

Peer Assessment Is a Fun Way of Evaluating Learning

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Abstract: *Effective learning is about transferring knowledge from lecturers to students and creating an environment that supports student exploration, collaboration, and skill development. Assessment is one of the ways that lecturers measure the level of student understanding of the material that has been taught. Still, it is entrenched as a scourge for students, especially those unprepared to face it. This condition will undoubtedly affect the grades obtained by students, making them look low and ugly and not meeting expectations. This research tries to provide a way to evaluate that does not burden students but can measure the level of student understanding of the material. This study measures students' perception of peer assessment in Entrepreneurship learning. The research respondents were 58 Indonesian Language and Literature Education study program students who took the Entrepreneurship course. The study results showed that students' average scores experienced a significant increase between the pretest scores (41.38) and the posttest scores (84.14). All students said they liked peer assessment because it was more fun and increased student interaction. Students feel unburdened and pressured by the evaluation method carried out by lecturers, not to mention the prizes given in the form of pocket money. It is hoped that the evaluation for each course will be provided by the researcher, hoping that the grades obtained will be better and that the prizes given can be enlarged in the future.*

Keywords: Peer Assessment, Entrepreneurship, Pay Education

1. Introduction

The advancement of technology allows students to connect with others through social media. Students are exposed to social media at all times. However, this exposure is limited to sharing activities and reacting without educational or learning elements. They do not collaborate to build a shared understanding of the problems around them, even though it is known that individual efforts are not effective in solving these issues, and collaboration with others is necessary.

21st-century learning emphasizes one of the learning techniques as collaboration, which is a complex and diverse process of interaction involving multiple people or institutions working together by continuously integrating various thoughts to address a matter where each party involved has a mutual dependency (Wantu et al., 2024). Collaboration facilitates tasks, making them more effective and efficient while maintaining competitiveness. Student competition still exists and occurs within reasonable and customary limits. Without competition, the learning process would feel bland and lacking. The role of lecturers is crucial in designing the shift from

individual learning models to collaborative learning models, ensuring that an excellent collaborative learning process occurs.

The Entrepreneurship course is compulsory in every study program within the Faculty of Teacher Training and Education at Lambung Mangkurat University (FKIP ULM). As a mandatory course, the learning process is standardized and uniform, where teaching is conducted by delivering material and concluding with practical entrepreneurship activities. This repetitive and consistent condition causes some students to experience boredom and fatigue during entrepreneurship lessons. This was evident when the researcher conducted entrepreneurship lessons in the Indonesian Language Education Bachelor's program at FKIP ULM. Many students sat at the back, were less active when asked questions, and tended to only listen to what the lecturer was saying. This situation was exacerbated by the evaluation method, conducted solely by the lecturer, often causing pressure on students and resulting in low grades.

Assessment becomes a situation most feared by students. Students face significant pressure from themselves and others, such as the need for high grades and completing work independently, among other things. This condition inevitably leads to frustration and results in grades that do not meet expectations. Traditionally, assessments have been conducted by the lecturer in various ways, such as at the beginning, middle, or end of the lesson, with questions related to the explained material. This traditional assessment method can be problematic where the lecturer's dominance in grading is high and prone to subjectivity. Currently, a trending alternative assessment method is peer assessment. Peer assessment offers a more collaborative and participatory alternative, where students are directly involved in evaluating their peers' performance. This article explores how peer assessment can be an enjoyable and effective way to evaluate learning. Peer assessment has become an increasingly popular method among lecturers, involving students in the assessment process and allowing them to provide feedback to their peers.

According to the constructivist paradigm, feedback is crucial in enhancing students' confidence, abilities, and skills, thus involving other students in providing feedback, known as Peer Assessment (Sugihartini & Djoko, 2022). Peer Assessment is currently a highly accurate assessment type, implementing Assessment as Learning, Assessment for Learning, and Assessment of Learning (Misiejuk & Wasson, 2021). Peer Assessment is peer evaluation under a set standard, and the technique is considered capable of increasing students' learning awareness as they can track each stage of their learning development (Pujiastuti & Kulup, 2021). Peer Assessment is a reliable and valid method, although it occurs purely and does not provide specific, predictable information or values like typical assessment parameters (Shafania et al., 2023). According to Alqassab et al. (2023), peer assessment is a teaching and learning strategy where students learn with and from each other without direct lecturer intervention. Peer assessment allows students to analyze, provide feedback, and evaluate each other's work (Yan et al., 2022).

The peer assessment evaluation approach in problem-based learning is highly effective; it effectively helps students monitor their learning attitudes, fosters lifelong learning attitudes, improves the learning process, encourages more profound and more meaningful learning, and enables students to identify their strengths and weaknesses in learning (Anggraini et al., 2020; Fajriani, 2020; Yuliani et al., 2022).

Adawiyah (2022) states that the characteristics of peer assessment include:

- i. Peer assessment involves group members conducting evaluations, where students must understand goals well.
- ii. as an alternative assessment, peer assessment allows students to express their opinions.
- iii. Peer assessment is performance-based, thus involving learning processes where students can develop cognitive and social skills.
- iv. Peer assessment is an authentic assessment.
- v. Peer assessment can be combined with reciprocal teaching and/or feedback on measured skills and can be used for formative and/or summative assessments.

So far, people know that when someone wants to take part in a level of education, a certain amount of money is needed for the cost of education. The higher the cost incurred, of course, the higher the quality of education provided. However, in the current era, learning will be more enjoyable when teachers/lecturers in the learning process give awards either in the form of added value or in the form of a certain amount of money. Students will be more motivated and competitive when there is an element of competition held by teachers/lecturers. The term "Pay Education" is used in research to motivate students in the learning process and add value to entrepreneurship courses. Education pays or incentives in the form of a certain amount of money provided for each group that competes in answering questions with different variances. Incentives are a tool used to motivate students to do learning (Abnisa, A.P., 2020).

2. Methodology

This research is a pre-experimental study using a one-group pretest-posttest design involving a single group of subjects who were given both an initial and a final test. The research procedure measures variables from one group (pretest) and then treats them for a certain period. After that, the subsequent measurement is carried out (posttest), and finally, the measurement results are compared to conclude (Elvera & Yesita Astarina, 2021; Priadana et al., 2021). The instruments used in this study were tests and questionnaires. This study's population and sample size comprised 58 students enrolled in the Entrepreneurship course.

The pretest was conducted at the beginning of the course, focusing on general entrepreneurship material. The posttest, on the other hand, was administered at the end of the course, with questions compiled by the lecturer based on those created by each student group. The lecturer randomly selected questions from each group to form a special question sheet. Thus, each question sheet comprised all the material studied by the respective groups.

During the learning process, the lecturer employed a game-based method where students were grouped, and each group selected three members considered capable of answering all the posed questions. Other group members, not selected as representatives, assisted in reading questions, judging, and recording scores on the board. This scoring system resembled a quiz competition, where each correct answer earned points, and incorrect answers resulted in point deductions. Other groups could answer the same question if a group failed to respond, as designated by the lecturer. The assessment was conducted in two stages: in the first stage, each group chose an envelope of questions and answered them within a specific timeframe, and in the second stage, groups competed to raise their hands quickly to answer questions. Correct answers were awarded 100 points, and incorrect answers resulted in a 50-point deduction. After the agreed-upon time ended, the scorekeeper totaled each group's scores and ranked them. Each group received a cash prize with varying amounts based on their ranking.

After the game, students took the posttest by answering their prepared questions. The results of the pretest and post-test were analyzed using the Paired T-test to determine if there were differences before and after using the peer assessment method.

3. Results and Discussions

The respondents of this study are all students of the Indonesian Language and Literature Education study program FKIP ULM, which programs the Entrepreneurship course with as many as 58 people, with the criteria of 12 men and 46 women. Based on the research results, the pretest and posttest scores were as follows:

Table 1: Average Test Scores

Pretest	Posttest
41.38	84.14

Based on the table above, the average posttest score is higher than the average pretest score. This indicates improved learning outcomes when peer assessment was implemented in the question formulation process. According to the prerequisite analysis test, the pretest data met normality criteria. In contrast, the post-test data did not, necessitating the use of non-parametric statistics, specifically the Wilcoxon test, with the following results:

Table 2: One-sample Kolmogorov-Smirnov Test

Criteria	Sig.
Pretest	.058
Posttest	.000

Table 3: Wilxocon Test Results

	N	Z
Posttest-pretest		
Negative Ranks	0	-6.641
Positive Ranks	58	
Ties	0	
Asymp. Sig (2-tailed)		.000

Based on Table 3, the negative rank value is 0, indicating that the scores obtained by students in the posttest are higher than those in the pretest. The positive ranks show that all students experienced an increase in their posttest scores compared to their pretest scores. The tie value is 0, meaning none of the students had the same score for the posttest and pretest. The significance value (Sig.) for the Z test is 0.000, less than 0.05, indicating a difference between the pretest and posttest scores. This demonstrates that peer assessment enhances students' mastery of entrepreneurship material. In other words, applying the peer assessment evaluation method positively affects the entrepreneurship learning outcomes of students in the Indonesian Language and Literature Education program at FKIP ULM. Based on students' responses to the reflective questions posed by the lecturer regarding their feedback on the evaluation system, 100% expressed that they were happy and not stressed by the evaluation conducted by the lecturer. Additionally, the provision of cash prizes with specific amounts contributed to their positive sentiment. They mentioned that all the activities conducted by the lecturer felt more like playing rather than being evaluated, which made them feel happy.

This aligns with the findings of research conducted by Astuti et al. (2022), which stated that peer assessment is quite practical in training activities as it provides feedback and cognitive

and metacognitive processes, increases motivation, fosters collaborative learning, self-regulated learning, and improves performance. Similarly, Fajriani (2020) found that peer assessment can promote reflective attitudes, motivation, and sympathy and improve learning outcomes.

The provision of cash prizes is referred to as "Pay Education". Typically, students pay for tuition, practicals, and other expenses. Now, the situation is reversed; we provide rewards in the form of cash. This Educational Incentives activity aims to encourage students to be enthusiastic and active in every learning session and ultimately achieve good grades. This is in line with the research conducted by Lestari et al. (2021), which found that greater rewards enhance employee productivity.

4. Conclusion

Evaluations carried out by teachers/lecturers tend to make students/students depressed and impact the grades obtained, which will be bad. Peer assessment is one of the evaluation models that lecturers can use in the learning process. Peer assessment is an enjoyable and effective way to evaluate learning. This method increases student engagement and motivation and helps develop social and collaborative skills. Although there are challenges in its implementation, peer assessment can become a highly beneficial evaluation tool with the right strategies. Lecturers must ensure that this process is well-executed by providing adequate training and guidance to students. The provision of cash rewards also plays a significant role in boosting student motivation. Students hope that all courses should implement such assessments to prevent pressure and nervousness, which can positively impact their grades.

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