

Conference Paper

Self Assessment Is Implemented to Improve Students' Creative Writing Skill with Gender Themes

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Abstract

Students' often require guidance to produce good quality writing. One effective technique for improving the quality is self-assessment. Peer assessment, part of the self-assessment which is offered by O'Melley is very useful for students, allowing them to find peer support and improve their work. This research used descriptive qualitative method. The data source is Regional Language Education Department students who are currently entering a creative writing course, and data is derived from the input provided in the peer assessment format. The results showed that the input provided by peers is very useful for improving students' creative writing. The input is also related to gender. The peer assessment format is directed at the character building of female and male that has a positive response to gender. Female figures are independent women, whereas male figures respect and help women to get an equal role with men.

Keywords: peer assessment, independent women, gender sensitive men

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1. Introduction

Gender is one of the barometers in human development. Gender equality continues to be fought in development. However, until this day, according to the Ministry of Women Empowerment and Child Protection [1] there are still many gender inequalities of women that are left behind the men in the field of education, economics, and employment. But the numbers achieved show an increase in the last seven years.

Gender mainstreaming has been carried out since the 1990s, but the results achieved to date have not achieved equality yet. More than that, at the practical level, there are still many inequalities and violence against women [2–4]. According to Darni [5] violence against women tends to be based on patriarchy as a family system. The dominance of men in the family causes abuse and various forms of violence.

The practice of violence against women is often reflected in literary works [6]. Darma [7] emphasized that literature is inseparable from its social conditions. There is a close relationship between literature, writers, and society. In fact, according to New Historicism

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[8], literature is not merely influenced by the social environment, but literature and society form one another. Literature is formed by society; on the contrary society also forms literature. As Wellek [9] stated, literature presents life which is largely social reality.

This close relationship provides literary opportunities to shape women in society. Women struggle to achieve gender equality. Literature can contribute to the formation of a gender responsive society. Women get equal education, work, and rights with men in the practice of life, not theoretically.

Student's interest in writing activities, especially creative writing, creating literary works, is still low. This can be seen from the publication of literary works by students who are very minimal in various media. Creative writing does require more complicated techniques than writing a report text, as the example. An understanding of the literary creation theory is needed in processing the elements of the literary work. To overcome this difficulty, a review is needed. One effective review model is authentic assessment.

Self assessment, one of the authentic assessments, is assessment models that can help students improve their writing. Suggestions and corrections obtained from peers are valuable materials that can be used to revise and improve the quality of student writing.

According to O'Melley [10], student self-assessment is the key to authentic assessment and in student self-regulated learning. Students who manage their learning independently, they make choices, choose learning activities, and plan how to use their time and learning resources (3-4). So, students that in this case as college students have the freedom to choose materials and control the progress of their own learning. They can decide how to use the learning resources available to them both inside and outside the classroom. They can also work together with other friends to exchange ideas, seek help when needed, and provide support to their peers. There are 3 stages suggested, namely (1) setting the criteria, (2) applying the criteria, (3) setting the improvement target.

2. Discussion

Before displaying the improvement of the creative writing quality achieved through self assessment, the concept of gender will be conveyed first as a theme of literary work. There is also presented a self-assessment model designed to assist students in self-assessment.

2.1. Gender

Gender is a social construction that is formed through a long process. Mufidah [12] explained that gender building is determined by a number of factors, then socialized, strengthened, and even constructed through socio-culture, perpetuated by religious and mythical interpretations, as if it had become a belief. According to Regulation of Minister of Education and Culture number 84 year 2008 concerning Gender Mainstreaming in the Field of Education states that gender is a concept that refers to the different roles and responsibilities of men and women that occur as a result of changes in social and cultural conditions of society.

The social process which then makes gender differences into a provision of God that cannot be changed, so that gender differences are considered natural whereas the nature itself is a provision that comes from God, a biological innate character as a gift from God Almighty that cannot be changed all the time and cannot be exchanged and is attached to women and men. Because gender is not natural and then gender is not obtained just like that way, gender is the result of social processes. It is the results of social inheritance, socialization, and learning process.

There are gender stereotypes formed by the community. Stereotypes of roles between men and women relate to the fields of work, games, and attitudes [11]. Gender stereotypes occur in the division of labor. Women mostly work in the domestic sphere with jobs such as cooking, washing clothes and dishes, sweeping, watering flowers, and other light jobs. Instead men are placed in the public domain as breadwinners with challenging jobs. The formation of stereotypes also occurs in children's play. Boys are formed to play in areas far from home and are at risk, while girls are given light games and played indoors. The attitude of girls is described as whiny. The gender stereotype is still perpetuated through socialization to children.

Gender for Javanese people is still considered natural. The role of women in the domestic sphere, such as cooking, taking care of children, and cleaning the house is a must for women.

There is still discrimination between women and men as described above. The elimination of discrimination and the struggle for equal rights and position of women as equals to men has been championed by feminism. Efforts towards gender equality in Indonesia have been carried out with the gender mainstreaming movement. Men and women have the same rights in education and employment. Gok's research [13] shows that work and education can encourage the formation of egalitarian families. Egalitarian families show the equality of men and women in the family, starting from parents and

children. Feminism in several countries according to Scarborough [14] shows a more responsive role towards egalitarian families.

2.2. Self Assessment Format

There are 3 guidance forms developed in the application of self-assessment to improve this creative writing¹³.

2.2.1. Peer Assessment Format (Adapted from O'Melley)

Name:

Peer's name:

1. Study your peer's work. Write the title of your peer's work.
2. In your opinion, what are the weaknesses observed in the sample work that can be corrected by your peer.
3. In your opinion, what has been done well by your peer?
4. In your opinion, what can your peer do to get better work.

2.2.2. Format of Setting Goals for Improvement (Adapted from O'Melley)

Name:

1. Review your work
2. What are the weaknesses observed in your work that you can revise?
3. What have you done well?
4. Think the realistic goals that are done by your peer

2.2.3. Format of Lecturer and Student Conference (Adapted from O'Melley)

Name

Your lecturer will immediately hold a conference with you about your work. Study your work and prepare for the conference by answering the following questions

1. How has your short story improved?
2. What can you do now that you could not do before?
3. Do you like short story writing activities? Write down the things that you like during the writing activity.
4. What will you do to become a good writer?
5. What are you doing to become a good writer?

2.3. The improvement on the Quality of Creative Writing with Gender Themes through Self Assessment

This self-assessment is applied to 5th semester students majoring in regional language education, the language and arts faculty, Unesa, who are entering writing course. 5th semester students majoring in Regional Languages consist of three classes. The class that is controlled in writing a short story with self assessment is the 2016B class.

Students do writing Javanese short stories, of course after receiving the essence of writing short stories in the previous meeting. In addition, students have also been provided with Jung's psychological theory, namely extroverted and introverted personalities in creating characters. They have also been provided with an insight into gender equality. The results of students' writing the short story are as follows.

The results of creative writing learning of the students at the beginning had already shown quite satisfying results. There are only 6 students who received 'Enough' category scores for developing a gender theme. Language is indeed the biggest difficulty in creative writing, because the language used is Javanese. There are 7 students in the 'Less' category. The error lies in the spelling, vocabulary, and sentence structure that is still ambiguous. Expectations of figures with introvert and extrovert psychology, none of the students obtained learning results with 'Less' criteria. More than 50% of students are classified as 'Good' criteria both in the description of introverted and extroverted figures.

No.	Name of the Student	Score			
		Gender Theme	Language	Introvert	Extrovert
1	Shereef Budi Anggoro	Enough	Enough	Enough	Enough
2	Mukharomah	Good	Good	Good	Enough
3	Yayak Kukuh priambodo	Good	Good	Good	Enough
4	Wilda Zian Yuwafa	Good	Enough	Enough	Good
5	Eka Rohmatul Jannah	Good	Enough	Good	Enough
6	Aguk Efendi	Good	Enough	Enough	Good
7	Annisa Kartiko Putri	Good	Enough	Good	Enough
8	Siti Zurotul Farida	Good	Less	Good	Good
9	Ivan Azariya Iqbal	Good	Enough	Good	Enough
10	Maulani Yulita	Good	Good	Enough	Enough
11	Cici Havidatul Afifah	Good	Enough	Good	Good
12	Novita Herianti	Good	Less	Enough	Enough
13	Everyana Murenda	Good	Enough	Enough	Enough
14	Annisatul Zulaikha	Good	Enough	Good	Enough
15	Dianti Lutfiana Ulfa	Good	Good	Enough	Good
16	Siti Wais Alqurni	Enough	Less	Good	Enough
17	Imroatul Khasanah	Good	Less	Enough	Enough
18	Mela Kusuma Wardhani	Good	Good	Enough	Good
19	Redy Fusuma	Enough	Enough	Good	Enough
20	Eko Harianto	Enough	Enough	Enough	Good
21	Dody Kusuma	Enough	Enough	Good	Less
22	Handika Pratama	Enough	Less	Enough	Good
23	Susiana Lavenda Putri	Good	Enough	Good	Good

The second stage, students exchange their writings with their friends. Each gave input to his friend’s writing related to the use of good language based on the etiquette of Javanese language, the cultivation of characters, plot, setting, and clarity of the theme. Input from peers is used as a basis for improving writing.

The third stage is the conference with the lecturer. Each student brings a revised short story to checked by the lecturer. The lecturer asked various difficulties experienced by students in the process of improving their writing. Based on the advice and direction of the lecturer, students make the final improvement. After going through an improvement process based on peer input and a conference with lecturer, the quality of students’ writing increases as follows.

Self assessment carried out through peer assessment and stabilized with a conference with lecturer can improve students’ creative writing, in this case writing short stories in Javanese. There was a significant increase from the initial stage to the second

No.	Name of the Student	Score			
		Gender Theme	Language	Introvert	Extrovert
1	Shereef Budi Anggoro	Good	Enough	Enough	Enough
2	Mukharomah	Very Good	Very Good	Good	Good
3	Yayak Kukuh priambodo	Good	Good	Good	Good
4	Wilda Zian Yuwafa	Very Good	Very Good	Good	Good
5	Eka Rohmatul Jannah	Good	Good	Good	Good
6	Aguk Efendi	Very Good	Good	Good	Good
7	Annisa Kartiko Putri	Good	Good	Good	Good
8	Siti Zurotul Farida	Good	Good	Good	Good
9	Ivan Azariya Iqbal	Good	Good	Good	Enough
10	Maulani Yulita	Very Good	Very Good	Good	Good
11	Cici Havidatul Afifah	Good	Good	Good	Good
12	Novita Herianti	Good	Good	Good	Good
13	Everyana Murenda	Good	Good	Good	Enough
14	Annisatul Zulaikha	Good	Good	Good	Enough
15	Dianti Lutfiana Ulfa	Very Good	Very Good	Good	Good
16	Siti Wais Alqurni	Good	Enough	Good	Good
17	Imroatul Khasanah	Good	Good	Good	Good
18	Mela Kusuma Wardhani	Very Good	Good	Good	Good
19	Redy Fusuma	Good	Good	Good	Enough
20	Eko Harianto	Good	Good	Good	Good
21	Dody Kusuma	Good	Good	Good	Good
22	Handika Pratama	Good	Enough	Enough	Good
23	Susiana Lavenda Putri	Very Good	Good	Good	Good

stage, after students made improvements based on peer input and conferences with lecturer.

The criteria set for the achievement of writing the short story are good. The theme of gender gained maximum improvement, 7 students are succeed in increasing results from 'good' category to 'very good' category, beyond the established success criteria. The role of women has gained equality with men. Even female leaders who experience violence can rise up and be independent.

Javanese is still a significant difficulty for students. This is based on the understanding that language is a skill that requires time to get maximum results, cannot be transformed in an instant. Likewise, the understanding of psychological theories underlies the creation of characters. Students still lay about psychological theory. Literature psychology course will still be taken in the 7th semester. However, only 5 students still get 'enough' results.

3. Conclusion

Self assessment carried out through peer assessment and stabilized with a conference with lecturer can improve students' creative writing, in this case writing short stories in Javanese. There was a significant increase in the results of writing Javanese language short stories on 5th semester students of Regional Language Department.

The criteria set for the achievement of writing the short story are good. The theme of gender gained maximum improvement, 7 students are succeed in increasing the results from 'good' category to 'very good' category, beyond the established success criteria. The role of women has gained equality with men. Even female leaders who experience violence can rise up and be independent.

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