self-regulated learning* process that allows students to improve reading strategies in an ongoing manner (Yan et al., 2023).

In practice, teachers integrate self-assessment in various reading activities, such as reading journals, structured reflection sheets, short oral questions in the middle of learning, and group discussions followed by personal reflection. This integration helps students monitor the reading process continuously, both during reading and after completing the reading. Self-assessment in the middle of learning allows students to recognize difficulties early on and make immediate improvements, such as rereading or recording important information. These findings support the results of research by Panadero, Jonsson, and Pinedo (2023) which show that the use of rubrics, reflection journals, and self-assessment instruments during the learning process can improve self-regulation skills, the quality of learning strategies, and students' academic performance. The study confirms that self-assessment carried out in a formative manner provides opportunities for students to improve the learning process before learning ends.

Aspects of reading ability assessed through self-assessment include comprehension of reading content, ability to find main ideas, understand difficult vocabulary, conclude reading, and level of concentration when reading. In addition, students also assess the effectiveness of the reading strategies used, such as rereading, taking notes, or discussing with friends. This assessment of reading strategies helps students develop metacognitive awareness, which is the ability to understand and control their own thought processes while reading. These findings are consistent with the research of León, Panadero, and García-Martínez (2023) who explain that self-

assessments conducted using clear indicators can improve the accuracy of students' reflections while developing metacognitive skills in monitoring the learning process. Students who are able to evaluate their learning strategies tend to have better reading comprehension skills than students who read passively.

The results of the study show that self-assessment encourages students to be more focused and serious in reading. Students no longer read at a glance, but try to understand the reading thoroughly because they realize that they will be evaluating their own understanding. This awareness increases reading motivation and fosters students' responsibility for the learning process. In addition, students become more courageous to admit the difficulties experienced and do not immediately give up when faced with difficult texts. These findings reinforce the results of research by Yan et al. (2023) which show that self-assessment increases intrinsic motivation, ownership of learning, and active student involvement during learning. The OECD report (2024) also emphasizes that learning that involves regular self-reflection is able to increase *student agency*, which is the ability of students to take an active role in managing their learning process.

From the teacher's side, the results of self-assessment are used as a basis to determine the follow-up of reading learning. Teachers group students based on difficulties experienced and provide additional guidance or exercises as needed. The results of the self-assessment are also used to evaluate the learning strategies used by teachers, for example by slowing down the reading tempo, providing more concrete examples, or choosing texts that are more in line with students' abilities. These findings are in line with UNESCO's (2024) recommendation that formative assessments, including self-assessments, should be used as a basis for learning decision-making, not just to document student learning outcomes. The information from student reflection provides important feedback for teachers in designing learning that is more adaptive to the needs of students.

Although self-assessment has a positive impact, teachers still face obstacles in its implementation, such as differences in reading skills between students, time constraints, and students' honesty in self-assessment. However, through habituation, mentoring, and simplification of self-assessment instruments, these obstacles can be minimized. The results of this study support the findings of Cao et al. (2025) who stated that the challenges of implementing self-assessment are generally related to students' readiness to reflect objectively, teachers' skills in providing *scaffolding*, and limited learning time. Therefore, gradual habituation, the use of simple instruments, and the provision of constructive feedback are important factors in increasing the effectiveness of self-assessment. Thus, the implementation of self-assessment has been proven not only to improve students' reading ability gradually, but also to foster awareness, independence, metacognitive abilities, and reflective attitudes that are the foundation of lifelong learning.

Conclusion

Based on the results of the research and discussion, it can be concluded that self-assessment has been implemented in Indonesian language learning in junior high school quite well and planned. Teachers understand self-assessment as a means of reflection that aims to help students recognize their learning process and outcomes, not solely as an assessment tool to determine final grades. The implementation of self-assessment is carried out flexibly and contextually, adjusted to the learning objectives, material characteristics, and classroom conditions. The forms of self-assessment used vary, such as reflection sheets, checklists, reflection journals, and open-ended questions, with implementation procedures that emphasize the student's honesty and objectivity. Despite the obstacles, such as time constraints and differences in students' abilities, teachers have made various efforts to optimize the application of self-assessment through the gradual simplification of instruments and habituation. In addition, the implementation of self-assessment has been proven to make a positive contribution to improving students' reading skills. Through self-assessment, students become more aware of the level of reading comprehension, difficulties experienced, and reading strategies used. This awareness encourages students to read more focused, responsible, and reflective. The results of self-assessment are also used by teachers as a basis for determining learning follow-up, such as providing additional guidance, exercises, remedials, and enrichment according to student needs. Thus, self-assessment not only plays a role

in improving reading skills, but also fosters students' learning independence and metacognitive awareness in learning Indonesian.

Declarations

Author contribution statement

All authors contributed significantly to each stage of the research. The first author is responsible for the preparation of research concepts, literature review, methodology design, data collection, data analysis and interpretation, and the preparation of an initial draft of the manuscript. The second author contributes to the improvement of research design, validation of data analysis, critical review of the content of the manuscript, and revision of the substance of the article, as well as plays a role in verifying research results, editing manuscripts, and improving academic aspects according to scientific publication standards. All authors have read, given approval to the final version of the manuscript, and are responsible for the integrity and accuracy of the content of the article.

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Data availability statement

Data supporting the findings of this study are available from the authors of the correspondence based on reasonable *requests*. The data includes interview transcripts, observation notes, student self-assessment documents, student worksheets, and other supporting documents used in the analysis process. The data is not available for public access because it contains information that could potentially reveal the identity of the participants and is protected by the provisions of the research ethics. The author will provide relevant data in an anonymized form as long as it does not conflict with the participant's consent and the applicable research ethics policy.

Declaration of interests statement

The authors state that there are no known financial interests or personal relationships that could influence or are considered to affect the results, analysis, or reporting of the research presented in this article. All authors stated that this research was carried out independently, objectively, and in accordance with the principles of scientific integrity.

Declaration of use artificial intelligence

The authors state that the research and preparation of this manuscript does not use artificial *intelligence technology* to generate, analyze, or interpret research data. The entire process of conceptualization, data collection, analysis, interpretation of results, and manuscript writing is carried out entirely by the authors.

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