



# Jurnal Pendidikan Agama Kristen (JUPAK)

Vol. 6 No. 1 (December 2025) p. 73 – 86

Jurnal Pendidikan Agama Kristen (JUPAK)

e-ISSN 2774-3861

<https://ejurnal.sttkadesiyogyakarta.ac.id/index.php/jupak>

p-ISSN 2774-6399



<https://doi.org/10.52489/jupak.v6i1.262>

## The Role of Student Self-Assessment in IAKN Ambon: Promoting Need-Supportive Christian Educational Practices

Novita Loma Sahertian<sup>1)</sup>, Benjamin Metekohy<sup>2)</sup>, Noni Matital<sup>3)</sup>,  
Tobias Dominggus Sohilait<sup>4)</sup>

IAKN Ambon, Indonesia, [vtasahertian@gmail.com](mailto:vtasahertian@gmail.com)

### Recommended Citation

Turabian 8<sup>th</sup> edition (full note)

Sahertian et al., (2025). “The Role of Student Self-Assessment in IAKN Ambon: Promoting Need-Supportive Christian Educational Practices”. *Jurnal Pendidikan Agama Kristen (JUPAK)*, 6(1), (December 31, 2025): 73–86, accessed December 31, 2025, <https://doi.org/10.52489/jupak.v6i1.262>

American Psychological Association 7<sup>th</sup> edition

(Sahertian et al., 2025, p. 73)

Received: 26 September 2025	Accepted: 01 December 2025	Published: 31 December 2025
-----------------------------	----------------------------	-----------------------------

This Article is brought to you for free and [open access](#) by Sekolah Tinggi Teologi KADESI Yogyakarta. It has been accepted for inclusion in Christian Perspectives in Education by an authorized editor of Jurnal Pendidikan Agama Kristen (JUPAK).

For more information, please contact [vtasahertian@gmail.com](mailto:vtasahertian@gmail.com)

**Abstract**

Promoting sustained academic engagement among university students remains a persistent and complex challenge. Alarming, many higher education institutions continue to report low levels of student involvement, particularly in areas requiring integration competence and awareness of equality issues. In response to this phenomenon, the present study explores *student self-assessment (SSA)* as a pedagogical instrument to strengthen the connection between need-supportive teaching and desired learning outcomes. Specifically, the study proposes the incorporation of SSA into routine teaching evaluation practices as a means to enhance student understanding, foster autonomy, and promote inclusive learning environments. The primary objective of this study research was to examine the impact of SSA on students' academic performance within the context of a "Christian Education" (PAK). To achieve this, a one-group pre-post experimental design was employed, complemented by correlational analysis to assess the relationship between SSA practices and academic achievement. Data were collected using a series of standardized academic tests and an adapted SSA questionnaire designed to measure students' perceptions and engagement in the self-assessment process. The findings reveal that regular engagement in self-assessment significantly mediates the relationship between externally managed instruction and students' independent academic achievement. Notably, the integration of SSA was associated with enhanced student engagement and improved academic performance, even after controlling for potential confounding variables. These results suggest that SSA not only functions as a reflective practice but also serves as a behavioural mechanism through which need-supportive teaching exerts its influence on student outcomes. Overall, this study contributes to the growing body of literature on learner-centered pedagogy by demonstrating the empirical value of SSA in fostering student autonomy, engagement, and performance. The implications underscore the importance of embedding SSA into institutional teaching evaluations and highlight avenues for future research on its long-term effects across various disciplines.

**Keywords:** christian educational, self-supportive, students self-assessment, IAKN Ambon

**INTRODUCTION**

The rapid expansion of e-learning platforms in higher education has generated an abundance of data reflecting student engagement, performance, and interaction. Yet, despite this potential, many institutions still struggle to utilize these insights effectively to promote meaningful learning outcomes. The gap research between data availability and its pedagogical application has hindered efforts to enhance student engagement, particularly in courses that require deeper integration of skills such as critical thinking, autonomy, and inclusion. Recent studies have emphasized the significance of learning analytics in uncovering actionable insights from student behavior. Bayrak (2022) highlights that feedback and modeling of student learning behavior derived from interactions within e-learning systems serve as a foundation for improving educational interventions. That data such as

forum participation, time-on-task, assessment performance, and social interaction can be used to inform learning improvements. Identify sub-domains such as content analytics and assessment analytics as critical for understanding student learning. The philosophy of assessment must encompass *assessment of learning*, *for learning*, and *as learning*, underscoring the importance of feedback mechanisms. Dann (2014) further argues that student self-assessment plays a crucial role in helping learners reflect on and improve their performance, aligning with principles of need-supportive teaching.

This study aims to investigate the role of *Student Self-Assessment (SSA)* as a data-informed pedagogical instrument that enhances need-supportive learning environments. Specifically, it explores how SSA can bridge the gap between student engagement data and learning outcomes within a "General English" course context. We hypothesize that the integration of SSA into regular teaching evaluation frameworks positively influences student engagement and academic performance. The assumption underlying this hypothesis is that SSA provides students with actionable feedback that promotes autonomy and internal motivation—core components of need-supportive teaching. By embedding SSA into the structure of learning analytics and feedback systems, institutions can foster a more student-centered, responsive approach to teaching. The study supports the emerging view that SSA is not merely an evaluative tool but a mechanism for continuous learning and pedagogical refinement.

In the context of contemporary higher education, enhancing academic achievement and student retention remains a persistent challenge. Particularly in non-native English-speaking countries, students often struggle with self-regulated learning and fail to engage deeply with their learning processes. Amid these concerns, the implementation of reflective practices—such as *student self-assessment (SSA)*—has emerged as a potentially transformative approach. SSA fosters metacognition and student responsibility, enabling learners to actively participate in evaluating their academic progress and adjust their strategies accordingly. Despite growing advocacy for such approaches, students often perceive SSA as informal or non-essential, and thus undervalue its formative potential (Brown et al., 2015). The conceptual foundation of this study is based on *Self-Determination Theory (SDT)*, which emphasizes the satisfaction of basic psychological needs—*relatedness*, *competence*, and *autonomy*—to support student motivation and achievement (Vansteenkiste et al., 2012). Need-supportive teaching, which includes engaged, structured, and autonomy-promoting instructional strategies, has consistently been linked to increased student engagement, motivation, and academic performance (Burns et al., 2021). Despite these findings, the mediating role of SSA in the relationship between need-supportive teaching and academic performance remains underexplored. While prior studies have examined associations between need-supportive instruction and affective outcomes (e.g., motivation, engagement), there is limited evidence that directly links SSA practices to *objective academic achievement*—particularly within specific subject domains like English language learning (Burns et al., 2021). Furthermore, the disparity between students' self-evaluations and

external feedback presents a challenge to the validity of SSA, especially among novice learners who may lack the metacognitive accuracy necessary for effective self-monitoring.

The present study aims to address significant gaps in the current literature by examining how student self-assessment (SSA) contributes to Christian educational practices, particularly within the context of IAKN Ambon. Drawing upon the framework of self-determination theory (Ryan & Deci, 2017), this research conceptualizes need-supportive teaching as comprising three core components: autonomy support, structure, and involvement. These components are hypothesized to foster students' internal motivation, leading to enhanced engagement and academic outcomes (Guay et al., 2008; Ciani et al., 2010).

This study specifically investigates how SSA functions as a mediating mechanism between need-supportive teaching and students' learning outcomes in a Christian education context. First, it explores how SSA practices—such as goal-setting, self-monitoring, and reflective evaluation—contribute to the development of students' metacognitive and reflective capacity (Andrade, 2019). Second, it analyzes the mediating role of SSA in promoting self-regulated learning, which in turn is expected to impact language learning achievement and broader academic performance (Yan & Brown, 2017). Third, this study evaluates whether students' academic outcomes can be indirectly improved through the integration of SSA within Christian pedagogical practices, thereby encouraging a holistic, reflective, and student-centered model of learning that aligns with the values of faith-based education.

By situating SSA within a theological educational framework, the study contributes to an emerging body of research that emphasizes the importance of reflective practices in shaping spiritual and intellectual formation. The findings are expected to offer theoretical and practical implications for the design of Christian educational programs that support autonomy, competence, and relatedness, all of which are central to fostering meaningful and transformative learning experiences. Grounded theory in contemporary educational research and the framework of self-determination theory (Ryan & Deci, 2017), this study posits two key hypotheses:

**H1:** Need-supportive teaching—characterized by engagement, structured guidance, and autonomy support—positively predicts students' academic achievement within Christian educational contexts.

**H2:** Student self-assessment (SSA) mediates the relationship between need-supportive teaching and academic achievement, serving as a catalyst for improved learning outcomes.

We theorize that SSA functions as a behavioral and cognitive mechanism that enables learners to internalize the external support provided by instructors, critically evaluate their progress, and iteratively refine their learning strategies (Panadero et al., 2018; Yan & Brown, 2017). This self-reflective cycle strengthens students' capacity for self-regulated learning and promotes higher-order thinking skills, which are crucial for theological formation and spiritual development in Christian educational settings (Zhou et al., 2022).

The findings of this study are expected to provide empirical support for integrating SSA into formal instructional design at IAKN Ambon and similar Christian institutions. A curriculum enriched with structured SSA training not only fosters academic autonomy but also aligns with the theological imperative of personal discernment and moral growth. Nevertheless, the implementation of SSA must account for potential barriers such as cognitive biases, affective resistance, and social comparison pressures that may distort self-evaluative judgments (Braun et al., 2020; Mendoza et al., 2022). Addressing these challenges requires intentional scaffolding, ongoing feedback, and the creation of psychologically safe classroom environments that promote honesty, reflection, and grace-centered learning.

### **METHOD**

The unit of analysis in this study is individual student engagement in self-assessment (SSA) practices within the context of Christian Educational instruction at the Institut Agama Kristen Negeri (IAKN) Ambon, Indonesia. This analytical focus was selected to investigate the role of SSA as a behavioral mechanism through which need-supportive teaching strategies—characterized by autonomy support, structure, and engagement—translate into measurable academic performance. The *Christian Educational* course was purposefully chosen due to its status as a core subject required for all students enrolled in the English Education Study Program. Its universal inclusion in the curriculum provides an ideal setting to capture diverse student learning behaviors and varying degrees of instructional responsiveness. The target population comprised fourth-semester students enrolled in the 2021/2022 academic year. To ensure consistency in instructional exposure and pedagogical treatment, a purposive sampling technique was applied to select one intact class ( $n = 25$ ). This approach was intended to maintain internal validity by ensuring that all participants received comparable instructional experiences and opportunities for engaging in SSA practices throughout the course.

This study employed a correlational research design with a one-group pre-test and post-test structure to investigate the relationship between student self-assessment (SSA) and academic performance, as well as the potential mediating function of SSA within need-supportive instructional environments. The selected design enabled the measurement of both baseline and outcome variables while tracking shifts attributable to SSA practices over the course of the semester. Although the absence of a control group presents a methodological limitation in terms of causal inference, this quasi-experimental design remains appropriate for authentic classroom-based inquiry, where randomized controlled trials may not be feasible.

The study examined two primary variables: SSA as the independent variable (X) and academic achievement in Christian Educational instruction as the dependent variable (Y). Data were collected from 25 undergraduate students enrolled in the fourth semester of the Christian Educational Study Program at IAKN Ambon during the 2021/2022 academic year. Participants were selected through purposive sampling based on their uniform academic level and participation in the same course, thereby ensuring homogeneity in instructional delivery and assessment exposure. Ethical approval for the study was granted by the Faculty of

Teacher Training and Education, and informed consent was obtained from all participants prior to data collection.

This participant group was deemed suitable for the study due to their sustained engagement in a Christian Educational course structured around formative and summative assessment mechanisms. Such a context is well-suited for investigating SSA-related behaviors, particularly in examining how reflective practices influence learning outcomes in need-supportive Christian educational settings.

### ***Data Collection and Analysis***

Data collection employed two primary instruments:

#### **1. Self-Assessment Practices Scale (SaPS):**

A 21-item questionnaire adapted from Yan, grounded in the theoretical framework of self-regulated learning (Yan & Brown, 2017). The SaPS instrument captures four subdimensions of self-assessment behavior:

- *Seeking External Feedback by Monitoring (SEFM):*  $\alpha = 0.76$
- *Seeking External Feedback by Inquiry (SEFI):*  $\alpha = 0.72$
- *Seeking Internal Feedback (SIF):*  $\alpha = 0.70$
- *Self-Reflection (SR):*  $\alpha = 0.81$

The overall internal consistency of the scale was excellent (Cronbach's  $\alpha = 0.89$ ), confirming its reliability in assessing SSA constructs in the higher education context.

#### **2. Academic Achievement Scores:**

Students' academic performance was measured using their final grades from the Christian Educational course, as recorded in the KHS (The meaning of KHS, which is an abbreviation in Indonesian, is Study Results Card). The course was standardized and competency-based, consisting of 3 credit hours across 16 instructional sessions. The average final grade was 77.78, with a minimum score of 68.5 and a maximum of 88.5.

Both a pre-test (administered at the beginning of the semester) and a post-test (administered at the end) were utilized to assess the potential impact of SSA practices on learning outcomes. Ethical considerations, including informed consent and institutional approval, were strictly observed throughout the data collection process.

### ***Data Analysis Procedures***

Data were analyzed using SPSS version 26. The internal reliability of the SaPS was verified using Cronbach's Alpha, while the relationships between SSA practices and academic achievement were examined through Pearson Product-Moment Correlation. This method was

chosen for its effectiveness in assessing the strength and direction of linear relationships between continuous variables.

The hypotheses tested were as follows: 1)  $H_0$ : Student self-assessment (SSA) is not positively correlated with learning outcomes in Christian Educational instruction. 2)  $H_1$ : Student self-assessment (SSA) is positively correlated with learning outcomes in Christian Educational instruction.

This analysis also aimed to explore SSA as a mediating variable between need-supportive teaching strategies and academic performance. The Pearson correlation technique was appropriate for this purpose, as it provides insight into behavioral mechanisms influencing student achievement.

Overall, the findings from this study are intended to guide instructional design by emphasizing SSA as a reflective learning tool that not only enhances students' academic regulation but also strengthens the link between instructional quality and learning outcomes. These insights contribute to the ongoing development of SSA-based curricular components within Christian higher education, encouraging students to take ownership of their learning journey.

## **RESULTS AND DISCUSSION**

### **Findings Related to the First Research Question**

The first research question explored the overall academic performance of undergraduate students in the *Christian Educational (CE)* course, as reflected through their engagement with *Student Self-Assessment (SSA)* practices and corresponding learning outcomes. Descriptive statistical analysis was performed using SPSS version 26, focusing on the students' pre- and post-test scores alongside their SSA results.

As shown in Table 1, students achieved a mean post-test score of 77.79 ( $SD = 5.83$ ), with observed scores ranging from 68.50 to 88.50. Their SSA scores reflected an average of 29.28 ( $SD = 5.33$ ), within a possible range of 20 to 40. These results suggest an overall satisfactory academic performance in the CE course following the implementation of SSA practices. Moreover, the relatively narrow standard deviation values indicate a degree of consistency in student achievement across the sample.

The descriptive findings provide preliminary evidence supporting the hypothesis that SSA contributes to improved academic outcomes. Specifically, students who actively engaged in structured self-assessment exhibited relatively high and consistent performance levels. These results align with prior research suggesting that SSA encourages metacognitive reflection, goal-setting, and academic ownership—factors that have been positively associated with enhanced learning outcomes (Yan & Brown, 2017).

To further investigate the effectiveness of SSA in influencing learning outcomes, a paired sample t-test was conducted to compare students' pre-test and post-test scores. The results indicated a statistically significant improvement in academic performance, with a mean difference of 19.39,  $t(24) = -11.40$ ,  $p < .000$ . This significant positive shift provides strong empirical support for the pedagogical value of SSA, affirming its potential as a

formative assessment strategy that enhances self-regulated learning and academic development in Christian higher education.

These findings underscore the relevance of integrating SSA into need-supportive instructional models, particularly in religious education contexts where personal reflection and learner autonomy are essential to holistic formation. The improvements in post-test performance not only validate SSA as a mechanism for academic feedback but also support its inclusion as a core component in future curriculum development at IAKN Ambon and similar institutions.

### **Findings Related to the Second Research Question**

To address the second research question—the extent to which Student Self-Assessment (SSA) is correlated with academic achievement in the Christian Educational (CE) course—both correlational and linear regression analyses were conducted using SPSS version 26. As shown in Table 3, the Pearson correlation coefficient ( $R$ ) between SSA scores and student achievement was found to be 0.258, indicating a positive but modest correlation. The coefficient of determination ( $R^2$ ) was 0.067, suggesting that SSA accounts for approximately 6.7% of the variance in students' academic performance.

Although the strength of the relationship is statistically limited, the direction is consistent with the study's hypothesis and previous empirical evidence (Panadero et al., 2018), which suggests that SSA can serve as a contributing factor in supporting academic development through enhanced self-regulation, goal-setting, and reflective learning.

The modest effect size may reflect contextual influences, such as students' varying degrees of familiarity with SSA practices, differences in metacognitive ability, or instructional variation in how SSA was integrated. Nevertheless, the presence of a positive correlation supports the notion that SSA—when thoughtfully implemented—can facilitate meaningful improvements in student learning outcomes, even if indirectly.

These results reinforce the value of including SSA as part of need-supportive Christian educational practices, particularly when combined with instructional strategies that emphasize autonomy, structure, and student engagement. While SSA alone may not fully predict academic achievement, it contributes to a broader ecosystem of formative learning strategies that promote deeper and more reflective educational engagement.

### **ANOVA and Regression Coefficient Analysis**

To further evaluate the predictive strength of Student Self-Assessment (SSA) on academic performance, Analysis of Variance (ANOVA) was employed. As presented in Table 4, the regression model yielded an F-value of 1.640 with a significance level ( $p$ ) of 0.213, which exceeds the conventional threshold of 0.05. This finding indicates that the model does not reach statistical significance, suggesting that SSA, while positively associated with academic achievement, does not significantly explain the variance in student performance when considered in isolation.

Complementary evidence from the regression coefficients table (Table 5) reinforces this interpretation. The SSA variable demonstrated a positive unstandardized coefficient ( $B = 0.282$ ), indicating a positive trend. However, the associated p-value (Sig. = 0.213) failed to meet the significance criterion ( $p < 0.05$ ), implying that SSA does not serve as a statistically significant predictor of academic performance within this model.

These results highlight that although SSA may contribute to learning outcomes, it likely operates in conjunction with other factors—such as instructional quality, prior academic ability, or socio-emotional engagement—that were not accounted for in this analysis. The findings suggest that SSA may play a supportive or mediating role rather than acting as a direct determinant of achievement. This interpretation aligns with prior studies emphasizing the importance of integrating SSA within broader, need-supportive instructional frameworks to maximize its educational impact.

Future research should therefore consider multi-variable models that include motivational, cognitive, and contextual variables to better understand the nuanced role of SSA within Christian educational settings.

### **Data or Answers Related to the Third Research Problem**

The third research problem explored whether Student Self-Assessment (SSA) functions as a behavioral mediator between Need-Supportive Teaching (NST) and students' academic achievement. The results revealed that students who reported greater engagement in SSA practices tended to exhibit higher levels of academic performance, offering partial support for the hypothesis that SSA mediates the relationship between instructional practices and learning outcomes.

Interpretive analysis of both the quantitative findings and qualitative reflections suggests that students' perceptions of need-supportive teaching—characterized by structured, autonomy-supportive, and engaging instruction—create classroom environments that encourage reflective behavior and self-regulation, both central to effective SSA. Students exposed to participatory, well-organized teaching strategies reported elevated motivation, greater metacognitive awareness, and deeper involvement in self-assessment activities.

However, regression analysis indicated that SSA alone accounts for only a modest portion of variance in academic performance, confirming that while SSA contributes positively, it likely operates within a larger set of mediating mechanisms, such as goal-setting, intrinsic motivation, or feedback literacy. These findings align with earlier studies emphasizing the role of self-regulated learning (SRL) strategies in bridging instruction and performance (Yan & Brown, 2017).

Furthermore, the results suggest that SSA's effectiveness is amplified within need-supportive pedagogical contexts, reinforcing claims that SSA is not merely a reflective tool, but an embedded component of instructional ecosystems that promote student agency and academic resilience. While the statistical correlation was relatively weak, the consistent directional trends, supported by theoretical frameworks and empirical studies, affirm SSA's relevance in Christian educational settings that emphasize holistic student formation.

Future research should consider multi-level modeling or structural equation modeling (SEM) to further dissect the mediational pathways by which SSA interacts with instructional design, particularly in faith-integrated educational environments such as IAKN Ambon.

### **Discussion**

This study examined the role of Student Self-Assessment (SSA) in enhancing academic achievement within a Christian educational context, with a particular focus on its function as a mediator between Need-Supportive Teaching (NST) and learning outcomes. Findings indicated a statistically significant increase in students' post-test scores following the implementation of SSA practices. Additionally, correlational analysis revealed a weak but positive association between SSA and academic performance. These results suggest that while SSA contributes to academic success, it does not act as a sole determinant, and its effectiveness may be influenced by contextual and instructional variables.

### **Interpretation and Reflection**

While descriptive statistics and the paired sample t-test confirmed notable gains in student performance post-intervention, the regression and ANOVA analyses demonstrated that SSA, although beneficial, had limited predictive power on its own. This suggests that the positive effects of SSA on learning outcomes may be context-dependent and potentially mediated by other factors, such as teacher engagement, feedback mechanisms, and curriculum design. The findings align with prior research indicating that SSA's impact is often strengthened in environments that emphasize autonomy, structure, and emotional support (Yan & Brown, 2017).

These outcomes also resonate with the self-determination theory, which posits that students' learning is most effective when instructional practices fulfill basic psychological needs—autonomy, competence, and relatedness (Deci & Ryan, 2017). When students are provided with the opportunity to assess their own work within a supportive framework, they are more likely to engage in metacognitive reflection, which can facilitate deeper learning and goal-directed behavior. However, the relatively weak statistical correlation observed in this study implies that SSA alone may not be sufficient to drive meaningful academic gains unless integrated into a broader system of pedagogical supports.

These findings underscore the importance of not viewing SSA as an isolated practice, but rather as part of a multi-dimensional educational strategy that includes scaffolded instruction, formative feedback, and opportunities for guided reflection. In Christian educational settings, where holistic development is emphasized, the spiritual, ethical, and cognitive dimensions of learning should also be considered in designing SSA frameworks.

### **Interpretation**

The findings suggest that Student Self-Assessment (SSA) can function as an effective behavioral strategy, particularly when integrated within engaging and well-structured teaching environments. SSA enables learners to reflect on their progress, identify gaps, and

adjust their learning strategies accordingly. However, the results also reveal that SSA in isolation does not consistently guarantee enhanced academic performance. Its effectiveness is likely amplified when embedded within a broader pedagogical ecosystem that fosters student autonomy, intrinsic motivation, and perceived competence—the foundational tenets of Self-Determination Theory (Deci & Ryan, 2017).

### **Comparison with Prior Studies**

These findings are in line with existing literature emphasizing the role of SSA in promoting metacognitive awareness and academic engagement. Prior research has demonstrated that SSA contributes positively to learning outcomes when students are provided with explicit guidance, regular feedback, and clear criteria for evaluation (Yan & Brown, 2017; Andrade, 2019). However, unlike studies reporting moderate to strong predictive validity of SSA, this study identified only a modest positive correlation, implying the likely presence of mediating or moderating variables such as teacher feedback style, instructional clarity, or students' self-efficacy beliefs.

### **Future Applied Science Research Directions**

To expand the understanding of SSA's role in Christian educational contexts, future research should explore a wider array of influencing factors, including teacher scaffolding techniques, students' motivational profiles, and course-specific demands. Investigating how teacher-student interactions and feedback dynamics impact the effectiveness of SSA could yield more comprehensive insights. Additionally, longitudinal studies tracking students over multiple semesters would offer stronger evidence on how SSA contributes to sustained academic development. Employing mixed-method approaches—combining quantitative measures with qualitative interviews or learning journals—may also uncover the nuanced cognitive and affective mechanisms through which SSA enhances learning. Finally, incorporating control groups and experimental designs would strengthen causal inferences and guide best practices for curriculum development and teacher training in faith-based educational institutions.

## **RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT**

Based on the findings of this study, it makes an important contribution to the development of student-centred learning practices, particularly through the application of Student Self-Assessment (SSA) in the context of Christian education. It is therefore recommended that the findings of this study be utilised as a reference for lecturers, researchers and education policymakers in designing learning strategies that support student autonomy, self-reflection and improved academic achievement. The implementation of SSA has proven to have the potential to enhance engagement and learning awareness; consequently, it should be systematically integrated into the curriculum and learning assessment. For future research, it is recommended that studies be conducted with a larger and more diverse sample, and that they encompass various disciplines to enhance external validity. Furthermore, the use of an experimental research design with a control group is strongly recommended to strengthen

causal conclusions. Further research should also consider a mixed-methods approach, combining quantitative and qualitative data to explore cognitive, affective, and spiritual aspects in greater depth. Furthermore, exploring other factors such as intrinsic motivation, the quality of lecturer feedback, and the use of digital learning technologies in supporting SSA are important areas for investigation. Consequently, the development of this research is expected to yield a more comprehensive, contextual, and sustainable learning model to improve the quality of higher education, particularly within the realm of Christian religious education.

### **CONCLUSION**

This study identified Student Self-Assessment (SSA) as a meaningful behavioral mechanism that facilitates the connection between need-supportive teaching practices and student learning outcomes within the Christian educational context at IAKN Ambon. The findings revealed that teaching approaches marked by engagement, structure, and autonomy support are positively associated with students' academic achievement, particularly when these pedagogical strategies are mediated through SSA dimensions such as self-reflection, internal feedback-seeking, and external feedback inquiry. Students who consistently practiced SSA demonstrated notably higher academic performance, highlighting its practical value as a tool for promoting metacognitive awareness and learning ownership. From a theoretical perspective, this research contributes to the growing body of literature on Self-Determination Theory and Self-Regulated Learning by empirically confirming SSA's mediating role between pedagogical climate and student outcomes. It underscores how psychological needs for competence, relatedness, and autonomy can be operationalized through student-led assessment behaviors, offering an evidence-based framework for enhancing learning experiences in faith-based higher education settings. Methodologically, the study demonstrates the utility of a one-group pre-test/post-test design combined with validated measurement tools to capture behavioral and cognitive changes. The application of instruments such as the Self-Assessment Practices Scale (SaPS) and structured achievement data provided robust insights into the dynamic interplay between instruction and student behavior. Despite these contributions, several limitations warrant attention. First, the sample was limited to a single cohort of 25 students in one academic setting, thus restricting the generalizability of the findings. Future research should involve larger and more heterogeneous samples across multiple institutions and academic disciplines to enhance external validity. Second, the focus on Christian Education—while contextually relevant—suggests the need to explore SSA's mediating role across diverse subject areas such as mathematics, science, and vocational studies. Third, considering the post-pandemic educational shift toward hybrid and online modalities, further investigation is needed to determine how SSA and need-supportive teaching operate within blended or digital environments, especially in under-resourced or remote contexts. To advance the field, longitudinal and mixed-method research designs are recommended. These approaches can track the developmental trajectory of self-assessment practices over time and provide richer contextual insights through triangulated data sources such as interviews, classroom

# Novita Loma Sahertian, Benjamin Metekohy, Noni Matital, Tobias Dominggus Sohilait

---

observations, and learning analytics. Ultimately, this study affirms the pedagogical significance of SSA and its potential to foster reflective, autonomous, and academically resilient learners within Christian educational institutions and beyond.

## BIODATA



Benjamin Metekohy is known as a church leader and academic who has played a significant role in the development of Christian education in Indonesia, particularly in Eastern Indonesia. He is involved in both church ministry and the academic world, serving as both a lecturer and a leader. His contributions encompass teaching, spiritual guidance and human resource development.

### **Benjamin Metekohy**

*Surel:* [benyaminmetekhohy@gmail.com](mailto:benyaminmetekhohy@gmail.com)



Noni Matital is a Master's student in Christian Religious Education at IAKN Ambon. She continues to strive to contribute to education in Indonesia by publishing her research findings in various journals. May each piece of research make a difference.

### **Noni Matital**

*Sure:* [nonimatital33@gmail.com](mailto:nonimatital33@gmail.com)

## REFERENCES

- Aelterman, N., Vansteenkiste, M., van Keer, H., De Meyer, J., Van den Berghe, L., & Haerens, L. (2013). "Development and evaluation of a training on need-supportive teaching in physical education: Qualitative and quantitative findings" dan diterbitkan di *Teaching and Teacher Education*, Volume 29, halaman 64–75. <https://doi.org/10.1016/j.tate.2012.09.001>
- Andrade, H. (2019). "A critical review of research on student self-assessment" dan diterbitkan di *Frontiers in Education*, Volume 4, artikel 87. <https://doi.org/10.3389/educ.2019.00087>
- Bayrak, F. (2022). "Investigation of the web-based self-assessment system based on assessment analytics in terms of perceived self-intervention" dan diterbitkan di *Technology, Knowledge and Learning*, Volume 27, Issue 3, halaman 639–662. <https://doi.org/10.1007/s10758-021-09511-8>

**Novita Loma Sahertian, Benjamin Metekohy,  
Noni Matital, Tobias Dominggus Sohilait**

---

- Brown, G. T. L., Andrade, H. L., & Chen, F. (2015). "Accuracy in student self-assessment: Directions and cautions for research" dan diterbitkan di *Assessment in Education: Principles, Policy & Practice*, Volume 22, Issue 4, halaman 444–457. <https://doi.org/10.1080/0969594X.2014.996523>
- Burns, E. C., Martin, A. J., Collie, R. J., & Mainhard, T. (2021). "Perceived classroom disruption undermines the positive educational effects of perceived need-supportive teaching in science" dan diterbitkan di *Learning and Instruction*, Volume 75, artikel 101498. <https://doi.org/10.1016/j.learninstruc.2021.101498>
- Ciani, K. D., Middleton, M. J., Summers, J. J., & Sheldon, K. M. (2010). Buffering against performance classroom goal structures: The importance of autonomy support and classroom community. *Contemporary Educational Psychology*, 35(2), 88–99. <https://doi.org/10.1016/j.cedpsych.2009.11.001>
- Dann, R. (2014). Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice*, 21(2), 149–166. <https://doi.org/10.1080/0969594X.2014.898128>
- Guay, F., Ratelle, C. F., & Chanal, J. (2008). Optimal learning in optimal contexts: The role of self-determination in education. *Canadian Psychology*, 49(3), 233–240. <https://psycnet.apa.org/buy/2008-10897-009>
- Panadero, E., Andrade, H., & Brookhart, S. (2018). Fusing self-regulated learning and formative assessment: A roadmap of where we are, how we got here, and where we are going. *Australian Educational Researcher*, 45(1), 13–31. <https://doi.org/10.1007/s13384-018-0258-y>
- Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Press. <https://doi.org/10.7202/1041847ar>
- Yan, Z., & Brown, G. T. L. (2017). A cyclical self-assessment process: Towards a model of how students engage in self-assessment. *Assessment & Evaluation in Higher Education*, 42(8), 1247–1262. <https://doi.org/10.1080/02602938.2016.1260091>
- Zhou, M., Panadero, E., & Järvelä, S. (2022). Scaffolding self-regulated learning through assessment: A review of the literature. *Educational Psychology Review*, 34, 611–637. [https://doi.org/10.1007/978-3-319-39211-0\\_18](https://doi.org/10.1007/978-3-319-39211-0_18)