



The Optimization of Peer Assessment in the Education Curriculum of Health Workers: A Scoping Review

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Abstract

Received: : March 20, 2024

Revised: : April 20, 2024

Accepted: : April 30, 2024

Peer Assessment has the advantage of providing effective feedback, improving social interaction between individuals, and improving the overall quality of learning. This research was conducted to explore scientific evidence regarding the benefits and challenges of peer assessment implementation, as well as to understand its impact on professional competence and learning quality. This research will help optimize the use of peer assessment in the education curriculum of health workers. This study aims to analyze the Optimization of peer assessment in learning the health education curriculum. This study uses the scoping review research method to analyze various research sources related to the same topic. The research question is based on mnemonic Population, Exposure, and Outcome (PEO). The results of the article review were obtained from the synthesis of three main ones: the benefits of peer assessment, the implementation of peer assessment, and the impact of peer assessment. The articles are from various developed countries (United Kingdom, Singapore, Netherlands, and Belgium) as well as developing countries such as (Indonesia, and Turkey). Data analysis reveals that peer assessment significantly improves learning quality and student competence, especially in midwifery and nursing education. However, challenges such as social dynamics, evaluation fairness, and implementation strategies are highlighted. The findings emphasize the need for appropriate training and support to maximize the benefits of peer assessment in health education.

Keywords:

Optimization, Peer Assessment, Curriculum, Health Workers

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How to Cite: Nurfitriyani, E., Indra Susanti, A., Susiarno, H., & Septiana, K. S. (2024). The Optimization of Peer Assessment in the Education Curriculum of Health Workers: A Scoping Review. *JTP - Jurnal Teknologi Pendidikan*, 26(1), 335-347. <https://doi.org/10.21009/jtp.v26i1.48855>

INTRODUCTION

Curriculum is a series of plans and arrangements regarding the objectives, content, and subject materials as well as methods used as a guide in the implementation of learning activities to achieve certain educational goals. Based on this definition, the curriculum has two main dimensions the first is the plan and arrangement of the objectives, content, and subject matter, while the second is the method used in learning activities (Permendikbud, 2018). Health workers are any person who is devoted to the health sector and has knowledge and/or skills through education in the health sector which for certain types requires the authority to carry



out health efforts (UU RI, 2014). The curriculum aims to integrate evidence-based health practices into health study programs (Rachael L Spencer, 2018).

The curriculum of health workers requires health students to have the knowledge and skills to recognize the scope of health practice to ensure their practice is based on strong evidence (Rachael L Spencer, 2018). In the health education curriculum, there are various evaluation methods to assess the teaching and learning process, including formative and summative assessments that are adjusted to the targeted competencies (Sasmaz Ears, 2018).

Peer assessment is a crucial element in the health education curriculum because it improves the quality of education and practice through cooperation and reflection between friends. This method supports interactive learning and deep reflection, which is important in the context of health education. According to Stenberg's 2018 research, actively involved students can assess each other's performance, thereby enriching students' understanding of professional health practice standards (Stenberg et al., 2018). The implementation of peer assessment in health education shows a commitment to student-centered learning. Students play an active role in learning and assessment, improving independence, critical skills, and communication skills, which are essential for professional health. This process also improves interpersonal competence, understanding of ethics and professional responsibility (Retna & Sumanti, 2018).

Peer assessment builds a sense of community and support among students which is important in health education as peer collaboration and support affect learning outcomes and emotional well-being. It also reinforces the collaborative practices they will encounter in the professional world, where healthcare workers often work in multidisciplinary teams (Julie Jones, 2016). Peer assessment in the health education curriculum functions as an evaluation method in a learning. With adequate support and a supportive environment, this assessment is effective in improving the competence of health workers who are skilled, reflective, and ready to face challenges in the field. (Terry & Peck, 2020).

Peer assessment is very suitable for use in student-focused learning. Peer assessment is an educational method that emphasizes feedback, communication, reflection, and cooperation between students (Adityawarman Hidayat1, 2018). In this process, students are responsible for evaluating their classmates' work by providing and receiving feedback regarding specific subject matter (Stenberg et al., 2021). Peer assessment facilitates students to evaluate the learning outcomes of their classmates and reflect on their learning process. This method has proven to be effective in developing assessment skills, providing criticism, increasing self-awareness, and understanding assessment criteria, especially in health curriculum (Ashenafi, 2017).

Peer assessment is used in health education to improve learning, evaluate performance, and build students' professionalism before work. The improvement of peer assessment methods is important because it includes evaluation of cognitive aspects, clinical performance, and interpersonal skills (Lerchenfeldt et al., 2019). While not as accurate as traditional assessments, peer assessments are considered reliable and valid, encompassing humanistic values and interpersonal relationships (Sevilsa Princess Shafania, 2023).

The integration of peer assessment in the health curriculum improves students' ability to obtain contextual feedback, helps improve clinical skills, and identifies strengths and areas for improvement (Arundell et al., 2024). This study is a scoping review conducted to explore a wider range of scientific evidence related to How Optimal is Peer Assessment in the Education Curriculum of Health Workers?

METHODS

This literature study uses the *scoping review* approach introduced by Arskey and O'Malley in 2005 to analyze the optimization of peer assessment in the educational curriculum of health workers. The *scoping review approach* is considered to be able to represent the author in studying more deeply about the matter and to answer the author's questions that have been predetermined. *Scoping reviews* are sourced from various research sources that have similar topics collected and conclusions made(Utami et al., 2021).

The studies reviewed in this scoping review encompass a diverse range of methodologies, including quantitative and qualitative. This breadth of approaches indicates that peer assessment has been comprehensively evaluated from multiple perspectives, thereby enhancing the validity and reliability of the findings. However, some studies may exhibit methodological biases that could influence the final conclusions, particularly in qualitative research, which often relies on subjective interpretation.

In establishing the research question, the authors refer to the *Population, Exposure and Outcome (PEO) mnemonic* shown in table 1 (Arksey & O'Malley, 2005). The question of this *scoping review* research is How Optimization is Peer Assessment in the Education Curriculum of Health Workers?

Table 1. Choosing a Mnemonic PEO

<i>Population</i>	<i>Exposure</i>	<i>Outcome</i>
Midwifery Students	Peer Assesment	Improved Learning Quality

Source : Author's Discussion, 2024

The author narrows the scope by determining the inclusion and exclusion criteria of literature materials (Table 2) to direct the study study according to the research topic. The keywords used are Optimization, Peer Assessment, and curriculum, health workers.

Table 2. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Research articles published in 2019-2023	Books, Blogs
Articles in United Kingdom	
Article has <i>full text</i>	Paid <i>full-text</i> access
Research design: Quantitative and qualitative	

Source : Author's Discussion, 2024

The author filters the literature obtained from various article search engines using predetermined keywords. The total number of detailed articles obtained from each search engine is from Pubmed 69 articles, *Science Direct* 43 articles, *Google Scholar* 41 articles, *Worldcat* 33 articles and *Scopus* 7 articles.

In the preparation of this scoping review, the author documented the literature search in the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) guidelines. The authors also attach a literature selection flow to the PRISMA diagram to identify the number of literature from the search results, the screening process, the number of studies that meet the eligibility criteria, and the number of articles included in the overall review (Figure 1)

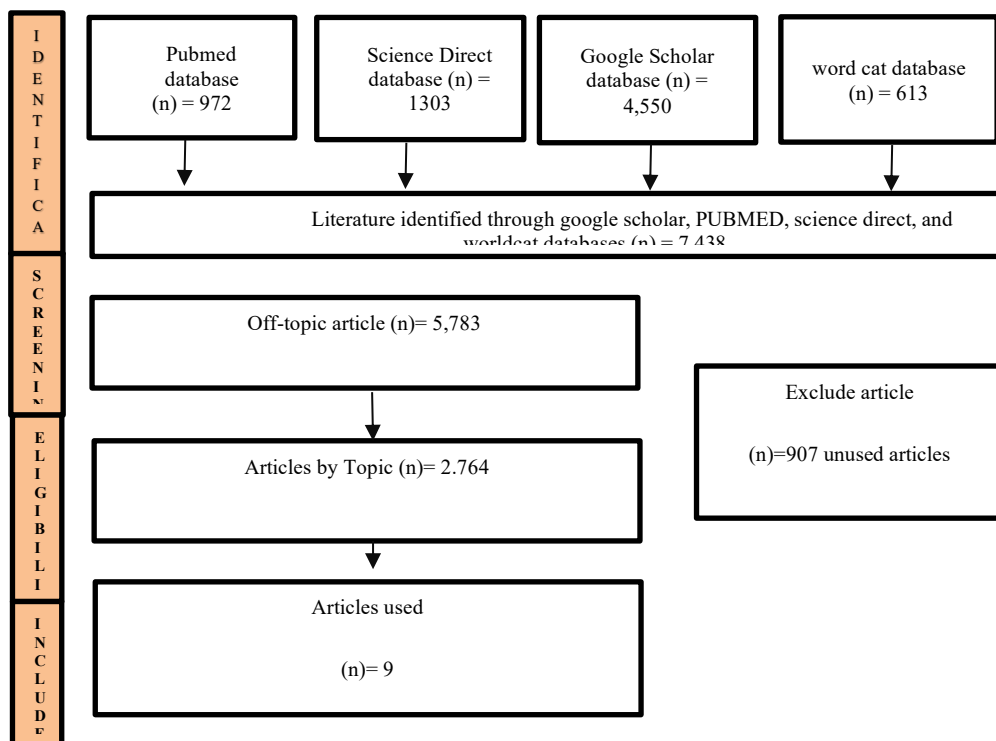


Figure 1. PRISMA Flowchart

RESULTS & DISCUSSION

Based on the results of the screening and determination of the feasibility of the articles, 9 articles were obtained that are worthy of further study. The article was reviewed using analytic and experimental observational studies. The results of the study are described in table 3.

Table 3. Data Synthesis Review Articles

No	Title, Author (Year), country	Method	Summary
1	Combined Learning Methods (Self and Peer Assessment) are Effective in Improving Student Skills in Clinical Laboratories	Quantitative	This study discusses the combined learning method of self and peer assessment in the DIII Midwifery curriculum which is effective in improving student competence. Three groups of students used the self-assessment, peer assessment, and a combination of both. As a result, the combination method increases the most significant competence. The integration of this method makes students more active, independent, responsible, and improves evaluation and learning skills.(Dilistia Lestari), 2020)
2	The Impact of Peer Assessment on Academic Performance: A Meta-analysis of Control Group Studies	Qualitative	This study shows that the integration of peer assessment in the midwifery curriculum significantly improves student academic performance. The meta-analysis revealed the positive impact of peer assessment at different levels of education. Peer assessment provides constructive feedback and develops critical, reflective, communication, and evaluation skills, which are essential in midwifery education.(Double et al., 2020)
3	The Use of Digital Peer Assessment in Higher Education—An Umbrella Review of Literature	Qualitative	Peer assessment in education provides a complete picture of design options and their consequences, benefiting education practitioners who want to use the tool in their curriculum. This research discusses its impact on learning outcomes and identifies possible barriers when implementing them, with the aim of helping educators find solutions that fit their needs.(From Heroes et al., 2023)
4	Overview of the Implementation of Peer Assessment on Students' Professional Behavior in Skill Learning in the Laboratory	Quantitative	This study discusses the application of peer assessment in the midwifery curriculum, especially in laboratory skills. The study observed the effects of peer assessment on students' professional behavior, showing a positive contribution to cooperation, responsibility, and communication skills. The integration of peer assessment in practical learning helps students strengthen technical skills and develop interpersonal skills and professionalism, which are important in the field of midwifery.(Dian atmarina Yuliani isnaeni rofiqoch, 2022)

No	Title, Author (Year), country	Method	Summary
5	Implementation of Multi Source Feedback (MSF) on Professional Assessment of Student Behavior in Practice Land.	Quantitative	This study discusses the integration of peer assessment in the midwifery curriculum as a reflective and critical learning method. Peer assessment encourages students to assess each other and give feedback, which is important for the development of professional skills. This method is effective in increasing awareness of midwifery practice standards, critical thinking, and interpersonal communication. This process also strengthens learning through constructive peer interaction, helping students understand and apply midwifery practices more effectively and efficiently.(Khamidah achyar , Dian atmarina Yuliani isnaeni rofiqoch, 2020)
6	Final Year Medical Students' Perspective on the Use of Peer Assessments in the Training of Future Doctors to Obtain and Provide Quality Feedback [Letter]	Qualitative	The application of peer assessment in medical education can pose several special challenges. For example, there is a tendency for students to falsify assessments, the need for re-evaluation of existing curricula, and the importance of understanding students' perspectives in adjusting the curriculum.(Hussain et al., 2020)
7	Effects of self-assessment and peer-assessment interventions on academic performance: A meta-analysis	Quantitative	The results of the study showed that self-assessment (SA) and peer assessment (PA) interventions improved students' academic performance. Although SA and PA have a similar impact, the combination of the two (SA + PA) is also beneficial but with a slightly lower impact. Factors such as online technology, participant age, and study design affect the results. This provides important insights for the use of SA and PA in education and input for the strategy. Future meta-analyses can delve into the effects of the combination of SA and PA to optimize students' learning and social and emotional outcomes. (Yan et al., 2022)
8	Nursing students' experiences and perception of peer feedback: A qualitative systematic review		The results of this study show that the integration of peer assessment in the nursing education curriculum helps students develop important skills, such as interpersonal and teamwork, increasing engagement in learning. It is important for the curriculum to include peer assessment as an effective learning

No	Title, Author (Year), country	Method	Summary
9	Peer Assessment in Learning of Nursing Process: Critical Thinking and Peer Support	Quantitative	strategy, ensuring adequate training and guidance for students and teachers to optimize its use. It prepares students to become competent and confident nurses.(Wong & Shorey, 2022) The use of peer assessment in the assessment of the nursing process is effective in increasing critical thinking and peer support of nursing students. This method increased student engagement in assessment and feedback, and showed improved critical skills in the group that used it compared to traditional discussion groups. It is important for the nursing curriculum to integrate peer assessment as a holistic learning strategy, focusing on the development of critical, social, and peer support skills, thereby improving the competence and quality of nursing education.(Kars Fertelli & Professor, 2019a)

Characteristic

The search results and compatibility with the research keywords were obtained by 9 articles. The results of the article review were obtained from various countries, both developed and developing. The developing countries in the article review are Indonesia and Turkey. Meanwhile, articles from developed countries include the United Kingdom, Singapore, the Netherlands, and Belgium.

Table 4. Country Distribution in Articles

Country	Freq.	Country	Freq.
English	2	Singapore	1
Dutch	1	Turkish	1
Belgium	2	Indonesian	2

Source : Author's Discussion, 2024

This article reviews the Optimization of Peer Assessment in the Education Curriculum of Health Workers. Emphasizing the importance of peer assessment and evidence-based to improve learning ability in the health education curriculum. The analysis of various studies shows that peer assessment from quantitative to qualitative research can improve learning ability in the education curriculum of health workers.

This shows that peer assessment not only helps in improving students' work and understanding, but can also develop the evaluation and practice of health students. The findings of this article show that original research using various research methods, including qualitative [2,3,6], and quantitative [1,4,5,8,9], overall discusses the effectiveness of peer assessment in the education curriculum of health workers.

Thematic Analysis

Peer assessment is ideal for use in student-focused learning (Adityawarman Hidayat1, 2018). Peer assessment has the ability to evaluate aspects other than cognitive, such as humanistic values, interpersonal relationships, and other interpersonal aspects (Sevilsa Putri Shafania1*, 2023). As a result of the review of the article, it was found that there are components that affect the success of peer assessment in learning which are categorized in themes and subject discussions.

Table 5. Article Synthesis Results

It	Theme	Subject
1.	Benefits of Peer Assessment in Healthcare Worker Education	a. Development of Learning Independence b. Improving the Quality of Learning
2.	Implementation and Challenges of Peer Assessment	a. Peer Assessment Implementation Strategy b. Challenges of Peer Assessment Implementation
3.	The Impact of Peer Assessment on Professional Competence	a. Development of Reflective and Critical Abilities: b. Collaborative Skills Development

Source : Author's Discussion, 2024

Benefits of Peer Assessment in Healthcare Worker Education

a. Development of Learning Independence

Peer assessment is an innovative concept in the grading system where students are assessed by their peers. The benefits of peer assessment include providing feedback, improved cognitive and metacognitive processes, higher motivation, collaborative learning, self-organized learning, and improved performance (Diah Astuti et al., 2022). By conducting peer assessment, students feel active involvement in the learning process. Students consider that the use of peer assessment is very helpful and useful for learning. The impact can increase student motivation and involvement in learning activities (Wulandari et al., 2020).

b. Improving the Quality of Learning

The implementation of peer assessment in the health education curriculum is increasingly being paid attention to because of its potential to improve students' ability to think critically, communicate, and solve problems. This method allows for active participation in assessment and feedback, strengthening interpersonal skills and critical thinking. In the context of health, where quick decisions are required, this ability is invaluable. The integration of peer assessment in the midwifery curriculum provides a dual benefit: a rich learning experience and a strong foundation for professional practice. (Kars Fertelli & Professor, 2019a)

Implementation and Challenges of Peer Assessment

a. Peer Assessment Implementation Strategy

According to Sun 2015 research, peer assessment strategies can be carried out by applying a random and balanced crossover research design. Each student was

randomly assigned to take a peer assessment in the two main units of the course and acted as part of a control group in the other two main units. This approach aims to eliminate differences between students as a major factor causing significant variation in educational research (Sun et al., 2015). The implementation strategy of peer assessment in fish goes through four stages, namely: planning, implementation, observation, and reflection. (Yuliyani et al., 2022).

b. Challenges of Peer Assessment Implementation

Peer assessment has several challenges that need to be overcome in its implementation. These challenges include social factors such as relationships between students, collusion, and perceptions of fairness, quality and accuracy of evaluations conducted by classmates, differences in student abilities, effective implementation, and acceptance from students and teachers. To overcome these challenges, a careful approach, clear guidance, and appropriate support are needed to ensure that peer assessment can run well and provide maximum benefits to the education curriculum of health workers (Double et al., 2020).

The Impact of Peer Assessment on Professional Competence

a. Development of Reflective and Critical Skills

According to Yuliyani's 2022 research, it shows that the use of peer-assessment strategies is able to improve students' critical thinking skills. The results of the study showed an improvement in students' critical thinking skills in learning the curriculum of health workers. (Yuliyani et al., 2022)

Thus, the implementation of peer assessment in this study has a positive impact on improving students' critical thinking skills. Peer assessment provides students with the opportunity to evaluate and critique arguments, as well as receive peer feedback that can deepen their understanding. This can affect the development of critical thinking skills that are essential in the learning process of the curriculum of health workers. (Yuliyani et al., 2022)

b. Collaborative Skills Development

The use of peer assessment in health education increases learning effectiveness by strengthening students' interpersonal, collaborative, and communication skills, which are essential in providing effective and empathetic health care. The integration of peer assessment in the health education curriculum is recommended to prepare prospective health workers who are competent, confident, and able to collaborate in a challenging clinical environment. (Wong & Shorey, 2022)

Peer assessment strengthens a collaborative learning environment where students learn from the mistakes and successes of others in a supportive atmosphere. It develops a culture of active learning where they also act as educators and supporters of their peers. Thus, peer assessment is not only an evaluation but also a building of a community of mutually supportive learners in health education that emphasizes teamwork and support between others in clinical situations. (Kars Fertelli & Professor, 2019a)

DISCUSSION

This research demonstrates that peer assessment within the health education curriculum can significantly enhance learning quality and professional competence. This effect is particularly evident in the contexts of midwifery and nursing education, where peer assessment has been proven to improve critical thinking, communication skills, and interpersonal relationships (Kars Fertelli & Professor, 2019b). The integration of peer assessment fosters the creation of a collaborative learning environment, which is essential within health education curricula. This finding aligns with research by (Tornwall, 2018) that highlights how peer assessment has been effectively implemented in health skills training, significantly enhancing students' professional behavior and competence in collaborative learning settings. Furthermore, the combination of self-assessment and peer assessment in the DIII Midwifery curriculum has been shown to be highly effective in boosting student competence, making them more active, independent, and responsible (Concina, 2022).

One of the most intriguing findings is the variability in the implementation and optimization of peer assessment across different countries and educational settings. For instance, while developed countries like the United Kingdom and the Netherlands have well-established peer assessment practices, developing countries such as Indonesia and Turkey are still in the early stages of adopting this approach. This disparity underscores the importance of contextual factors in the successful implementation of peer assessment.

Challenges

The implementation of peer assessment within the health education curriculum faces several challenges that must be addressed to ensure its optimization. Social factors, such as interpersonal relationships among students, the potential for collusion, and concerns regarding the fairness and accuracy of evaluations conducted by peers, pose significant hurdles. Additionally, disparities in student abilities present a substantial obstacle, as they can undermine the quality and objectivity of the assessments. Another critical challenge is the acceptance and support from both students and educators, where positive attitudes toward this method are often lacking.

To overcome these issues, a careful and strategic approach is required. This approach should consider the varying abilities among students and ensure that peer assessments are conducted fairly and equitably. Providing clear guidelines on how to give and receive feedback is essential to enhance the quality and accuracy of the evaluations. Moreover, adequate support through training and guidance for both teachers and students is crucial to maximize the benefits of peer assessment within the health education curriculum. With these strategies in place, peer assessment can be implemented more effectively, contributing significantly to the Improved Learning Quality of students' professional competencies.

Limitations

Despite the promising outcomes, the study has several limitations that must be acknowledged. The scope of the review was limited to articles published

between 2019 and 2023, which may have excluded relevant studies conducted outside this period. Furthermore, the majority of the reviewed studies were conducted in developed countries, which may limit the generalizability of the findings to other contexts, particularly in low-resource settings.

Another limitation is the lack of quantitative data to support the findings. While the scoping review provides a comprehensive overview of existing literature, the absence of meta-analyses or other quantitative measures means that the conclusions drawn are primarily based on qualitative evidence. This limits the ability to generalize the results to a broader population.

CONCLUSION

Peer assessment in the health education curriculum has been proven to significantly improve the quality of learning and professional competence of students. The findings reveal that peer assessment not only fosters critical thinking and communication skills but also improves interpersonal relationships, making it an essential component of health education. Despite the challenges in implementation, such as the need for acceptance among students and educators and the risk of bias in peer evaluations, the benefits of peer assessment are clear. The review suggests that with appropriate support, training, and contextual adaptation, peer assessment can be optimized to play a crucial role in developing competent and reflective health professionals.

ACKNOWLEDGEMENT

The researcher expresses deep appreciation to Universitas Padjadjaran for their essential support in this research review. Special thanks go to the supervisory team and all those who contributed, as their involvement and assistance were crucial to the success of this research.

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