

The Influence of Formative Assessment with Feedback toward the Improvement of the Students' Self-Esteem, Self-Confidence and Learning Results in the Basketball Game

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Abstract : The study was to identify the influence of formative assessment with feedback and of formative assessment without feedback toward the students' self-esteem, self-confidence and learning results. The population in the study was the students from the six parallel seven grades of YAS (Yayasan Atikan Sunda) Private Junior High School, Bandung City. The samples were selected by means of cluster random sampling. Through the random selection, the researcher found two classes that might be taken as the samples in the study namely the B class and the C class. Then, through the random assignment the B class was categorized as the experimental group that would be given treatment in the form of sport education by implementing the formative assessment with feedback. On the contrary, the C class was categorized as the control group that would be given treatment in the form of sport education by implementing the formative assessment without the feedback (the test that had been performed by the sport education teachers up to date). For measuring the students' self-esteem, the researcher applied the Self-Esteem Rating Scale (SERS) that had been modified (Nugent & Thomas, 1993). Then, for measuring the students' self-confidence the researcher applied the State Sport Confidence Inventory (SSCI) that had been modified (Vealey, 1998). Last but not the least, for measuring the students' basketball game learning results the researcher applied the Werry-Doelittle instrument (Nurhasan, 2001). The study made use of the pretest-posttest control group design. The treatment was given to the students in 16 meetings for 3 times in a week. The results of the study showed that there had been differences on the self-esteem, the self-confidence and the basketball game learning results between the group that had been given the formative assessment with feedback and the group that had been given the formative assessment without the feedback.

Keyword : Formative assessment, self-esteem, self-confidence, students' learning results and basketball game.

1. INTRODUCTION

The educational implementation as having been formulated in the Law Number 20 Year 2003 Regarding the National Education System is expected to create the process of improving the learning participants' quality as the next generation of the nation who have been believed to be the determinant factor for the development of Indonesian state. In the era of globalization, the well-qualified human resources become very important in order to be able to compete with other nations. However, the facts show that our national education system has been staying in the same place; as a result, our national education system has not generated the tough and well-characterized human resources who will be able to win the global competition.

Our national education system generates weak individuals who prefer to gain success instantly by taking shortcuts. Our educational process does not generate human beings with honesty and high integrity; instead, our educational process generates fraudulent human beings with low competitive edge

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(Safri, 2010). The mistakes in our educational system that occur recently has demanded us to create clear educational policy and reformation in accordance with the law so that our education will be more operational and will meet our expectations. One of the policies and reformation should specifically lead to the well-qualified teaching, learning and assessing process.

The well-qualified assessment in the education has been the applied benchmark for viewing the success of teaching and learning process. The benefit of the data from the assessment or the test results is one of the educators' efforts to improve the educational quality; if the data that have been filtered from the assessment, both the test and the non-test, might be reviewed and be analyzed better than the data will be useful in improving the teaching-learning process within the classroom. Letenberg (1990) in Zaenul (2008) explains that the test should be benefitted by the teachers as an educational tool that will encourage the improvement of the teaching-learning process quality. One of the assessments that serves to improve the teaching-learning process in the classroom is the formative assessment.

Formative assessment is an assessment that a teacher performs during the teaching-learning process, especially at the end of the teaching process (Sudjana, 1990, p.156). According to Popham (2008, p.6) formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Formative assessment is an activity that the teachers and the students do in order to assess themselves so that they will have information that they might use as feedbacks for improving the teaching-learning activities. Atkin, Steinberg & Coffey (eds., 2001) explain that formative assessment is a diagnostic assessment that provides feedbacks to the teachers and the students regarding the occurring instructional process. An assessment will be considered "formative" if the findings that have been attained will actually be implemented and be studied in order to achieve the learning objectives (Zaenul, 2008). Thereby, the formative assessment includes all of the activities that involve the teachers and the students starting from attaining the information until benefitting the information; the objective of these activities is to change the teaching-learning activities in order to achieve the instructional objectives that have been formulated (Black & William, 1998). Based on these opinions, the essence of the formative assessment is the part of learning results assessment that might be used for improving the learning process so that the teachers and the students will be involved altogether in the learning process in order to improve the governing learning approach and process so that the teachers and the students will achieve the learning objectives more effectively.

The mistake that the teachers have committed up to date in implementing the formative assessment (Broadfoot, 1996; Zaenul, 2008) is that the teachers focus too much on the responsibility in conducting the formative assessment and as a result the formative assessment does not assist the learning process and the formative assessment will only be a judge at the end of the learning process. The lack of attention toward the role of the formative assessment is caused by several factors namely: (1) the educational policies, especially the national education update, has been conducted by the external parties of the schools and that has been macro-education; (2) the teachers always feel that they are running out of time in accomplishing the curriculum contents; and (3) the assessment has not been an integral part of the learning process. Then, the assessment is frequently misperceived by the educators and the society; the assessment has been considered as a final decision taking process regarding the learning results. It has been rare the assessment is viewed as an important component in the learning process. Assessment should be treated as a learning process tool instead of a mere final decision taking tool.

The mistake that has been explained above specifically occur in the sport education learning in which the teachers still abandon the process in assessing the students' learning results. In other words, the process-oriented formative assessment is still abandoned. Most of the times the teachers do not perform the formative assessment after finishing the materials of a learning unit. In fact, only few teachers perform the formative assessment and the data or the information that they attain from the formative assessment have not been followed up by providing feedbacks. As a consequence, the data are meaningless for the

success of the learning process. The teachers are more focused on the final results in the form of data that have been attained from the summative assessment whereas the summative assessment tends to abandon the learning process. If such condition persists in our education then it will be dangerous for the survival of our education especially in generating the children with competitive edge. In the long term, the children will not be able to have sufficient skills for preparing themselves to perform the long-life learning. The reality is also supported by the opinion of Fook & Sidhu (2013) that assessment in higher education is insufficient to the task of preparing students for lifelong learning.

Looking at the condition, the formative assessment is very important to be returned to its role and function in order that the strengths and the weaknesses of the formative assessment that the teachers and the students possess might be detected earlier. The process of returning the formative assessment demands the involvement of the teachers and the students in managing the teaching-learning process and in assessing themselves after the learning process has been ended. By doing so, the learning objective might be achieved well. Boud & Falchikov (2005) explained that we need to move from summative assessment that focuses on specifics, standards and immediate outcomes to more sustainable assessment that can aid students to become active learners not only in managing their own learning but also assessing themselves to life beyond the end of the course.

A study conducted by Schultz et al. (2004) toward the samples of medical students for about 1.59 in relation to the formative assessment that was provided with the feedback by the teachers found that 95.6% of the students responded that feedback from their instructors was critical for learning. Then, another study conducted by Liberman, Liberman, Steinert, McLeod & Meterissian (2005), who compared the perceptions among the surgeons toward the provision of feedback found that 90.9% of surgeons responded that they were successful at providing formative feedback whereas only 16.7% of their surgical residents agreed. Next, a study conducted by Nicol & Owen (2008) explain that formative assessment can contribute significantly to the learning experiences and is a significant driver for transformative learning in higher education. Furthermore, a study conducted by Cauley & McMillan in Clark (2011) explain that formative assessment now recognized as one of the most powerful ways to enhance student motivation and achievement. In addition, a study conducted by Gitomer & Dusch (1998) in King (2003) explain that recent research in educational assessment considers the importance of relationships between assessment and instruction at the classroom level, with deliberate attempts to design and implement assessments that may directly influence teaching and learning outcomes in positive ways.

Then, a study by Campos (2003) explain that through the use of formative feedback students are able to assess if they are properly performing the learned skills or if they need to alter their practices to correctly implement the learned skills. If the feedback is abandoned in multiple activities especially in the learning process then there might be problems in the teaching-learning process. According to Wood (2000), failing to provide the feedback that is highly coveted by students in the clinical setting results in missed learning opportunities, which can affect students' education. Similarly, Campos (2013) stated that if feedback is given but not received, it still results in missed opportunities for learning. In the end, these missed opportunities contribute to a loss of the learning potential.

From the results of those studies, the researcher would like to conclude that the formative assessment toward the learning results has been conducted by many experts but the study of formative assessment that relates to the self-esteem and the self-confidence has not been conducted by many experts. Therefore, the researcher is interested to conduct the study regarding the self-esteem and self-confidence-related formative assessment. The reason is that through the formative assessment teachers might gain information regarding: (a) how far the students have mastered the learning materials; (b) how far the students have progressed; (c) the feedback that has been provided both to the teachers and to the students regarding the learning process and the learning results that have been achieved; and (d) the individual strengths and weaknesses both in the teachers and in the students.

Based on these opinions, the formative assessment is very important to be provided to the students because the students will understand the strength and the weaknesses that they have. The students who have been provided with the feedback by their teachers in relation to their strength and weakness will encourage the students to maintain and even to improve their strength. Besides, if the students have found their weakness then they will have encouragement and opportunity to improve their weakness immediately soon after they know their weakness. The further impact, after the students have successfully accomplished the tasks in which they have lower performance and after the students have been provided with the feedback, is that the students will be proud of themselves and they will self-confidence to accomplish the upcoming tasks.

The problems that should be reviewed further in the study are as follows. (1) Is there any significant influence from the formative assessment with feedback toward the improvement of students' self-esteem, self-confidence and basketball game learning results? (2) Is there any significant influence from the formative assessment without feedback toward the improvement of students' self-esteem, self-confidence and basketball game learning results? (3) Is there any difference in the students' self-esteem, self-confidence and basketball game learning results between the group that has been given the formative assessment with feedback and the group that has been given the formative assessment without feedback?

2. METHOD

Population and Sample

The population of the study were all of the seventh grade students in the YAS (Yayasan Atikan Sunda) Private Junior High School Bandung City. The number of parallel seventh grades was six classes and each class consisted of 35 students. The samples were selected by means of cluster random sampling (Ali, 2010, p.275). through the random selection, the researcher found two classes that would be selected as the samples of the study, namely the B class and the C class. Next, through the random assignment the B class was selected to be the experimental group that would be given the treatment in the form of sport education equipped with the formative assessment with feedback. On the other hand, the C class was selected to be the control group that would be given the treatment in the form of sport education equipped with the formative assessment without feedback (or that would be given the typical test that had been performed by the sport education teachers up to date).

3. MEASUREMENT

Self-Esteem

The instrument that the researcher applied for measuring the self-esteem was the modified Self-Esteem Rating Scale (SERS) questionnaire that had been developed by Nugent & Thomas (1993). Before having been modified by the research, the standard instrument 1-7 scale as follows: 1 = Never, 2 = Rarely, 3 = A little of the time, 4 = Some of the time, 5 = A good part of the time, 6 = Most of the time and 7 = Always. In order that the scale would not be overwhelmed and to avoid confusion among the students, the researcher modified the scaling into 1-4 scale as follows: 1 = Never, 2 = Rarely, 3 = Most of the time and 4 = Always. The instrument had 40 question items and after having been tested all of the question items were valid because all of the scores in the corrected item-total correlation column $> r$ table and the reliability was equal to 0.876.

Self-Confidence

The instrument that the researcher applied for measuring the self-confidence was the State Sport Confidence Inventory (SSCI) that had been developed by Vealey (1998). The instrument had 1-9 scale ranging from the low, medium, until high category. In order to avoid the confusion among the students, the researcher would turn the scaling into 1-4 scale as follows: 1 = Never, 2 = Rarely, 3 = Most of the time and 4 = Always. The instrument had 14 items and all of the question items are considered valid because all of the scores in the corrected item-total correlation $> r$ table and the reliability was equal to 0.896.

Basketball Game Learning Results

The instrument that the researcher applied for measuring the basketball game learning results was the Werry-Doelittle instrument that had been developed by ... (Nurhasan, 2001). The instrument consisted of 3 question items namely the passing test, the dribbling test and the shooting test. The validity of the instrument was equal to 0.890.

Design

In the study there were two variables namely the independent variables and the dependent variables. The independent variables in the study was the formative assessment with feedback and the formative assessment without feedback. Then, the dependent variables in the study were the self-esteem, the self-confidence and the learning results. The two independent variables were manipulated in order to find their influence toward the dependent variable and to compare which formative assessment that had better performance toward the dependent variables. Therefore, the design that the researcher applied in the study would be the pretest-posttest control group design (Johnson & Christensen, 2012, p.304). The treatment that would be provided to the students in the study was in the form of 16 meetings that would be held three times in a week.

Statistical Analysis

The data analysis technique that the researcher applied in the study was the MANOVA (Multivariate Analysis fo Variants) technique. The technique was a variant-differential test that would be used for comparing the dependent variables namely Y_1 (self-esteem), Y_2 (self-confidence) and Y_3 (basketball game learning results). In order to ease the data analysis in the study, the researcher operated the SPSS 21 for Windows software (Singgih Santoso, 2013).

4. RESULTS

Data Description

The data that had been gathered through the measurement process would be analyzed by means of statistic approach. The data that would be analyzed in the study were the ones from the self-esteem, the self-confidence and the basketball game learning results. The data resulting from the calculation would be described in the form of initial test mean, final test mean and score gap in each variable as having been displayed in Table 1.

Table 1
The Calculation Results of Mean, Standard Deviation and Score Gap in the
Self-Esteem, the Self-Confidence and the Basketball Game Learning
Results of Descriptive Statistics

<i>Variable</i>	<i>Formative Assessment</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Self_Esteem	Formative_Feedback	26.0571	4.44537	35
	Formative_Without Feedback	24.2571	2.77958	35
Self_Confidence	Formative_Feedback	10.6286	1.91105	35
	Formative_Without Feedback	8.6857	2.66537	35
Learning_Results	Formative_Feedback	16.4571	2.99355	35
	Formative_Without Feedback	14.8286	3.38236	35

Based on the calculation results, it was apparent that the mean score of all dependent variables that had been assessed by means of formative assessment with feedback had improved in comparison to the group that had been assessed by means of formative assessment without feedback.

Homogeneity Test

Based on the results of homogeneity test toward all of the dependent variables the researcher found that the p value (sig. Y_1), (sig. Y_2) and (sig. Y_3) had similar (homogeneous) variand and, therefore, the MANOVA might process. The results of homogeneity calculation would be displayed in Table 2.

Table 2
The Calculation Results of Homegeneity Test Toward All of the
Three Dependent Variables by means of Levene's Test
Levene's Test of Equality of Error Variances^a

<i>Variable</i>	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Self_Esteem	2.232	1	68	.140
Self_Confidence	1.842	1	68	.179
Learning_Results	.958	1	68	.331

Hypothesis Testing

The hypothesis testing in the study was performed by means of MANOVA in order to see the difference between the formative assessment with feedback and the formative assessment without feedback toward the basketball game learning results. The calculation results would be displayed in Table 3.

Table 3
The Calculation Results of MANOVA on the Difference between the Formative
Assessment with Feedback and the Formative Assessment without Feedback
toward the Basketball Game Learning Results
Multivariate Tests^a

		<i>Value</i>	<i>F</i>	<i>Hypothesis df</i>	<i>Error df</i>	<i>Sig.</i>
Intercept	Pillai's Trace	.988	1781.899 ^b	3.000	66.000	.000
	Wilks' Lambda	.012	1781.899 ^b	3.000	66.000	.000
	Hotelling's Trace	80.995	1781.899 ^b	3.000	66.000	.000
	Roy's Largest Root	80.995	1781.899 ^b	3.000	66.000	.000
Formative	Pillai's Trace	.230	6.564 ^b	3.000	66.000	.001
	Wilks' Lambda	.770	6.564 ^b	3.000	66.000	.001
	Hotelling's Trace	.298	6.564 ^b	3.000	66.000	.001
	Roy's Largest Root	.298	6.564 ^b	3.000	66.000	.001

(a) Design: Intercept + P_Format if

(b) Exact statistic

The calculation results in the intercept column had been tested by means of four tests namely Pillai's test, Wilks Lambda test, Hotelling's test and Roy's test and from these tests the researcher found that p value (sig.) $0.000 < 0.050$. Then, the p value (sig.) in the formative column had been tested by means of

four tests namely Pillai's test, Wilks Lambda test, Hotelling's test and Roy's test and from these tests the researcher found that p value (sig.) $0.001 < 0.050$; in other words, the (H_0) was rejected. Thereby, the researcher might conclude that there had been significant difference between the formative assessment with feedback and the formative assessment without feedback toward the self-esteem, the self-confidence and the basketball game learning results. Next, in order to see the inter-variables influence the researcher would perform the inter-variables test by means of between-subjects effect test as having been displayed in the Table 4.

Table 4
The Results of Between-Subjects Effect Test

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Self_Esteem	56.700 ^a	1	56.700	4.126	.046
	Self_Confidence	66.057 ^b	1	66.057	12.283	.001
	Learning_Results	46.414 ^c	1	46.414	4.550	.037
Intercept	Self_Esteem	44301.729	1	44301.729	3223.421	.000
	Self_Confidence	6528.229	1	6528.229	1213.843	.000
	Learning_Results	17128.929	1	17128.929	1679.168	.000
Formatif	Self_Esteem	56.700	1	56.700	4.126	.046
	Self_Confidence	66.057	1	66.057	12.283	.001
	Learning_Results	46.414	1	46.414	4.550	.037
Error	Self_Esteem	934.571	68	13.744		
	Self_Confidence	365.714	68	5.378		
	Learning_Results	693.657	68	10.201		
Total	Self_Esteem	45293.000	70			
	Self_Confidence	6960.000	70			
	Learning_Results	17869.000	70			
Corrected Total	Self_Esteem	991.271	69			
	Self_Confidence	431.771	69			
	Learning_Results	740.071	69			

(a) R Squared = .057 (Adjusted R Squared = .043)

(b) R Squared = .153 (Adjusted R Squared = .141)

(c) R Squared = .063 (Adjusted R Squared = .049)

Based on the calculation results in the Table 4, it turned out that the corrected model column showed that the influence of formative assessment with feedback and the influence of formative assessment without feedback as variables (X_1 and X_2) toward the improvement of the self-esteem had p value (sig.) $0.046 < 0.050$, toward the improvement of self-confidence had p value (sig.) $0.001 < 0.050$ and toward the improvement of basketball game learning results had p value (sig.) $0.037 < 0.050$. These findings showed that there had been difference in the improvement of self-esteem, self-confidence and basketball game learning results due to the different type of formative assessment. Based on the mean score, it had been apparent that the formative assessment with feedback had better performance in improving the self-esteem, the self-confidence and the basketball game learning results.

5. DISCUSSION

There had been differences on the improvement of self-esteem, self-confidence and basketball game learning results between the group that had the formative assessment with feedback and the group that had the formative assessment without feedback. The formative assessment with feedback provided significant influence toward the self-esteem improvement. In relation to the finding, according to Burn in Coopersmith (1967) self-esteem had been an individual evaluation and habit in viewing himself or herself especially in relation to the acceptance, the rejection and the indication of individual trust toward capability, significance, success and appreciation. In short, self-esteem had been an individual's feeling, perspective and trust toward his or her own capability.

The capability referred to the above statement was that an individual would feel decent, confident and useful just like the other people. These feelings appeared along with the knowledge, the experience and the skills that an individual had after the individual solved the given problems or assignments like, for example, in the case of formative assessment that the teachers provided in the students' learning process. The students who had been able to solve the problem in the process would be ready to survive in the following learning process and even in his or her interaction with the environment. Zaenul (2008) explained that the students' success in a test would improve the self-esteem. The progress or the degeneration of the test results would be decided by the students because the progress or the degeneration had fully been the results of his or her own learning process and would trigger a sense of personal worth that had been the most important element in the formation and the improvement of the self-esteem.

Thereby, in the educational process especially in the learning process of sport education, the students would be provided with challenges so that the students would gradually experience the success in overcoming the challenges. According to Zaenul (2008), the education to improve the self-esteem had been an education of self-development conducted programmedly and continuously so that the students would not only prepare themselves to get occupation in the future but also to attain experience of successfully solving the daily problems and challenges. Each sense of success that the students experienced would be useful for developing the self-esteem. The ability in solving problems or overcoming challenges would be achieved when the teachers were creative and were responsible in providing the feedbacks within each assessment that they conducted. In other words, the teachers would understand whether the students had been successful or fail in delivering the learning materials to the students (Djiwandono, 2009).

The formative assessment with feedback also provided significant influence toward the self-confidence improvement. In order to confirm the finding, the researcher referred to the results of a study by Kliminster & Jolly (2000) that found that formative feedback provides psychological support for the student in the clinical setting by boosting the student's confidence. The formative assessment with feedback apparently provided encouragement toward the psychological aspect namely improving the students' self-confidence in the learning process. Why was a formative assessment with feedback able to improve the self-confidence? The reason was that in such assessment the students had previously been introduced to the learning objectives that would be achieved. These objectives had been stipulated by the teachers and, in achieving these objectives, the students were always provided with feedback in order that the already stipulated objectives might be achieved without having significant difficulties. It was this condition that differentiated the formative assessment with feedback and the formative assessment without feedback. In the formative assessment without feedback, the students were let alone to achieve the learning objectives that had been stipulated and, as a result, the students' success or failure in achieving the learning objectives would not be clearly identified whereas Zaenul (2008) explained that the self-confidence would be developed if an individual had successfully accomplished their tasks well. The students would strive to achieve the objectives that had been stipulated and their efforts would lead to the self-confidence improvement. Thereby, the students' success in the test, especially in the formative test with feedback that the teachers provided, would increase the students' self-confidence. Based on the social learning theory that had been developed by Bandura (1995) in Campos (20130, it had been explained that students trusted

in their ability to successfully accomplish a specific skill. Students with high self-efficacy were confident that with sufficient effort they would be able to successfully complete the task at hand; instructor feedback could serve as an index for students to help assessing their progress towards meeting objectives, further promoting self-efficacy. The students' trust toward their self-capability altogether with sufficient amount of tasks would be a fundamental capital for achieving success in accomplishing their tasks.

Furthermore, in relation to the students' learning results improvement, according to Popham (2008) formative assessment had been a process used by teachers and students during instruction that provided feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. The formative assessment should be conducted by the teachers during the learning process by providing feedbacks in order to improve the learning achievements and to achieve the outcome of the learning results. In a study by page (1998) quoted by Djiwandono (2009) it was explained that the students who had been provided with the scores and the comments from the teachers regarding the incorrect answers had better achievements than the ones who had been only provided with the letter or the numeric score. Through the teachers' comments, the students would understand what they should do. Then, the results of a study by Cross & Cross (1991) quoted by Djiwandono (2009) the students whose tests had been numerically scored without any feedback from the teachers would sense that the score that they earned had been a matter of luck or had been an external factor out of their efforts and such situation would affect their success in the school. The above opinions confirmed that the feedback that had been provided by the teachers in the form of comments toward the results that had been achieved in an assessment would provided positive impact toward the students and the positive impact would be that the students would understand which parts or which materials that they should study further in order that in the next test student would be successful.

The feedback that had been provided in the formative assessment during the learning process was in the form of information given with the intent to improve the learner's performance after their performance is compared to standard (Van de Ridder, Stokking, McGaghie & Ten Cate, 2008). Feedback that had been provided by the teachers to the students should be conducted continuously and regularly in each implementation of formative assessment and the feedback would impact the students' behavioral changes in their learning process. Regarding the matter, Budimansyah (2002) explained that an assessment should be conducted continuously and regularly in order to ease the results organization and to monitor the development of the learning experience of the learning participants." Furthermore, Nadler (1977) explained that feedback could be viewed as information to effect a change. Claiborn, Goodyear & Horner (2001) stated that from the psychological perspective, feedback included a comparative aspect that included comments given to an individual by an outside source comparing their behavior compared to a standard. Last but not the least, Leahy, Lyon Thompson & William (2005) the quality of feedback included the ability to bring about thinking, thus stimulating the reflective process in the learner.

Thereby, the formative assessment with feedback had been information communicated to the learner that is intended to modify his or her thinking or behavior for purposes of improving learning (Shute, 2008, p.54). The formative assessment with feedback would be very useful for the students especially to help the student gauging his or her progress, identifying weaknesses and improving performance, as well as promoting reflection and professional development, which led to the long-life learning; when using one's own feedback along with others' to promote a deeper understanding of an event, the student gained knowledge and further developed his or her skills (Campos, 2013).

6. CONCLUSIONS

Based on the results of data processing and data analysis altogether with the results of review toward several theories, the researcher would like to conclude that there have differences in the self-esteem, the self-confidence and the basketball game learning results between the group that has been given the

formative assessment with feedback and the group that has been given the formative assessment without feedback. Based on these results as well, the researcher would like to recommend to the sport education teachers that the formative assessment with feedback should be provided by the teachers in the learning process because this assessment has better performance than the one without feedback. In terms of role and function, it has been clear the formative assessment with feedback has better performance in improving the quality of the learning process that the teachers and the students conduct. The teachers will understand more about the students' strengths and weaknesses and the students will be more motivated in improving their weaknesses. As a result, the students will have opportunity to accomplish their tasks in the learning process and within the formative assessment in the next learning process so that the students maintain the high level of their self-esteem and self-confidence.

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