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Comparing Learning Based Assessment Models *Self-Efficacy* In Finland And Indonesia

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Abstract	Article History
Any type of learning in this world rests on pre-formulated goals. Assessment of learning is an important step to measure the extent to which the objectives have been achieved. Differences in the education system in each country affect the assessment model used to measure their respective learning outcomes. Library research	Received 17/09/2024
conducted by researchers aims to describe self-efficacy-based assessment models in Finland and Indonesia. By using a descriptive qualitative approach, this study will reveal the strengths and weaknesses of each model in the two countries. The results of this study indicate that the assessment model in Finland does not use formal tests	Revised 12/11/2024
as in Indonesia. Meanwhile, the self-efficacy of students in Finland appears since the educational process takes place through assessment after learning. Meanwhile, the self-efficacy of students in Indonesia appears after the exam through the results of the achievements received.	Accepted 23/12/2024
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INTRODUCTION

Technological changes and the rapid growth of knowledge place a premium on the ability to learn independently (Li, L. 2024; Appolloni, et al., 2022). *So, good schooling fosters psychosocial growth that contributes to the quality of life beyond the vocational domain* (Good schools encourage psychosocial growth that contributes to quality of life outside the vocational domain). The main goal of formal education should be to equip students with intellectual tools, self-confidence (*self-efficacy*), and an intrinsic interest in educating themselves throughout their lives (Renninger, K. A., & Hidi, S. E. 2020). *Self-efficacy* as one of the provisions for students who have an important urgency in responding to advances in science and technology. This is as emphasized by several experts (Sen, N., & Yildiz Durak, H. 2022; Taranto, D., & Buchanan, M. T. 2020; Malureanu, et al. 2021) they stated that *self-efficacy* play an important role in the independent development of lifelong learning. Students' confidence in their ability to master academic activities influences their aspirations, level of interest in intellectual pursuits, academic achievement, and how well they prepare for different occupational careers.

Intermediate relevance *self-efficacy* in the context of individual needs currently still being high (Farmer, H., Xu, H., & Dupre, M. E. 2022; Schunk, D. H., & DiBenedetto, M. K. 2021). Bandura says that people guide their lives by their personal beliefs (*people guide their lives by their beliefs of personal*)(Levy, N. 2021; Callero, P. L. 2023). So in doing learning assessment, it is very important to consider *self-efficacy* student. Students as assessment objects must be confident when assessed. Students as recipients of information must be confident in the results of the assessments they take. Because self-confidence refers to confidence in one's ability to organize and carry out the actions necessary to produce a given achievement (*self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments* (Mega, I. R., & Sugiarto, D. 2020; Gunes, E., & Yetim, A. 2023; Upadhyay, et al., 2020). *Self-efficacy* has a tremendous impact on individual development. Theoretically, Bandura says that individuals who have *self-efficacy* height makes it very easy to face life's challenges. He did not feel doubted because he had full confidence in his abilities. Individuals like this will be

able to rise from the failures they experience (Sunarti, et al., 2024; Alfayez, A. F. 2022). This theory is still relevant today. This relevance has been retested by Martanto. In his research, it was discovered that: *self-efficacy* has a significant effect on the quality of students' (read: students) products. Various efforts to develop students' self-development to grow *self-efficacy* It is very important to improve product quality (Momeni, et al., 2020; Awotunde, O. M., & Westhuizen, T. V. D. 2021; Narenji Thani, et al., 2022). With growth *self-efficacy* This high level means students can have high motivation. Because every individual's behavior is driven by his needs (Bandura, A. 2023; Bai, B., & Wang, J. 2023; Shin, M., & Bolkan, S. 2021).

Assessment of learning as one of the important stages in the education system cannot ignore aspects *self-efficacy* student. Looking for the latest assessment model is important to maintain existence *self-efficacy* student. Because assessment is not something new (*evaluation is not new*) (Bandura, A. 2023). OhTherefore, Madaus (Torrens, J., & von Wirth, T. (2021) does not justify if evaluation and assessment is said to be the latest phenomenon (*Program evaluation is often mistakenly, viewed as a recent phenomenon*). This expression strengthens the expression (Bommasani, et al., 2021) that assessment models will continue to develop and humans will always need the latest models.

Each country has its own educational characteristics. These characteristics also appear in every component of education, one of which is the assessment model used. Research that discusses assessment models and *self-efficacy* has been carried out by many researchers. Among them are (Karim, S. A. 2021) conducting research on the education systems in Indonesia and Finland. This research uses a comparative descriptive analysis method of the primary school education systems in the two countries. The chosen scope is too broad, because the education system consists of many components, starting from teachers, students (read: learners), materials, facilities and infrastructure, environment and evaluation. So it does not touch on the assessment model specifically and in depth. On the other hand, it also doesn't pay attention to aspects *self-efficacy*. Another research was conducted by (Evcimik, S., & Oruc, C. 2023) regarding influence *self-efficacy* and emotional intelligence on the quality of product results in project-based learning and its determining factors in Vocational High Schools. The research results show that self-efficacy and emotional intelligence has a significant influence on the quality of student products. However, this research does not link self-efficacy with existing assessment models. In essence, these studies do not touch on comparisons between two countries, especially comparisons between Indonesia and Finland regarding assessment models based on self*efficacy*. Thus *distinction* in this research is to analyze assessments based on *self-efficacy* in both countries. *Distinction* This is a finding in this research that differentiates previous studies.

RESEARCH METHODS

This type of research is library research. The approach used is descriptive qualitative. The data collection technique uses the documentation method. The research setting is two different countries, Indonesia and Finland. Data sources regarding the assessment system in Indonesia are taken from scientific literature and policies prepared by the government, such as the Education Law, Government Regulations, and Minister of Education and Culture Regulations (Permendikbud). Meanwhile, data related to the assessment model in Finland was taken through previous research that is relevant to this research.

The research focus is limited to models for assessing student learning outcomes at the elementary school level in each country. The meaning of the model used by researchers refers to Patton's concept, namely *The model was very like the systems models off today* (the model is very similar to the "system" as it is now) (Alkin, M. C., & Patton, M. Q. 2020). So the research aspect refers to the components in the assessment system which concern the basis, objectives, instruments, implementation. Each component is analyzed using concepts *self-efficacy*. Then each model in the two countries is compared to form a model for assessing learning outcomes that takes into account *self-efficacy*.

FINDINGS AND DISCUSSION

Aspects of Assessment in Finland and Indonesia

The main goal of the Finnish education system is to realize *high-level education for all.* This goal is to ensure that all Finnish people can receive education to the highest level,

equally, with the best abilities, skills and competencies. Finland has built an education system with characteristics that are implemented consistently, namely *free education*, *free school meals*, And *special needs education* by adhering to the principle of inclusivity (De Beco, G. 2022; Mitchell, D., & Sutherland, D. 2020).

In terms of assessment, Finland adheres to diversity in student assessment. The new curriculum emphasizes diversity in assessment methods as well as assessments that guide and encourage learning. Information about each student's learning progress should be provided to students and guardians on a fairly frequent basis. Feedback is also provided in ways other than reports or certificates. At the end of each school year students receive a school year report which provides a numerical grade for each subject on how well the student has achieved the targets set for the school year. To ensure fair assessment, national assessment criteria for eighth grade numeracy have been defined in each subject for grades 6 and 9.

Learning assessment in Finland includes three aspects. *First*, the knowledge aspect is an aspect that exists in learning material to increase students' insight in a field. In this curriculum structure, the elementary school level has a knowledge weight of 20% and 80% of the character aspect, the middle school level has a knowledge weight of 40% and 60% of the character aspect, and the high school level has a knowledge weight of 80% and 20% of the character aspect. The 2013 curriculum is integrated with character education which was previously launched by the government before the formation of this curriculum. Second, The skills aspect aims to improve students' skills in creating, implementing and working on a problem or project so that students can be trained in scientific and character traits that refer to the skills aspect. Aspects of skills can be skills in completing questions, skills in completing and implementing projects, skills in creating texts, and skills in answering oral questions. *Third*, The attitude and behavior aspect is an assessment aspect by assessing students' attitudes and behavior during the learning process. This assessment aspect is assessed by the teacher in a daily journal, peers in a score sheet, and by oneself (Bores-García, et al., 2021; Lewis, F., Edmonds, J., & Fogg-Rogers, L. 2021).

Assessment in Indonesia has the main principle of developing the 2013 curriculum, which is based on a competency-based curriculum model with graduate competency standards set for one educational unit, educational level and educational program. Apart from having main principles, the 2013 curriculum has three assessment aspects, namely the knowledge aspect, skills aspect, and attitude and behavior aspect. Education assessment standards in Indonesia contain clear criteria for assessment. Assessment criteria include scope, objectives, benefits, principles, mechanisms, procedures and instruments for assessing student learning outcomes. Assessment is an integrated part of the education system because it is an important pillar in learning (Bowden, et al., 2021).

According to Yusuf The objects of educational evaluation are all educational components (González-Pérez, L. I., & Ramírez-Montoya, M. S. 2022). This opinion is true, because education is a system. Each system consists of various components that form one function and are not separate. Therefore, if you want to know the quality of education or the quality of graduates, then each component of education must be evaluated. Purwanto explains the practical meaning of the evaluation object, namely the aspects that are considered in the evaluation (Hall, et al., 2020). The aspects that are considered include aspects of thinking, including intelligence, memory, how to interpret data, teaching principles, logical thinking, and so on. Social feelings, including ways of socializing, ways of resolving social values, ways of facing and participating in social reality and so on. Social and civic beliefs, including views on life in responding to social, political and economic problems, appreciation of arts and culture, interests, talents and hobbies as well as social and personal development.

Determination of assessment aspects must be based on evaluation principles. The construct is limited by three things. First, evaluation is built into a service framework for decision making. Second, evaluation is a cycle that is carried out continuously in a program. Third, the evaluation process includes three main steps, namely: describing the information needed, obtaining, and interpreting (Suchyadi, etal., 2020; Åström, et al., 2022; Pigosso, D. C., & McAloone, T. C. 2021). Evaluation and research have many fundamental differences. First, from its purpose, evaluation is collecting information and applied research (*applied research*) to determine the value and benefits of evaluation objects, control, improve and make decisions. Meanwhile, the aim of research is to prove the existence or scientific truth and create theories regarding the truth of scientific

phenomena. Second, from motivation, evaluate the reason to contribute to the solution of a problem, while research is to achieve the satisfaction of the researcher's curiosity (Grigorescu, D. 2020).

Mardapi believes that, the principles of assessment are accurate, economical, and encourage improvement in the quality of learning (AM, M. A., & Hadi, S. 2023. Accurate means that the assessment contains as little error as possible. Economical means it doesn't cost a lot. Apart from that, to encourage the quality of learning, each educational unit must be able to provide accurate information, encourage students to learn, motivate teachers in teaching, improve institutional performance, and improve the quality of education.

Self-Efficacy in Learning Assessment in Finland and Indonesia

Finnish students take their first external standardized assessment after successfully completing upper-intermediate level courses. The University of Helsinki established this National Matriculation Examination in 1852 as an entrance exam. Until 1852, students were not formally assessed and schools focused solely on teaching. As there are no high-stakes standardized tests in Finland before the matriculation exam at the end of upper secondary education, teachers can focus on teaching and learning without the distraction of frequent exams. In the literature review how college matriculation exams are high stakes but not the only determining factor when it comes to university admission. Students graduating from vocational schools take a certification exam and, based on the results, attend a specific university. However, the percentage of students in tertiary institutions who come from vocational schools compared to high schools is much smaller (Card, D., & Payne, A. A. 2021).

Since 1998, the Ministry of Education has monitored the academic performance of Finnish students from second to ninth grades through sample-based national examinations (Harju-Luukkainen, et al., 2022). These assessments "are conducted using a sample-based methodology that includes approximately 10% of an age group (6th and 9th graders, for example) and measure student learning in reading, math, science, and other subjects. in a 3 or 4 year cycle". Participation in the assessment is mandatory (Niemi, R., & Kiilakoski, T. 2020).

Despite their widely acknowledged success, the Finns were not overly enthusiastic about their PISA results. Educators in Finland tend to oppose standardized assessments for several reasons, including the belief that curriculum, teaching, and learning should inform teacher practice, not testing. Finnish educators also argue that teachers and schools-not third parties-should be the experts in their students' growth: Many teachers and principals in Finland think that PISA only measures a narrow spectrum of school learning. There are also Finns who see that PISA promotes the non-transferable transmission of educational policies and practices. Additionally, many Finns believe that students should not be assessed based on statistical indicators and that standardized "testing will only cause harm and undue stress on children because children need to build their self-confidence during these early years" (Richardson, M. 2022). In fact, Sahlberg advocates for the inclusion of other skills in international assessments, such as learning skills, social competence, self-awareness, and creativity (Kozina, A. 2020). Given this, it is not surprising that he stated, "Finland is not very interested in PISA. This is not about us" (Muench, et al., 2023).

Finnish skepticism regarding international student assessments is understandable, as these assessments only test a narrow spectrum of the entire curriculum. However, this does not mean that Finland is against all testing. In fact, they are advocates of holistic assessments and assessments that can "develop education at all levels of the system" (Ashleigh, F. 2020). In general, assessment is related to research for development purposes, but not to teacher performance. Sahlberg explains, "Accountability is what remains when responsibility has been reduced." (Ashleigh, F. 2020). In other words, assessment is not carried out solely to hold teachers accountable for student achievement. Assessment is also used in a formative sense to inform teachers about their students' progress (Ashleigh, F. 2020). This perspective on assessment promotes a relaxed learning environment which in turn can have a positive impact on student performance (Niemi, R., & Kiilakoski, T. 2020).

Finnish teachers are generally seen as experts in their field; therefore, they play an important role in curriculum development, teaching, and student assessment (Niemi, R., & Kiilakoski, T. 2020). The most common type of assessment found in Finnish classrooms is formative: teachers often design and implement their own assessments to monitor their students' progress. This formative assessment is an integral aspect of daily life in a

comprehensive school (Niemi, R., & Kiilakoski, T. 2020). Teachers introduce them early and often throughout the school year (González-Pérez, et al., 2022). However, teachers avoid "presenting situations as tests" and "students view test situations as learning experiences rather than summative assessments" (Ashleigh, F. 2020). Meanwhile, many assessments developed by teachers for students from elementary to high school assess students' writing and critical thinking skills.

Finnish teachers focus on teaching and not on getting their students to pass these assessments (Ashleigh, F. 2020; Niemi, R., & Kiilakoski, T. 2020). Finnish educators conduct summative assessments less frequently. Typically, these assessments are used to measure how well students meet national curriculum objectives and are given at the end of each school year (Niemi et al., 2012). Annual or semester-based report cards are the main way Finnish educators communicate formally with parents regarding academic and behavioral progress. In high school, teachers assess students at the end of each six- or seven-week period, accounting for a total of five or six assessments each year (Niemi, R., & Kiilakoski, T. 2020). Although differences will inevitably occur in teacher-made assessments, Finns still believe this approach is much more effective than standardized assessments (Bai, B., & Wang, J. 2023).

In summary, educators use both formative and summative classroom assessments in Finland. The only standardized assessment is the college matriculation exam. Finnish educators are concerned with how their students perform on internationally standardized assessments. Although information about assessments in Finland comes from reports (Niemi et al., 2012) and previous research studies, such as Kasanen et al. (Bai, B., & Wang, J. 2023) who utilized ethnography to examine what a suburban teacher does in his primary classroom, no researcher has explored the insights of professors, pre-service teachers, and novice teachers regarding assessment in a single study. There are also no narrative questions on this topic.

Children's reading self-efficacy, at least in the Finnish context, consists of beliefs at different levels of specificity. Some children may feel more effective at reading in general but may feel less effective when faced with actual reading tasks. Children's efficacy beliefs differed by degree of specificity regardless of their age or gender. Nevertheless, small differences in the strength of self-efficacy were found. It is somewhat unexpected that boys report higher levels of reading self-efficacy at the intermediate level than girls (Bandura, A. 2023).

Students with high self-efficacy can use all mathematical communication indicators to the maximum. Meanwhile, students with moderate and low self-efficacy cannot express mathematical ideas optimally. Fun learning is a way to increase students' self-efficacy in learning mathematics. MEA learning in this research still doesn't feel very enjoyable, so a learning design that combines this model with appropriate games could be the right choice. Teachers need to provide motivation and habituation to students with moderate self-efficacy to be more confident in their ability to express mathematical ideas both visually nor written in the form of mathematical communication so that it can be maximized in solving a problem (Bandura, A. 2023). Bandura says that *Thus, self-efficacy refers to capability judgments, not expected outcomes (Bandura, A. 2023). Mastery experience, vicarious experience, social and communicative persuasion, and physiological arousal are sources of self-efficacy (self-efficacy refers to the assessment of abilities, not expected outcomes. Mastery experiences, vicarious experiences, social and communicative persuasion, and physiological arousal are sources of self-efficacy (self-efficacy refers to the assessment of abilities, not expected outcomes. Mastery experiences, vicarious experiences, social and communicative persuasion, and physiological arousal are sources of self-efficacy). Self-assessment skills, like other cognitive skills, gradually improve as children grow older.*

CONCLUSION

The difference in educational assessment in Finland and Indonesia lies in two components. First, the educational aspect aimed at. Educational assessment in Finland focuses more on skills aspects. This aspect is integrated with the aim of education there which is to prepare skilled workers according to their academic qualifications. Meanwhile, the learning assessment aspect in Indonesia covers three domains, namely knowledge, attitudes and skills.

Second, the learning assessment model in Finland is implemented when the learning process takes place. Students can know and realize their abilities in the middle of the process. So that *self-efficacy* Students appear earlier, namely since the learning process takes place. Meanwhile, students in Indonesia can find out their abilities after their education is completed through learning outcomes reports in the form of report cards. So

that *self-efficacy* students in Finland increased during the learning process, while students in Indonesia experienced an increase in self-efficacy after the education process was completed or graduated.

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