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# SELF-LEARNING MODULE ASSESSMENT AND FEEDBACK IN MATHEMATICS

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**Abstract:**
The paper investigates self-learning module assessment and feedback in Mathematics among the respondents. It analyzes self-learning module assessment and feedback on improved competency knowledge of students in Mathematics in terms of self-learning assessment feedback, suggestions and comments, and advantages, as well as disadvantages of the self-learning process. Mixed methods are employed, which is a combination of quantitative and qualitative research approaches concentrated on focused group discussion (FGD). Likewise, purposive sampling is utilized to gather the study's sample size. Hence, one hundred seventy-two (172) comprised the research respondents. Results show that exploring the learning process through self-explanation, self-pace, more freedom, hands-on exposure, and detailed lessons to discuss the principles, rules, and laws of the integration learning process. However, it is complex and challenging to understand the self-learning assessment among students, show that there is a need to elaborate lessons with more examples, show detailed lesson where it gains knowledge, flexible, and enjoy learning, and show no interaction and guidance during the lesson process because the learning process is slow.

**Keywords:** module assessment in Mathematics, self-learning assessment feedback, suggestions and comments, advantages and disadvantages of self-learning process

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## 1. Introduction

Mathematics is one of the challenging subjects in the learning process. This is being observed by students who hate figures. It analyzes implementation (Mallillin *et al.*, 2020) and the experience of Mathematical history in management and system of the academic course. It creates a modular approach to the fundamental structure process form of learning the subject. It controls the depth and rate of student mastery at the Mathematics level (Bobyliev & Vihrova, 2021, p. 12002). On the other hand, it is a widespread self-learning assessment framework and educational process for students. It is a knowledge assessment of the mathematics system and learning that students should adopt. It develops to assess students' knowledge of blended learning and modular learning (Mallillin, n.d.). It achieves the purpose and goals of pedagogical design in self-learning assessment systems and knowledge. It controls students' academic performance in Mathematics (Konnova *et al.*, 2021, p. 05011).

Accordingly, self-learning module assessment in mathematics anchors a school curriculum based on the needs of students as the focused learning competency of Mathematics subject. It is a self-learning module that guides students in understanding mathematics subjects step by step. It enhances activities and assessment designs to reinforce the experience of learning (Mallillin *et al.*, 2021, pp. 43-52). It is a foundation of students' ability to evaluate and revolves around authentic assessment in the real world of Mathematics context. It analyzes skills and focuses on student-integrated creative learning. It collaborates with the effort process of learning and applying mathematical concepts. It improves accuracy, needs assessment growth, and student learning in math self-learning module development. It is a blended learning self-assessment in supplement to the current educational system (Mallillin *et al.*, 2020). It explores the efficiency and performance of the learners' attitude. It ascertains the performance of students' self-assessment learning modules in Mathematics. It affirms factors compelling the self-learning assessment academic performance of students (Bacomo *et al.*, 2022). Hence, self-assessment in Mathematics is often a challenge in the educational system. It enhances and analyzes self-learning modules considering the retention and level of individual students. It indicates improvement and structure in diverse Mathematics subjects in terms of quantities, patterns, and shapes. It is a mathematical anxiety that leads to exposure and practice competency of students (Kareem *et al.*, 2022, pp. 1-16).

Furthermore, authentic assessment of self-learning modules in mathematics is based on the performance of students to demonstrate learning and collaborative effort to utilize and brainstorm knowledge and benefits of self-learning module assessment and learning process. It demonstrates basic skills and concepts of self-learning assessment of mathematics to calculate, interpret, and explain the needful process and analysis. It assesses the process of self-learning assessment on mathematical concepts among students as the centers of learning (Mallillin, 2022, pp. 99-121). It explores concepts and reveals the improvement progress of self-learning assessment. The self-learning assessment explains the expectations provided in the module for students objectively. The development of self-learning utilized in mathematics presents reasoning and

thinking, a setting to allow students to work independently, using mathematical tools for the computation process, and a disposition attitude of learning persistence, reflection, and self-regulating behavior. It assesses the performance and success of student knowledge in teaching and learning. It determines the assessment of self-learning based on the concept of Mathematics subject (Nurhanurawati, 2021, pp. 359-365). Also, it convinces educational institutions in the 21st century, especially in Mathematics, to modify the style of teaching and techniques. It leads to personalization and blended learning. It demonstrates the assessment of best practices in the self-learning module. It establishes self-learning assessment in teaching and learning Mathematics modules (Calamlam, 2021, pp. 289-309).

Accordingly, the utilization of self-learning assessment modules in Mathematics develops students' self-regulation and self-direction that can monitor the reasoning and thinking concepts and models in Mathematics. It is a self-directed design for learning in Mathematics (Mallillin, 2023). It explores self-assessment and application of Mathematics techniques and strategies to assist students' learning process. It utilizes discovery tools to make generalization and observation tasks. It requires students to resemble the practical application of mathematics self-learning assessment and develop self-reflection for students as the centers of learning (Mallillin & Laurel, 2022). It requires students to integrate various concepts and solve problems in Mathematical skills. It utilizes a self-learning assessment modality in the Mathematics subject module. It is a preference for self-learning assessment of the module, which is necessary in competency learning. It determines the concern of self-learning assessment of students' academic performance. It is a well-oriented task performance in self-learning assessment in Mathematics. It develops skills and training efficiently and effectively to support student modular classes (Guiamalon, 2021, pp. 457-469). However, it demonstrates and requires proficiency in Mathematics as a basis during modular classes of learning and self-learning assessment. Mathematical knowledge is essential and necessary in the educational system. It is a crucial skills and success for self-learning assessment, especially in different domains of learning (Hwang, Wang & Lai, 2021).

Moreover, the importance and benefits of self-learning module assessment in Mathematics are designed for students' learning process to be free from choosing where, when, what, and how to learn. It is a flexible characteristic learning process and self-learning assessment. It uses knowledge of learning to shift educational knowledge methods and self-preference. It utilizes the pros and cons of self-paced learning assessment intervention. It provides self-learning assessment effectively, which is an essential concept of knowledge and approach in teaching (Mallillin, 2022, pp. 99-121). It is a design material module for self-learning assessment in Mathematics. The importance and benefits emphasize various domains of learning, such as cognitive, psychomotor, and affective processes. It discusses feature approaches in self-learning and design in Mathematics. This is based on the various domains of learning that affect students' academic performance. It is designed for various activities among the learners to explore knowledge in self-assessment, learning of the module, and in-depth learning. It provides faculties, ways, and means for teaching styles and needs of students as the centers of

learning (Mallillin, 2020, pp. 1-11). Nevertheless, it describes the structural domain and understanding of learning in the academic performance of students in the psychomotor domain, affective domain, and cognitive domain. This includes teaching techniques and strategies in self-learning assessment of the Mathematics subject module approach. It analyzes the academic performance of students through self-learning assessment and comprehensive level of students as the centers of learning (Mallillin *et al.*, 2021).

Similarly, support in self-learning assessment in Mathematics provides knowledge in constructing learning to promote techniques and strategies in making connections, contrast, and analyzing tasks. It assesses mathematics learning support, learning principles, and instruction of the self-learning process. It changes learning principles and satisfies curriculum and teaching (Mallillin, 2024, pp. 120-132). It processes the fragment formation of self-learning module assessment in Mathematics. It examines the compatibility assessment of learning principles for student support learning and instructional practice. Self-learning assessment in Mathematics provides students with the goal of real learning. It exemplifies the key role of self-learning assessment to be achieved by students as the centers of learning. It specifies the concrete meaning of the goals and values of the self-learning assessment module of Mathematics. It improves the work of students in Mathematics assessment progress. It encourages assessment in Mathematics for self-assessment and promotion of independent learning (Van Quyen, 2021, pp. 340-351). It promotes factors in self-learning assessment modules for learning contribution and efficiency. It aims to build a self-learning assessment and framework for students appropriate for Math performance and improvement (Buentello-Montoya, *et al.* 2021).

Similarly, the issues and gaps in self-learning assessment explore the self-concept of students in Mathematics. It challenges students' modular approach to learning, especially during the pandemic outbreak (Mallillin, n.d., pp. 7686-7700). It challenges students' learning process to cope with requirements in Mathematics. It requires students to work independently and discover among themselves the process of learning through a modular learning process. Students have no choice but to accomplish the task because it is a prerequisite for passing the subject in Mathematics. During modular learning, students experience various issues in the learning process like slow internet connection, noise during the learning process, and anxiety challenges (Mallillin, n.d.). It is an academic self-concept and perception of students and school as well. It is a self-learning assessment that regulates academic success in promoting techniques in the modular process of Mathematics subject (Du & Hew, 2022, pp. 557-580). In addition, it ascertains and seeks effective self-learning assessment in the Mathematics development system program. It aims to upgrade the skills and knowledge development of self-learning assessment of students (Asgar & Satyanarayana, 2021).

### 1.1 Statement of the Problem

1) What is self-learning module assessment and feedback in Mathematics among the respondents?

2) What makes self-learning module assessment and feedback improved competency knowledge of students in Mathematics among them?

## 2. Theoretical Lens

The study is anchored on "Learning Theories in Teaching Mathematics Method" as cited by (Lessani *et al.*, 2016, p. 10). The theories focus on mathematics experience and anxiety to interfere with learning. It is attributed to the method of teaching and technique utilization. It examines strategy in teaching for learning theories, as to constructivism, cognitivism, and behaviorism which is an important aspect in teaching Mathematics subjects. It describes that behaviorism is centered for teacher instruction, and cognitivism focuses and is based on learning for the mental process of stimuli response of the learners. On the other hand, the constructivist approach engages in various associated activities for knowledge and discovery construction. It provides reinforcement for observed negative and positive behaviorism, solving problems related to cognitivism, and learning discovery for constructivist teacher process and practice. It is a systematic approach to the success of student learning appropriate for discovery learning. It emphasizes methods of teaching and techniques such as discussion, student-direct learning, and minimal lecture. It is a skill that contributes to the discovery of learning and problem-solving.

## 3. Research Design

A mixed method is employed in the study, which focuses on quantitative and qualitative research and includes focused group discussion (FGD). Quantitative research is utilized to measure and quantify self-learning module assessment and feedback in Mathematics among the respondents, while qualitative research design is utilized to analyze what makes self-learning module assessment and feedback improve the competency knowledge of students in Mathematics among them. Therefore, the mixed method is principled and positioned on traditional qualitative and quantitative research approaches to complementary research methods. It analyzes common paradigms. It offers an adaptive and flexible framework concept research design for mixed methods in a simplified way (Dawadi *et al.,* 2021, pp. 25-36).

### 3.1 Sampling Techniques

Purposive sampling is utilized to gather a sample size and population for the study. It is judgmental and selective when choosing the population and target of the study. It predicts and develops concept-relevant data and collection-gathering techniques. It is viewed as information on purposive sampling of profound knowledge. It establishes utilization methods and consequences. Hence, purposive sampling endeavours to quickly and effectively research potential participants of the sample population size (Thomas, 2022).

### 3.2 Subjects of the Study

The participants of the study are students from both private and public higher education institutions in the National Capital Region of Metro Manila, Philippines, who have their own Mathematics modules. The study comprised only one hundred seventy-two (172) respondents.

## 4. Results

### 4.1 What Is the Self-learning Module Assessment and Feedback in Mathematics among the Respondents?

**Table 1:** Self-Learning Module Assessment and Feedback in Mathematics Among the Respondents

| Details | F | P | R |
|---|---|---|---|
| 1. I found it difficult and hard to understand the self-learning assessment. | 73 | 42.44 | 2 |
| 2. Discuss the principles, rules, and laws of integration that help the learning process. | 30 | 17.44 | 5 |
| 3. Self-learning assessment is challenging, fascinating, and fun. | 49 | 28.49 | 3 |
| 4. No sufficient detailed explanation is provided in the lesson. | 20 | 11.63 | 13 |
| 5. There is a need to elaborate lessons with more examples. | 40 | 23.26 | 4 |
| 6. A concrete video must be provided to avoid confusion during the lesson. | 23 | 13.37 | 11 |
| 7. Guidelines and explanations must be given emphasis. | 12 | 6.98 | 16 |
| 8. Great self-learning assessment that can help students. | 17 | 9.88 | 14.5 |
| 9. It is easy to understand. | 21 | 12.21 | 12 |
| 10. There is a control of time that leads to better understanding | 11 | 6.40 | 17 |
| 11. Explanation and examples are provided. | 9 | 5.23 | 18 |
| 12. Explores the learning process through self-explanation, self-pace, more freedom, hands on exposure, and details of the lesson is observed. | 115 | 66.86 | 1 |
| 13. Gain knowledge, be flexible, and enjoy learning. | 29 | 16.86 | 6 |
| 14. The learning process is slow. | 17 | 9.77 | 14.5 |
| 15. Confusing, less explanation, hard to understand. | 25 | 14.53 | 9.5 |
| 16. Lack of input in the learning process. | 26 | 15.12 | 8 |
| 17. No interaction and guidance during the lesson process. | 27 | 15.70 | 7 |
| 18. There are lots of questions that are left unanswered. | 25 | 14.53 | 9.5 |

Table 1 presents the frequency and percentage distribution of self-learning module assessment and feedback in Mathematics among the respondents.

As shown in the table, rank 1 is “Explores learning process through self-explanation, self-pace, more freedom, hands-on exposure, and details of the lesson is observed”, with a frequency of 115 or 66.86% among the respondents. Rank 2 is “I found it difficult and hard to understand the self-learning assessment”, with a frequency of 73 or 42.44% among the respondents. Rank 3 is “Self-learning assessment is challenging, fascinating, and fun”, with a frequency of 49 or 28.49% among the respondents. The lowest in rank is “Explanation and examples are provided”, with a frequency of 9 or 5.23% among the respondents.

The frequency of responses from the respondents is presented here. The information gathered is categorized as follows: General if similarities of responses were 50% or more, typical if similarities of responses were 26-49%, and the variant of similarities of responses were 25% and below.

**Table 2:** Thematic Analysis and Core Ideas on Self-Assessment and Feedback Among the Respondents

| Themes | Frequency of Responses | Core Ideas |
|---|---|---|
| A. Self-Learning Assessment Feedback | General | Difficult and hard to understand |
| | Typical | Principles, rules, and law integration |
| | Typical | Challenging, fascinating, and fun |
| | Variant | No sufficient detailed explanation |
| B. Suggestions and Comments | Variant | Elaborate lessons and examples |
| | Variant | Confusion of the lesson |
| | Variant | Guidelines and explanation |
| | Variant | Great assessment |
| | Variant | Easy to understand |
| C. Advantages of Self-Learning Assessment | Variant | Control of time and understanding |
| | Variant | Explanation and examples |
| | General | Explores learning process |
| | Typical | Gains knowledge, flexible, and enjoy learning |
| D. Disadvantages of Self-Learning Assessment | Variant | Slow learning process |
| | Typical | Confusing, less explanation, and hard to understand |
| | Typical | Lack of input |
| | Typical | No interaction and guidance |
| | Typical | Questions left unanswered |

## A. Self-Learning Assessment Feedback

Self-learning assessment and feedback in Mathematics subjects utilizes the effectiveness of modules according to the needs of students as the centers of learning. It focuses on the content curriculum in Mathematics appraised in the module for academic learning. It influences the contributory task of self-learning assessment in Mathematics to capture the attention of students' modular learning process (Cortes *et al.,* 2022, pp. 1794-1808). The participants say that:

> *"I found it difficult and hard to understand the self-learning assessment".* (T1, P73)

> *"Discusses principles, rules, and laws of integration that help the learning process*". (T1, P30)

> *"Self-learning assessment is challenging, fascinating, and fun".* (T1, P49)

> *"No sufficient detailed explanation is provided in the lesson".* (T1, P20)

**B. Suggestions and Comments**

Suggestions and comments on self-learning assessment in Mathematics evaluate, analyze, implement, develop, and design the program intended in the module to address issues and challenges of students as the centers of learning. It explores the crafted module in Mathematics pedagogy and content self-learning assessment. It explores the implementation of self-learning assessment module standards for students to be implemented in teaching and learning (Torres & Tan, 2021, pp. 197-204). The participants say that:

> *"There is a need to elaborate lessons with more examples".* (T2, P40)
>
> *"Concrete video must be provided to avoid confusion in the lesson".* (T2, P23)
>
> *"Guidelines and explanations must be given emphasis".* (T2, P12)
>
> *"Great self-learning assessment that can help students".* (T2, P17)
>
> *"It is easy to understand".* (T2, P16)

**C. Advantages of Self-Learning Assessment**

The advantages of self-learning assessment develop and aim through practical Mathematics principles. It develops criteria for self-learning assessment, such as evaluation, implementation, development, design, and analysis. It analyzes utilization and techniques for faculty response value for students in self-learning assessment literacy. It produces independent learning for students' self-assessment modules in the Mathematics process (Umardiyah & Amaliah, 2021, pp. 23-27). The respondents say that:

> *"There is control of time that leads to better understanding".* (T3, P11)
>
> *"Explanation and examples are provided".* (T3, P9)
>
> *"Explores learning process through self-explanation, self-pace, more freedom, hands on exposure, and details of the lesson is observed".* (T3, P115)
>
> *"Gain knowledge, be flexible, and enjoy learning".* (T3, P29)

**D. Disadvantages of Self-Learning Assessment**

The disadvantages of self-learning assessment have an in-depth implication on the characteristics of teaching and learning in Mathematics. It indicates blended learning as a disadvantage in the learning process due to the interaction of the lecturer, technical problems, understanding of content, and teaching illustration. It is a necessary discipline of learning. It acquires disciplined learning and functions for better high-tech environment teaching and learning as part of a self-learning assessment module in

Mathematics. It paves the way for improved understanding of issues, self-learning assessment and decision. It increases the importance of teaching and learning reflection in the mathematics module. It adopted skills in self-learning assessment and feedback of Mathematics subjects (Yorkovsky & Levenberg, 2022). The participants say that:

*"Learning process is slow". (T4, P17)*
*"Confusing, less explanation, and hard to understand". (T4, P55)*

*"Lack of input in the learning process". (T4, P26)*

*"No interaction and guidance during the lesson process" (T4, P27)*

*"There are lots of questions that are left unanswered". (T4, P20)*

## 5. Discussion

Self-learning module assessment and feedback in Mathematics among the respondents shows an exploration of the learning process through self-explanation, self-pace, more freedom, hands-on exposure, and detail of the lesson is observed, which is focused on allocation and condition of self-learning assessment based on academic achievement of respondents. It regulates the effect of retention in student learning assessment (Tekin, 2021, pp. 1-32). Nevertheless, it is difficult to understand self-learning assessment, which determines the challenges of students' utilization of mathematics modules. It challenges the process of learning in the new normal modality of teaching. It assesses and monitors comprehension level, motivation and independent learning, and self-assessment in Mathematics module (Gueta & Janer, 2021). Anyway, it shows that self-learning assessment is challenging, fascinating, and fun for the respondents. It provides an initiative effort curriculum in Mathematics for students' self-learning assessment. It ensures that the self-assessment learning module changes the educational system from good to better and better. It identifies issues in mathematical concepts and perspectives as to the teaching and learning process, assessment, quality tools, execution, and implementation (Salleh *et al.,* 2021, pp. 501-513). After that, explanations and examples are provided for self-learning assessment. It analyzes challenges in mathematics modules and self-efficacy skills in self-assessment learning. It engages in a planned revision process for student assessment outcome, self-efficacy, positive impact, and reflection (Chung *et al.* 2021, pp. 1885-1913).

Indeed, self-learning assessment feedback shows difficulty in understanding the process, which means designing goals for mathematics concepts in teaching and learning. It shows the ability for deeper learning to enable student-driven study habits. It solves and limits learning behavior design for student self-assessment learning modules. It integrates a self-learning framework on policy in mathematics modules for students (Raina *et al.* 2022). Hence, it discusses principles, rules, and laws of integration that help the learning process, which is the provocation theory practice of learning. It recognizes

the development of educational teaching processes and tasks. It examines relevant framework policy in self-learning assessment and pedagogical aspects of learning. It explains learning theory to understand the real process as compared to the Mathematics module (Picciano, 2021, pp. 79-103). On the other hand, self-learning assessment is challenging, fascinating, and fun because it implements self-directed learning assessment competency-based in Mathematics. It integrates goals for the module in teaching and learning as part of the assessment paradigm. It focuses on intrinsic aspect competency as reflected in the self-learning assessment of the module (Benites *et al.,* 2022, pp. 2033-2036). Certainly, it shows that there is no sufficient detailed explanation provided in the lesson, which really affected the performance of students' self-learning assessment. There has been power interest and the promotion of student reasoning and understanding of concepts. It includes an explanation, diagram, example, and adjunct detail lesson. It evaluates the approach for the accessible framework of teaching, especially Mathematics, which is a challenging part of the module. Explanations must be detailed to provide better learning for students (McLure *et al.,* 2022, pp. 1225-1241).

Nonetheless, suggestions and comments show the need to elaborate lessons with more examples to guide students to the fullest. This can influence self-learning assessment. It provides better formative assessment in the school setting, especially since math is a challenging subject for students. It promotes shallow learning and poor outcomes. The learning process must enhance the benefit of self-learning assessment in elaborating feedback and providing more examples for better knowledge and understanding of lessons (Enders *et al.,* 2021, pp. 91-106). Also, it suggests that concrete video must be provided to avoid confusion in the lesson, which means that the utilization of technology can be a prevalent self-learning assessment for students. It is suited for teaching Mathematics so that students can enjoy the lesson. This can motivate students to focus on the learning process and self-assessment among them. This can support students' utilization of manipulative video learning transition and instruction. It adversely challenges Math lecturers in the academic privilege of students. It designs teacher perspective and promising potential for effective instruction, self-assessment learning and feedback in the module (Kabel *et al.,* 2021, pp. 42-68). Hence, it also suggests guidelines and explanations to be given emphasis. It develops interventions to update better self-learning assessments for students. Guidelines, interventions, and explanations better help students in Mathematics subject, especially when the learning process is blended. It highlights the updated definition of self-learning assessment and intervention process. It emphasizes system teaching process effectiveness. It focuses on the proper delivery of the lesson (Vlachokostas *et al.,* 2021). Nevertheless, it also suggests having a great self-learning assessment that can help students easily understand the lesson. It employs an evaluation to stimulate-based assessment self-learning in the module. It evaluates competency acquisition student learning process technique. It stimulates self-learning assessment outcomes in the Mathematics module (Arrogante *et al.,* 2021, pp. 1-11).

In addition, the advantages of self-learning assessment show that there is control of time that leads to better understanding, which means proper explanations and

examples must be provided for students' self-learning assessment. It validates assessment and understanding of the learning process. This is effectively based on techniques and strategies provided by the module lecturer as a driver for learning competency. This can support the delivery of teaching for student self-learning assessment (Shute *et al.,* 2021, pp. 127-141). In consequence, the advantage is to explore the learning process through self-explanation, self-pace, more freedom, hands-on exposure, and detailed lessons observed because it gains knowledge, flexibility, and enjoyment. This is the focus of a self-learning assessment module in Math for students' academic transition school setting. It offers additional knowledge and enhanced learning competency habits in the self-learning assessment process. It helps with transition learning and assessment. It designs and addresses instructional adjustment for students as the centers of learning in terms of interaction, issues, and outcome learning. The self-learning assessment is an academic transition for students' educational journey and learning. It demands a challenging process in self-assessment learning (Zhang, 2021).

Lastly, the disadvantages of self-learning assessment show that the learning process is slow because most of them are confused in the modular process where there is less explanation and instruction. Students have a hard time understanding the process. This has resulted in a lack of input in the learning process. It shows a remarkable learning discrepancy in self-learning assessment. There is a need to have consistent instruction and explanation to better guide the learning process. The approach in self-learning assessment must have proper techniques and strategies for the learning enhancement and understanding process. Since self-learning assessment is modular, there must be appropriate and accurate instruction to better guide students to the fullest. Students are the centers of learning where the focus is concentrated on academic output and performance (Liu *et al.,* 2022, pp. 4258-4267). Undoubtedly, it shows that no interaction and guidance during the lesson process resulted in lots of questions that were left unanswered by the teachers. This means proper guidance and instruction must be given emphasis. Clear instruction and clear procedures will lead to better learning outcomes and self-learning assessment. It must be the focus of Math modules. There must be a teaching model for productive pedagogy, coaching the potential learning process. The teaching process must be supported for proper interaction through the process of learning the module. This can provide better teaching and learning output through self-learning assessments of students (Saclarides & Munson, 2021).

## 6. Conclusion

Self-learning module assessment and feedback in Mathematics among respondents shows an exploration of the learning process through self-explanation, self-pace, more freedom, hands on exposure, and detailed lessons where it is found difficult and challenging to understand self-learning assessment. This includes self-learning assessment, challenging, fascinating, and fun, where explanations and examples are provided.

Self-learning assessment feedback discusses the principles, rules, and laws of integration that help the learning process. Though it is complex and challenging to understand self-learning assessment, there is no sufficient detailed explanation provided where respondents are enjoying self-learning assessment since it is fun, challenging, and fascinating.

Suggestions and comments on self-learning assessment and feedback show that there is a need to elaborate lessons with more examples. This can be done through concrete video to avoid confusion in the lesson, where guidelines and explanations must be given with emphasis that can help students to the fullest.

The advantages of self-learning assessment are that it explores the learning process through self-explanation, self-pace, more freedom, hands-on exposure, and detailed lessons where knowledge, flexibility, and enjoyment are gained. This includes control of time, which leads to a better understanding of where explanations and examples are provided for students.

The disadvantages of self-learning assessment are that there is no interaction and guidance during the lesson process because the learning process is slow. This includes confusion in the lesson, less explanation, and hard in understanding where a lack of input in the learning process is observed, especially where lots of questions are left unanswered among the respondents.

**Conflict of Interest Statement**

The authors declare no conflicts of interest.

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