Self-Assessment: A Measurement for Quality of Instructional Islamic Education Teacher as Mudarris

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Abstract

Self-assessment is a new paradigm for self-directed learning that gives autonomy to teachers in improving their professionalism. It is very important, especially for the teachers in performing their role as *mudarris* in the classroom. A specific guideline on how it should be done is essential to achieve the expected objective of self-assessment. This concept paper explores the theory and model underlying the concept of self-assessment to guide an effective self-assessment process. In this study, self-assessment refers to the reflective practices of Islamic Education Teachers (IET) to reflect on their practices and activities in the classroom. Thus, teachers can identify their weaknesses and deficiencies and take measures to overcome them and improve existing weaknesses. Self-assessment can also identify as a strength to guide teachers in evaluating additional requirements needed to improve their professionalism as a teacher.

Keywords: Self-assessment, Self-Assessment Process, Islamic Education Teacher, *Mudarris*

Introduction

Evaluation and assessment are Islamic pedagogical practices which are fundamental values for training spirituality which is self-assessment (reflection) that aims to remove obstacles between teachers and students to achieve educational excellence (Ajem & Memon, 2011). It can be understood as a basic internal training for a teacher to open his heart and himself to judge something that happened to him. The assessment is either to on something positive or negative from which a reflection will arise on someone. The intended reflection is if the assessment is made on positive things then the expected reflection is inner strength and determination to pursue excellence. On the other hand, if the assessment is made on negative matters then the expected reflection is the steps that taken to improve weaknesses and cover existing deficiencies.

This statement is supported by Sulaiman (2014) who states that assessment is as a stimulus for a person to respond and produce reflection to the assessment. Baba (2006) asserts that this reflective thinking is a necessity where we look at the past to make changes

today. It is a continuity that needs to be balanced wisely so that the factors of tradition and the change factor that occurs does not shift from its main goal. Finding from the Korthagen and Vasalos (2005) study found that self-reflection is important to do by a teacher and contributes to his professionalism. Rahman (2014) also found that self-reflection done by teachers make a significant contribution to the professional behavior of teachers and it is an important factor that can develop the professionalism of teachers. Whilst self-assessment is highly recommended in any development program career because it is proven to act as an agent of change for an individual towards something better and also a development agent to improve competence and self- quality.

Background of the Study

Chapter 4 of the Malaysian Education Development Plan (MEDP) 2013 – 2025 has introduced Continuous Professional Development (CPD) as a learning experience through teachers' formal and informal involvement throughout their careers to facilitate continuous improvement of knowledge, skills, expertise, and professional value practices. Khair (2006) described CPD as,

> *"Continuous Professional Development is the main agenda of the Ministry of Education and Culture because quality teachers play the main role in the successful implementation of the National Education Policy, which is directly related to the success of students. Teachers must continuously reinvent themselves throughout their service period to ensure they fit the characteristics of 21st-century professional educators to remain relevant and effective in a dynamic educational ecosystem, face challenges and bring holistic growth among students to meet global quality standards."*

There are 13 activities in CPD, specifically academic improvement, innovation, workshops, benchmark visits, coaching and mentoring, book reviews, personal learning course (PLC), writing and creation, knowledge discourse, courses, e-Guru portal, research and other CPD activities. The main objective of CPD is to develop teachers' professional competence through strengthening the desired attributes, which are aspirational, competent, efficient, strategic and visionary. Thus, the specific objectives of CPD are (1) continuously improve the quality of teachers; (2) to ensure that teachers acquire, improve, master competencies, and share experiences; and (3) to encourage teachers to follow planned and systematic training that includes training sessions, learning and self-development (Ministry of Education (MoE), 2016).

The implementation of CPD activities is grouped into three initiatives, namely the Ministry, organization and self, as detailed in Table 1. Through these activities, the study focuses on self-initiatives that detail self-assessment as one of the practices in cultivating self-directed learning. A teacher has autonomy in driving the development of their respective professions.

Table 1
Continuous Professional Development Activities

CPD Initiatives	Details
Ministry	CPD activities are planned and implemented by MoE/JPN/PPD for policy needs specific needs to disseminate new policies. CPD The MoE initiative also refers to the implementation of CPD by MoE/JPN/PPD in collaboration with other organizations.
Organization	CPD activities are planned and implemented by an organization to develop its human resources. The Head of the Department has the autonomy and accountability in carrying out the CPD activities. The Head of the Department can also determine the needs of the staff to follow CPD activities related to the development of professionalism organized by other parties.
Self	Practices to cultivate self-directed learning and provide autonomy for the development of professionalism that is driven through self-planning, self-regulation (autonomous), self-assessment and self-improvement.

Source: Pelan Induk Pembangunan Pendidikan Keguruan, Ministry of Education (2016)

Ahead of Wave 3 of the MEDP 2013 – 2025 implementation, the CPD activity approach prioritizes self-initiatives compared to CPD initiatives based on MoE and organizations. The transformation of CPD practice requires teachers to plan and develop their capabilities to align with the outlined pf Competency Standards and Performance Standards (MoE, 2016). Assessment is needed to measure the improvement of teaching and learning. Self-assessment can be improved in the process of reflection where a better task performance can be achieved if it can benefit others (Self-evaluation maintenance theory). It is intended to encourage individuals to develop and improve themselves (Self-directed model – humanistic principles).

Putting the teacher's role as an educator, self-assessment is important in teaching and learning (TnL) in the classroom. Based on the teacher's teaching level, self- assessment is at the teaching evaluation stage, which is after one teaching session ends. At this stage, teacher will make a formative assessment of the student's learning and provide reinforcement of the learning. As for the teachers, they need to evaluate themselves, which is *muhasabah* from an Islamic perspective.

The role of the teacher in class involves their part as a *mudarris*. Teachers need to be wise to identify weaknesses and deficiencies in their teaching in the classroom and at the same time identify their own strengths. Thus, teachers' assessments help them perceive their capability in delivering content knowledge in the classroom using effective teaching strategies, assessing student achievement, communicating with students and other practices in teaching and learning (Akram & Zepeda, 2016). Evaluation is also required to improve teaching and learning, and teachers need to learn and diversify teaching methods (Aziz & Yamin, 2012). Self-assessment is also seen as the main action for teaching problems solving and creating improvements among teachers themselves (Haertel, 1993).

The instructional quality which is the characteristics of a teacher's excellence in delivering lessons based on the teacher's role as a *mudarris*. Teachers' practices reflect their instructional qualities, which maximise their role in the classroom. According to Kawangit and

Saringat (2014), a teacher's success as a *mudarris* can be assessed based on his characteristics, teaching methods, success in creating a supportive classroom climate and personality, expertise and decision-making competence. Similarly with the statement of Akram and Zepeda (2016) that stated the assessment carried out involves the effectiveness of a teacher in delivering knowledge content, teaching in the classroom, using effective teaching strategies, assessing student achievement, having effective communication and several other things related to TnL.

Yusop and Sidek (2010) asserted that teachers with *mudarris* qualities prioritize increasing students' motivation and interest to learn and strive unearthing students' curiosity, in addition to mastering classroom management. In addition, Schön (1983) states that teachers are encouraged to reflect on their teaching practices as an effort to improve meaningful expertise. Thus, having *mudarris* qualities is one of the characteristics needed to continuously develop teachers' professionalism. These teachers are always proactive in developing themselves to give the best in their profession.

Purpose of the Study
In this study, self-assessment refers to the reflective practices of Islamic Education Teachers (IET) to reflect on their practices and activities in the classroom. Thus, teachers can identify their weaknesses and deficiencies and take measures to overcome them and improve existing weaknesses. Self-assessment can also identify as a strength to guide teachers in evaluating additional requirements needed to improve their professionalism as a teacher. Specifically, the aims of the study are as follow

  a. To identify the definition of self-assessment in the context of IET
  b. To understand the theory and model of self-assessment
  c. To understand the process of self-assessment

Findings
1.   Self-assessment Definition
Shulman (1987); Cruickshank (1986); Korthagen (1985) described reflection as an important element in learning to teach. Schon (1987, 1983) introduced the reflection process from the perspective of developing practical knowledge in teachers' professional practice. They are writers that contributed the knowledge for us to understand reflection (Hussin, 2004).

Previous studies have widely defined self-assessment or self-evaluation, and in general, the term refers to an individual's assessment of himself for certain matters and actions. Self-assessment is also equivalent to the concept of *hisbah* in Islam, known as *muhasabah*. Self-assessment or reflection done by an individual will create a stimulus later known as reflection. Thus, the definition of self-assessment in this study is detailed with the definition of reflection and *muhasabah,* which are under the same concept as depicted in Table 2.

Table 2
Definition of Self-Assessment, Reflection and Muhasabah

No	Definition of Self-assessment	References
1	Evaluation and assessment are Islamic pedagogical practices. The basic value of spiritual training is self-assessment (reflection), which aims to remove obstacles between teachers and students to achieve educational excellence.	Ajem & Memon (2011)
2	Assessment is a stimulus for individuals to respond and reflect on the assessment.	Sulaiman (2014)
3	Self-assessment is carried out in a non-threatening situation where the teacher does not need to be afraid or worried about bad assessments from other assessors.	Akram & Zepeda (2016)
4	Self-assessment is collecting data and information about a teacher's teaching self-achievement.	Haertel (1993)
5	The division of the self-assessment approach into two categories: reflective practice and self-regulation.	Masuwai et al. (2021)

Table 2
(continued)

No	Definition of Self-assessment	References
6	Reflective thinking is a necessity where we look at the past to make changes today.	Baba (2006)
7	Reflection is a structured framework for assessing a need. It is an opportunity for us to respond to the assessment.	Masuwai (2018)
8	Reflection is the knowledge and belief to respond to a certain content that encourages individuals to always think, be enthusiastic and always respond.	Mezirow (1990)

No	Definition of Reflection	References
9	Reflection is the act of self-assessment (thoughts, attitudes and so on) for self-improvement, introspection – reflecting to assess ourselves, we must reflect so that we can build stronger confidence.	Kamus Dewan, Edisi Keempat
10	Reflection is a process of pondering, analyzing problems, and finding reasons, suggestions and actions to improve oneself.	Hussin (2000)

No	Definition of Muhasabah	References
11	Muhasabah is the determining of practices derived from the part of self-reflection (muhasabat al-nafs), which means internal supervision where every practice or behaviour is recalculated to ensure that it always receives the grace of Allah S.W.T.	Makhsin (2012)
12	The concept of hisbah, through the determining of practice (reflection), serves to make people aware of the responsibility of preserving the rights of God, human rights and common rights.	Al-Ghazali (2004)

In conclusion, self-assessment is similar to *muhasabah,* which stimulates a reflection or response to make a positive change. Consequently, IET can intensify their skills and effort to provide quality teaching and gain excellence in their profession.

Islamic Perspective on Self-assessment

Self-assessment is closely related to the concept of reflection. *Muhasabah* in the Qur'an is derived from the word *ha-sa-ba* and its derivatives which mean to count, count, evaluate and also include the Day of Reckoning (Anwar, 2001). *Muhasabah* is the estimation of practices derived from the context of self-reflection (*muhasabat al-nafs*) which means internal supervision where every practice or behavior is recalculated to ensure that it always receives the grace of Allah S.W.T (Makhsin, 2012). This is confirmed in the words of Allah S.W.T in Surah al-Hasyr Verse 18

$$يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ$$
$$وَٱتَّقُوا۟ ٱللَّهَ ۚ إِنَّ ٱللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ$$

Meaning: *O believer! Fear Allah and let everyone pay attention to what he has done for tomorrow (hereafter) and fear Allah. Indeed, Allah is All-Knowing of what you do.*

Salleh (2018) stated that self-evaluation through reflection is a step that can be taken by IET as a necessity and towards increasing self-competence in line with the demands of the Islamic religion itself. Ibn Khaldun (2002) in his book *Muqaddimah* states that the purpose of *hisbah* is to invite people to good things and prevent evil where it aims to call people towards goodness. This purpose is consistent with the concept of *da'wah* where the goal and aspect of both are the same which is to implement *al-'amr bi al-ma'ruf wa al-nahy 'an al-munkar* (Ibn Taimiyah, 1973). From this equation, it can be seen that the concept of *hisbah* through the calculation of practice (reflection) plays a role in making people aware of the responsibility of preserving God's rights, human rights and common rights (Al-Ghazali, 2004).

The use of concept of *hisbah* in educational practice requires a teacher to ensure that he performs his duties and responsibilities as best as possible. The implementation of this trust is very important because it will determine the quality of a task or job. This affirmation is expressed in the word of God in Surah An-Nisaa' 4: 58:

$$إِنَّ ٱللَّهَ يَأْمُرُكُمْ أَن تُؤَدُّوا۟ ٱلْأَمَٰنَٰتِ إِلَىٰٓ أَهْلِهَا وَإِذَا حَكَمْتُم بَيْنَ ٱلنَّاسِ أَن تَحْكُمُوا۟ بِٱلْعَدْلِ إِنَّ ٱللَّهَ نِعِمَّا يَعِظُكُم$$
$$بِهِۦٓ ۗ إِنَّ ٱللَّهَ كَانَ سَمِيعًۢا بَصِيرًا$$

Meaning: *Verily, Allah commanded you to hand over all kinds of trusts to their members (who are entitled to receive them), and when you administer the law between people, (God commanded) you punish justly. Indeed, Allah with (His order) gives you the best lesson. Indeed, God is always Listening, yet always Seeing.*

A teacher who carries out his responsibilities diligently and with quality will give a positive effect to others. Students will get effective learning from quality teacher teaching. A school administrator will get satisfactory work results from a competent teacher. While fellow teachers will get good cooperation from a teacher who has high confidence and parents will get positive hope for their children as a result of the efforts put together by this highly

aspirational teacher. All of these are aspects of a teacher's excellence that must be present in a IET to raise the dignity of teaching professionalism.

Bandura Cognitive Social Theory

Bandura's Social Cognitive Theory (1997) is a theory that underlies the concept of self-assessment. This theory explains that teachers' change arises through their own self-assessment experience, which directs self-efficacy as an intermediary that influences self-evaluation in teacher practice. Teachers' cognition of their practice is their perception of effectiveness in student learning. One's self-evaluation can create self-efficacy (self-efficacy), which encourages self-regulation (self-regulation).

According to Tarsidi (2002), the self-regulatory capability is a basic human cognitive ability where individuals develop their thinking to evaluate their behavior, subsequently regulate themselves, and affect their next behavior. In contrast, the self-reflective capability is the ability to self-reflect by analyzing one's experience and assessing it. This process involves basic cognitive ability, which is deep thinking in self-assessment that requires individuals to assess their ability to achieve various goals. The four sources of teacher efficacy knowledge identified by Bandura (1997) are

a. Mastery experience i.e success in the classroom – teachers become more confident in their future achievements when they believe that their actions are helping students to learn.

b. Setting goals and efforts have taken – teachers who put themselves in setting higher goals for themselves and their students will succeed.

c. The willingness of teachers to try new teaching ideas, especially those involving techniques that are difficult to implement and have risks to their students – teachers who have high expectations about their ability to teach can improve student achievement.

d. Influencing efforts – teachers with high self-efficacy have low absenteeism and are more willing to face difficulties teaching students.

From an Islamic perspective, self-efficacy is related to belief (faith) (Jaafar, 2014), where faith, as defined by al-Ghazali (t.th), refers to allowing something with the heart, admitting it verbally or in words and practicing it. Individuals with faith in Allah S.W.T will do the practices required by the *syara'*, which are righteous practices based on the individual's belief in their ability. Surah al-Baqarah 2: 286 states that Allah S.W.T will not burden His servant with something that he cannot bear, which is equivalent to the concept of people's belief in their ability.

Individuals with self-efficacy can control the situation, referring to the ability to perform a task successfully according to the set level (Bandura, 1997). The similarity of the concept of self-efficacy according to the West and Islam summarizes that an individual with a high level of self-efficacy is a brave individual, takes risks and is willing to sacrifice, always thinks positively and does not give up easily and persists in doing a job (Jaafar, 2015).

Ross' Teacher Self-Assessment Model

Ross' Teacher Self-Assessment Model (2007) is a model that describes self-assessment as an integration of three main processes that lead to professional self-regulation. Self-regulation is used to observe and interpret their attitudes by making self-observation, self-judgement

and self-reaction. Self-assessment contributes to teachers' beliefs about their ability towards student learning, which is teacher efficacy, also called professional self-efficacy.

The Self-Directed Model is a model introduced by Petty (2009) based on humanistic principles toward development and improvement. The self-assessment will create a stimulus that reflects individuals by re-evaluating their knowledge and skills. Reflection will set a goal as an action plan for improvement. Next, the action will be followed to achieve an expected goal. Consequently, the same process will repeatedly happen where a positive achievement can eventually be recognized. This model is a learning approach that encourages individuals to self-regulate, involving emotional, personal growth and development factors (Petty, 2009).

Rodgers (2002) characterized Dewey's four standards for a reflection as follows: (1) a process that gives meaning, which is the transfer from one experience to the next with a deeper understanding of its relationship and connection with other experiences and ideas; (2) a systematic, rigid, disciplined way of thinking based on scientific research; (3) must occur in a community, in interaction with others; and (4) requires an attitude that values the personal and intellectual growth of oneself and others.

Discussion of the Selection of Self-Assessment Theory and Model
Ross' Teacher Self-Assessment Model (2007), which is based on (Bandura's Social Cognitive Theory, 1997). This theory asserts that teacher change will occur due to the execution of self-assessment. This will create self-efficacy where teachers are confident that they can facilitate effective learning. In this light, teachers will plan their actions in a self-regulatory manner by making self-observation, self-judgment and self-reaction that contribute to self-efficacy.

This study highlights self-assessment or reflection as an IET practice that can change their behavior. It reflects the teacher's teaching, involves imparting knowledge and skills to students, and is also related to the teacher's personality. It requires planning, implementation, and evaluation to achieve the objectives of teaching and learning if it is well delivered. The effectiveness of a lesson can be seen through student work, homework, assessment, and student interaction in the classroom.

The aspect of self-assessment is closely related to the concept of *hisbah,* as recommended by Al-Ghazali (2004), which is an effort to make believers aware of the nature and will of Islam (Theory of Human Development). It aims to form self-discipline that drives an individual to constantly assess the pattern of life (Lutfi, 2000), recognize oneself and his shortcomings, and strive to improve one's weaknesses (Makhsin, 2012). Salleh (2018) stated that self-assessment through reflection is a necessary step for IET to increase their self-competence aligned with the demands of the Islamic religion.

The concept of evaluation itself encompasses the process of reflection. In this regard, reflection is a structured framework for assessing a need. It is an opportunity for us to respond to the assessment (Masuwai, 2018). According to Mezirow (1990), reflection brings the knowledge and belief to respond to certain aspects. It encourages individuals to think, be enthusiastic and constantly respond. Schon (1983) stated that teachers are encouraged to reflect on their teaching practice as a meaningful improvement of expertise. In other words, teachers indirectly perform self-assessment during the reflection process.

The Self-Directed Model is a process that occurs from self-observation, self-judgement and self-reaction, as stated in the Ross Self-Assessment Model. It creates teachers' trust in their abilities, leading to teacher efficiency. The intended teacher efficacy is focused on specific teaching content and specific students in a specific instructional context and determines the expected future development based on experience. Teacher changes that

arise from self-assessment align with the social cognitive theory framework. What matters is not the classroom success but the teachers' interpretation of the experience. Self-assessment creates expectations that lead to goal setting and effort, as Petty (2009) stated through the Self-Regulation Model.

Thus, by selecting a combination of theories, models and concepts, the desired quality for teachers can be achieved through the practice of self-assessment. Constant self-assessment can increase teachers' self-efficacy and improve their teaching quality, catalyzing the continuous development of their professionalism.

Self-assessment Process

Schön (1983) described reflective practitioners as teachers who evaluate their respective practices to improve teaching. They are also aware that teaching involves individual values, beliefs and assumptions. An educational change requires the knowledge of the teacher's professional practice among the reflective teachers who understand the change's ethics, morals and political effects (Schön, 1991). Thus, experienced teachers need to learn to be reflective as a necessary skill to articulate their educational knowledge (Hussin, 2004).

The reflective teacher process starts with teaching. The teacher will conduct a self-assessment of the lessons by looking at the achievement of the planned teaching objectives. Assessments can also be made from the student's work and interactions in the classroom. Continuously, the teacher can identify the aspects that need improvement and maintain the aspects of existing strengths. The process determines actions for future lessons, the teaching delivery mode, teaching aids needed, teaching strategies and methods that need to be carried out and the form of assessment that can be applied to students.

These strategies reflect teachers' beliefs and self-efficacy in making changes based on their past teaching experience. It involves self-regulation of a teacher's strategies and practices to improve student understanding of learning, teacher-students communication and students' learning outcomes. This self-assessment process is summarized in Figure 1.
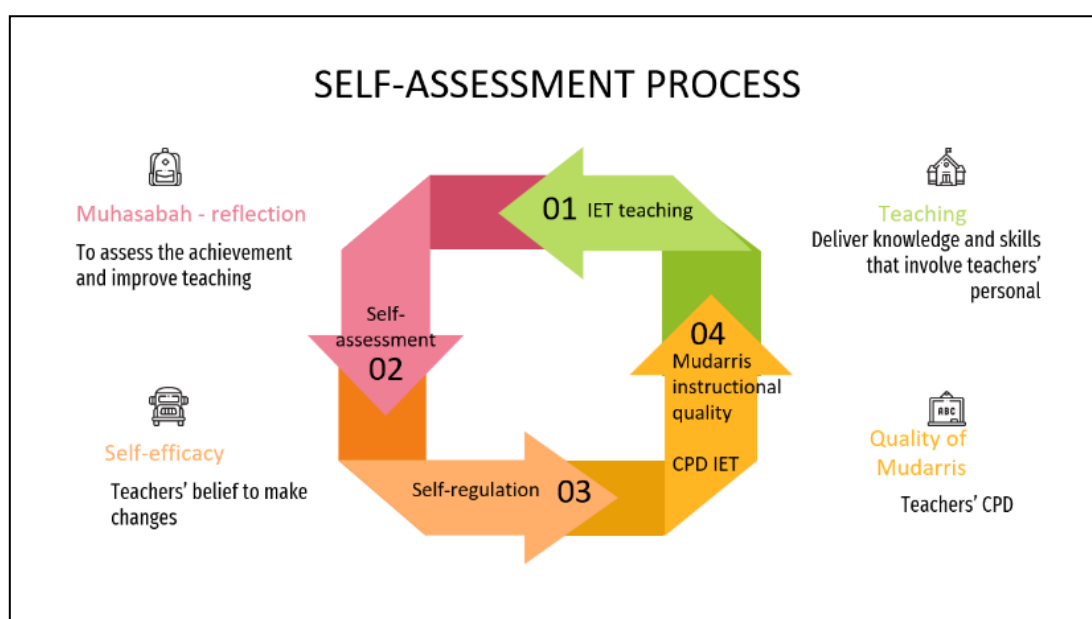

Figure 1
Self-assessment Process

Teachers' understanding and willingness to undergo the self-assessment process are necessary to ensure its effectiveness. A good reflection process can positively increase individual professionalism (Rahman, 2014). Furthermore, Macsimovic (2018) asserted that reflective practice requires individuals to

        a. Analyze oneself and do self-assessment continuously
        b. Be open to accepting ways that are different from the existing ones
        c. Identify examples of quality practice
        d. Willing to share experiences with colleagues
        e. Be prepared to change the existing plan depending on the reaction of the students/surroundings
        f. Be willing to analyze beliefs about one's previous actions

Terms Linked to Self-Assessment
Several "self" terms are used under the concept of self-assessment, which provides different meanings for a teacher's roles. These terms must be understood well so they can be applied properly according to their specific functions. The differences between these terms are presented in Table 3 below.

Table 3
Terms Linked to Self-assessment Process

Terms	Meaning
Self-assessment	Self-assessment integrates the three main processes that lead to professional self-regulation (Ross, 2007).
Self-regulation	This self-regulation is used to observe and interpret their attitudes by making self-observations, self-judgment, and self-reaction (Ross, 2007). Involves emotional factors, personal growth, and development (Petty, 2009).
Self-observation	Activities that provide information to a lesson are documented or recorded for review or teaching evaluation (Richard and Farrell, 2005, p. 34).
Self-judgement	The results of individual thoughts about themselves where each meaning of their thoughts is interrelated (Phaedonos and Anastassiou-Hadjicharalambous, 2011). Example: Other people probably won't be as tough if I'm tough on myself.
Self-reaction	Giving something (in return) or adapting to change a situation (Merriam-Webstar Dictionary, 2022).
Self-efficacy	Self-assessment contributes to teachers' beliefs about their ability towards student learning: teacher efficacy and professional self-efficacy (Ross, 2007). The self-perception of an individual's ability and capacity is related to their past self-condition (Bandura, 1997).

Table 3
(Continued)

Terms	Meaning
Self-regulatory capability	The ability of individuals to develop they thinking to evaluate they behaviour, and from that, he can regulate himself, which affects they subsequent behaviour (Tarsidi, 2002).
Self-reflective capability	Individuals can self-reflect by analysing they experience and making an assessment from it (Tarsidi, 2002).

Conclusion

Self-assessment is similar to *muhasabah,* which stimulates a reflection or response towards a positive change that can strengthen effort and intensify their skills towards quality teaching and excellence in their profession. This concept was established from Bandura's Cognitive Social Theory and the *Hisbah* concept by al-Ghazali, necessitating teacher changes. IETs are obliged to deliver knowledge and skills to the students. Hence, they need to assess themselves by looking at the activities, conversations with the students, classroom assignments, homework, tests and every area that involves teaching and learning in the classroom. As a *mudarris,* IET needs to know the process and the aspects needed for self-assessment to ensure an effective reflection process.

Suggestion

Based on the concept of self-assessment, IET can be better understood as an Islamic pedagogical practice. As Larrivee (2000) argued, self-assessment involves a complex process because it requires the coordination of various tasks and one's willingness to consider their past actions. Therefore, teachers need to be aware of how self-assessment occurs and mentally, physically, and emotionally prepare to exercise this practice. Self-assessment can increase teachers' awareness by identifying unbalanced and inconsistent aspects of their practices and bring changes toward quality teaching and continuous professional development. In this regard, future studies can conduct a survey on school teachers to assess their self-assessment practice.

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