



Using CEFR Can Do Statements to Enhance Students' Self-Regulated Learning in Outcome-Based Education

Moh. Fauzi Bafadal¹, Humaira², Muhammad Hudri³

^{1,2,3}Pendidikan Bahasa Inggris, Universitas Muhammadiyah Mataram, NTB

Article Info	Abstract
Received: 2026-06-01 Revised: 2026-06-07 Accepted: 2026-06-30 Keywords: CEFR Can Do Statements; Self-Assessment; Self-Regulated Learning; Outcome-Based Education; ESP, DOI: 10.24256/ideas.v14i1.10954 Corresponding Author: Moh. Fauzi Bafadal fauzi.bafadal@gmail.com Pendidikan Bahasa Inggris, Universitas Muhammadiyah Mataram, NTB	<i>Self-Regulated Learning (SRL) is essential for the successful implementation of Outcome-Based Education (OBE) because students are expected to actively monitor, evaluate, and regulate their own learning processes. However, previous studies have largely focused on the accuracy of self-assessment rather than its role in supporting learning regulation. This study investigated the effectiveness of CEFR Can Do Statements as a self-assessment strategy for enhancing students' SRL. An explanatory sequential mixed-methods design was employed involving 60 Pharmacy and Midwifery students enrolled in English for Specific Purposes courses at Universitas Muhammadiyah Mataram. Quantitative data were collected through a Self-Regulated Learning questionnaire and analyzed using paired-sample and independent-sample t-tests, while qualitative data were obtained through classroom observations, interviews, and Focus Group Discussions. The findings revealed a statistically significant improvement in students' Self-Regulated Learning, with the experimental group outperforming the control group ($p < .001$). The intervention produced a large practical effect (Cohen's $d = 1.47$). Qualitative findings indicated that self-monitoring, goal setting, reflective learning, and learning autonomy emerged as the most prominent themes, demonstrating meaningful changes in students' learning behaviors. This study extends the role of CEFR Can Do Statements beyond language assessment by demonstrating their function as metacognitive tools that support learning regulation within an OBE framework. The findings suggest that CEFR-based self-assessment can serve as an effective strategy for promoting learner autonomy and strengthening the implementation of Outcome-Based Education in higher education.</i>

1. Introduction

Outcome Based Education (OBE) has become an important approach in higher education, emphasizing the achievement of clearly defined learning outcomes and student centered learning. Within this framework, students are expected to take responsibility for their learning by monitoring their progress, evaluating their performance, and making improvements to achieve intended outcomes (Harden, 2002; Hattie & Timperley, 2007). Consequently, the successful implementation of OBE depends not only on instructional practices but also on students' ability to regulate their own learning (Hattie & Timperley, 2007).

In Indonesia, the implementation of Outcome-Based Education has become increasingly important as universities strive to align their curricula with national quality assurance standards and international accreditation requirements. Despite these efforts, many higher education institutions continue to face challenges in fostering students' active engagement with learning outcomes. Students often rely heavily on teacher guidance and demonstrate limited capacity to independently monitor their learning progress, evaluate their performance, and take responsibility for achieving intended learning outcomes. These challenges highlight the need for instructional strategies that support students' self-regulated learning within OBE environments.

Self-Regulated Learning (SRL) refers to learners' ability to set goals, monitor learning progress, apply appropriate strategies, and evaluate learning outcomes (Zimmerman, 2002) (Panadero, 2017). Students with strong SRL skills tend to demonstrate greater motivation, persistence, academic achievement, and learning autonomy (Fastré et al., 2010; Zimmerman, 2008). However, many university students still struggle to regulate their learning effectively. A common challenge is the illusion of competence, in which learners overestimate their understanding or performance and fail to recognize learning gaps that require improvement (Bjork et al., 2013). As a result, students may struggle to establish realistic goals and implement effective learning strategies.

To address this challenge, self-assessment has been widely recognized as an effective strategy for promoting learner autonomy and self-regulated learning (Vasu et al., 2022). Through self-assessment, students evaluate their performance, identify strengths and weaknesses, and reflect on their learning experiences (Andrade, 2019; Yan & Brown, 2017). Previous studies have reported that self-assessment contributes positively to metacognitive awareness, reflective thinking, motivation, and academic achievement (Panadero, 2017). Nevertheless, most studies have focused on the accuracy of self-assessment and its agreement with teacher evaluations rather than its role in supporting learning regulation (H. McMillan et al., 2013; Vasu et al., 2022).

Despite its benefits, self-assessment is not without limitations. Several studies have reported that learners may overestimate or underestimate their performance, particularly when assessment criteria are unclear or when students

lack sufficient metacognitive awareness. Self-assessment may also be influenced by self-report bias and inaccurate judgments of competence. These limitations suggest that the effectiveness of self-assessment depends largely on the availability of clear performance indicators that help learners evaluate their achievements more objectively.

In language education, the Common European Framework of Reference for Languages (CEFR) provides Can Do Statements that describe learners' competencies through clear and observable performance indicators (COMMON EUROPEAN 2022). These statements help learners understand what they are able to accomplish at different proficiency levels and provide concrete criteria for evaluating learning progress (Little, 2005; Oscarson, 2009). Because Can Do Statements are expressed in learner friendly language and linked to specific competencies, they have the potential to support self-monitoring and goal setting processes, both of which are central components of Self-Regulated Learning (Butler & Winne, 1995; Piamsai & Piamsai, 2023).

Although previous studies have reported positive effects of self-assessment and CEFR implementation, limited research has examined CEFR Can Do Statements as metacognitive tools that facilitate self-monitoring, goal setting, and learning regulation, particularly within Outcome Based Education contexts (Faez et al., 2011; Glover, 2011). Furthermore, many studies have relied on either quantitative or qualitative approaches alone, providing only a partial understanding of how self-assessment influences students' learning processes.

Despite the growing body of research on self-assessment and CEFR implementation, three important gaps remain. First, most previous studies have examined self-assessment primarily from the perspective of assessment accuracy rather than its contribution to learning regulation. Second, limited research has explored how CEFR Can Do Statements function as metacognitive tools that facilitate self-monitoring, goal setting, and reflective learning within Outcome-Based Education contexts. Third, few studies have integrated quantitative and qualitative evidence to explain both the effectiveness of CEFR-based self-assessment and the mechanisms through which it influences students' Self-Regulated Learning. Addressing these gaps is essential for understanding the broader pedagogical value of CEFR Can Do Statements in higher education.

Therefore, this study investigates the effectiveness of CEFR Can Do Statements as a self-assessment strategy for enhancing students' Self-Regulated Learning within an Outcome Based Education framework. Using a mixed methods design, the study examines both the intervention's measurable impact and students' experiences during its implementation. This study contributes to the literature by positioning CEFR Can Do Statements not only as assessment descriptors but also as metacognitive tools that support self-monitoring, goal setting, and learning regulation in higher education.

Based on the identified research gaps, this study aims to examine the effectiveness of CEFR-based self-assessment using Can Do Statements in enhancing students' Self-Regulated Learning within an Outcome-Based Education framework. Specifically, the study investigates whether the implementation of CEFR Can Do Statements significantly improves students' Self-Regulated Learning, explores students' perceptions of the use of CEFR Can Do Statements in supporting their learning processes, and examines how CEFR-based self-assessment contributes to the implementation of Outcome-Based Education in higher education. By addressing these issues, the study aims to provide a more comprehensive understanding of the pedagogical and metacognitive value of CEFR Can Do Statements beyond their traditional role as language assessment descriptors.

Figure 1. Conceptual Framework of the Study

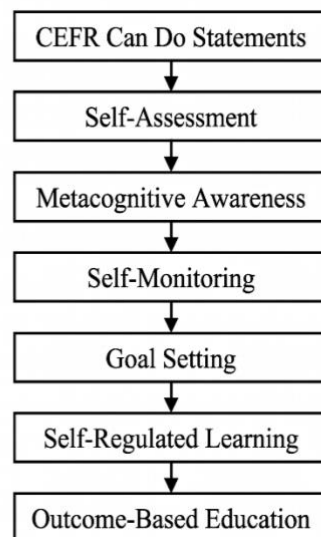


Figure 1 illustrates the conceptual relationship underlying the study. CEFR Can Do Statements serve as self-assessment tools that provide learners with clear and observable performance indicators. Through self-assessment activities, students develop greater metacognitive awareness regarding their learning progress and competencies.

This awareness supports self-monitoring and goal-setting processes, which are fundamental components of Self-Regulated Learning. As students become more capable of regulating their learning, they are better able to achieve intended learning outcomes, thereby supporting the successful implementation of Outcome-Based Education in higher education.

2. Method

This study employed a mixed methods design (Hirose & Creswell, 2023). The design was selected to obtain a comprehensive understanding of the effectiveness of CEFR Can Do Statements as a self-assessment strategy for enhancing students' Self-Regulated Learning (SRL) (Black & Wiliam, 1998). Quantitative data were collected and analyzed in the first phase, followed by qualitative data collection and analysis to explain and elaborate the quantitative findings.

Respondents

The study involved 60 undergraduate students enrolled in English for Specific Purposes (ESP) courses in the Pharmacy programs at Universitas Muhammadiyah Mataram, Indonesia. The participants were divided into an experimental group (n = 30) and a control group (n = 30). The experimental group participated in learning activities incorporating CEFR based self-assessment through Can Do Statements, while the control group received conventional instruction without the self-assessment intervention.

Sampling Technique

Participants were selected using purposive sampling. Two intact classes of second-semester students enrolled in English for Specific Purposes (ESP) courses at the Faculty of Health Sciences, Universitas Muhammadiyah Mataram, were selected because they shared similar academic backgrounds and course objectives. One class was assigned as the experimental group (n = 30), while the other served as the control group (n = 30). The selection of participants was based on course enrollment and accessibility during the research period.

Instruments

Data were collected using both quantitative and qualitative instruments. Quantitative data were obtained through a Self-Regulated Learning (SRL) questionnaire administered before and after the intervention. The questionnaire measured several dimensions of SRL, including self-monitoring, goal setting, reflective learning, motivation, and learning autonomy.

The Self-Regulated Learning (SRL) questionnaire consisted of 25 items distributed across five dimensions: self-monitoring, goal setting, reflective learning, motivation, and learning autonomy. Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated stronger levels of Self-Regulated Learning.

To ensure reliability, internal consistency analysis was conducted. The SRL questionnaire demonstrated a Cronbach's Alpha coefficient of 0.91, indicating excellent reliability. The CEFR-based self-assessment rubric also showed high reliability with a Cronbach's Alpha coefficient of 0.89.

Qualitative data were collected through classroom observations, semi structured interviews, and Focus Group Discussions (FGDs). In addition, a CEFR based self-assessment instrument consisting of Can-Do Statements was used during the intervention to help students evaluate their learning progress and identify learning goals (Glover, 2011).

Prior to implementation, all instruments were subjected to expert validation involving three experts in English language education, educational assessment, and research methodology. The experts evaluated the instruments in terms of content relevance, clarity, appropriateness, and alignment with the research objectives. Validation scores ranged from 94% to 96%, indicating that all instruments were highly valid and suitable for use in the study.

Procedures

The study was conducted over eight instructional meetings. At the beginning of the study, all participants completed a pretest SRL questionnaire. During the intervention, students in the experimental group completed CEFR based self-assessment activities using Can Do Statements at the end of each learning session. The students were encouraged to evaluate their learning achievements, identify strengths and weaknesses, and establish learning goals for subsequent sessions. Meanwhile, the control group participated in regular instructional activities without the use of CEFR based self-assessment.

Following the intervention, all participants completed the post-test SRL questionnaire. Subsequently, classroom observations, interviews, and Focus Group Discussions were conducted to obtain deeper insights into students' experiences with the self-assessment process.

Ethical Considerations

Participation in this study was voluntary. Prior to data collection, all participants were informed about the purpose and procedures of the research and agreed to participate. Confidentiality and anonymity were maintained throughout the study, and all data were reported in aggregate form. The study was conducted with permission from the Faculty of Health Sciences, Universitas Muhammadiyah Mataram.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. Normality and homogeneity tests were conducted before hypothesis testing. Paired sample t tests were used to examine differences between pre test and post test scores within groups, while independent sample t tests were employed to compare post test scores between groups. Cohen's d was calculated to determine the magnitude of the intervention effect.

Qualitative data obtained from observations, interviews, and FGDs were analyzed using thematic analysis. The findings from both phases were then integrated to explain how CEFR based self-assessment contributed to the development of students' Self-Regulated Learning.

Integration of quantitative and qualitative findings was conducted during the interpretation stage. Quantitative results were used to determine the effectiveness of the intervention, while qualitative findings were employed to explain how and why the observed changes occurred. The integration process enabled a more comprehensive understanding of the contribution of CEFR-based self-assessment to students' Self-Regulated Learning.

3. Results

The Effect of CEFR-Based Self-Assessment on Students' Self-Regulated Learning

This study investigated the effectiveness of CEFR Can Do Statements as a self-assessment strategy for enhancing students' Self-Regulated Learning (SRL) within an Outcome-Based Education framework. Quantitative data were collected through pre-test and post-test administrations of the Self-Regulated Learning questionnaire, while qualitative data were obtained through classroom observations, interviews, and Focus Group Discussions.

Pre-Test Results

Prior to the implementation of the intervention, a pre-test was administered to determine the initial level of students' Self-Regulated Learning in both groups. The descriptive statistics indicated that the experimental group obtained a mean score of 83.17 (SD = 2.78), while the control group achieved a mean score of 82.80 (SD = 2.33). The difference between the two groups was minimal, indicating that the participants began the study with relatively similar levels of Self-Regulated Learning.

The similarity of the pre-test scores suggests that both groups possessed comparable abilities in terms of self-monitoring, goal setting, learning motivation, reflective learning, and learning autonomy before the intervention was conducted. Therefore, any significant differences observed in the post-test results could

reasonably be attributed to the learning treatment implemented during the study rather than to initial differences between the groups.

Post-Test Results

Following the implementation of CEFR-based self-assessment over eight instructional meetings, post-test data were collected from both groups. The descriptive statistics revealed a substantial difference between the experimental and control groups.

The experimental group achieved a mean post-test score of 115.87 (SD = 3.28), while the control group obtained a mean score of 89.20 (SD = 2.62). The difference of 26.67 points between the two groups indicates a considerable improvement in the experimental group following the intervention.

The relatively low standard deviation values in both groups suggest that the scores were distributed consistently among participants. This finding indicates that the improvement was not limited to a small number of students but was experienced by most members of the experimental group.

Gain Score Analysis

To determine the magnitude of improvement experienced by students during the intervention, gain scores were calculated by comparing pre-test and post-test results.

The analysis revealed that students in the experimental group improved by 32.70 points, increasing from a mean score of 83.17 to 115.87. In contrast, students in the control group improved by only 6.40 points, increasing from 82.80 to 89.20.

The gain score comparison demonstrates that the experimental group experienced substantially greater development in Self-Regulated Learning than the control group. The difference in gain scores suggests that the intervention had a meaningful influence on students' learning regulation processes.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores

Group	Pre-Test Mean	Post-Test Mean	Gain Score
Experimental	83.17	115.87	32.70
Control	82.80	89.20	6.40

The results indicate that the experimental group experienced substantially greater improvement than the control group following the implementation of CEFR-based self-assessment.

Assumption Testing

Prior to conducting inferential statistical analyses, tests of normality and homogeneity were performed to ensure that the data met the assumptions required for parametric testing.

The normality test results showed significance values greater than 0.05 for all datasets, indicating that the data were normally distributed. Specifically, the significance values were 0.522 for the experimental group pre-test, 0.806 for the experimental group post-test, 0.263 for the control group pre-test, and 0.283 for the control group post-test.

In addition, the homogeneity test produced a significance value of 0.222, which exceeded the minimum threshold of 0.05. This result indicates that the variances of the two groups were homogeneous and that the data satisfied the assumptions for further inferential statistical analyses.

Table 2. Assumption Testing Results

Test	Significance Value	Interpretation
Experimental Pre-Test	.522	Normal
Experimental Post-Test	.806	Normal
Control Pre-Test	.263	Normal
Control Post-Test	.283	Normal
Homogeneity Test	.222	Homogeneous

All significance values exceeded .05, indicating that the assumptions for parametric statistical testing were satisfied.

Hypothesis Testing

To determine whether the observed differences were statistically significant, paired-sample t-tests and independent-sample t-tests were conducted.

The paired-sample t-test results indicated statistically significant differences between the pre-test and post-test scores within both groups ($p = 0.000$). These findings demonstrate that students in both groups experienced some degree of improvement over the course of the study.

However, the independent-sample t-test comparing post-test scores revealed a statistically significant difference between the experimental and control groups ($p = 0.000$). This result suggests that students who participated in CEFR-based self-assessment achieved significantly higher levels of Self-Regulated Learning than students who experienced conventional instruction.

Effect Size Analysis

In addition to statistical significance, the practical significance of the intervention was examined through effect size analysis using Cohen's *d*.

The analysis produced a Cohen's *d* value of 1.47, indicating a large practical effect according to Cohen's criteria. This finding suggests that the implementation of CEFR-based self-assessment had a substantial positive influence on students' Self-Regulated Learning. Beyond statistical significance, the effect size demonstrates that the intervention contributed meaningfully to students' self-monitoring, goal-setting, reflective learning, and learning autonomy.

Students' Perceptions of CEFR Can Do Statements

Qualitative data were collected through classroom observations, interviews, and Focus Group Discussions to explore students' experiences during the implementation of CEFR-based self-assessment. The analysis identified four major themes: self-monitoring, goal setting, reflective learning, and learning autonomy.

Self-Monitoring

One of the most frequently reported benefits of the intervention was the improvement of students' self-monitoring abilities. Students reported that the Can Do Statements helped them evaluate their learning progress more systematically and objectively.

One participant explained:

"Using the Can-Do Statements helped me understand what I had already achieved and what I still needed to improve." (Participant 12).

Another participant commented:

"I became more aware of my learning progress because I could evaluate myself after every lesson." (Participant 18)

Rather than relying on assumptions regarding their abilities, students were able to compare their performance with clearly defined indicators. As a result, they became more aware of competencies that had already been achieved and competencies that required additional practice.

Classroom observations further supported these findings. Throughout the intervention period, students increasingly demonstrated behaviors associated with self-monitoring, including checking learning objectives, reviewing previous performance, and evaluating their progress at the end of learning sessions.

Goal Setting

Another major theme identified from the qualitative data was goal setting. Students reported that the Can Do Statements provided clear learning targets and helped them establish specific objectives for future learning activities.

Several participants explained that the statements enabled them to understand what competencies were expected and what actions were necessary to achieve those competencies. Consequently, students became more focused on specific learning goals rather than engaging in learning activities without clear direction.

Observation data also revealed increased student engagement in planning learning activities and identifying areas for improvement.

Reflective Learning

The findings further revealed the development of reflective learning practices among students. Through regular self-assessment activities, students were encouraged to reflect on their strengths, weaknesses, achievements, and challenges.

Interview participants explained that they became more aware of learning difficulties and more capable of identifying strategies for improvement. Reflection activities enabled students to evaluate not only learning outcomes but also learning processes.

The observation results demonstrated increasing levels of reflection throughout the intervention period, particularly during the final meetings when students became more familiar with the self-assessment procedures.

Learning Autonomy

The final theme concerned learning autonomy. Students reported becoming more independent in managing their learning activities and evaluating their progress.

A participant stated:

“The self-assessment made me more responsible for my learning because I could clearly identify my strengths and weaknesses.” (Participant 8)

Many participants expressed greater confidence in making decisions regarding learning strategies, learning priorities, and future learning goals. Students indicated that they no longer relied exclusively on teacher feedback to evaluate their performance.

This finding was also supported by classroom observations, which showed increased student participation, responsibility, initiative, and engagement during learning activities.

4. Discussion

The findings of this study demonstrate that CEFR Can Do Statements used as a self-assessment strategy significantly enhanced students' Self-Regulated Learning (SRL) within an Outcome-Based Education (OBE) framework. The quantitative results revealed substantial improvements in the experimental group compared with the control group, while the qualitative findings provided evidence that the intervention positively influenced students' self-monitoring, goal-setting behaviors, reflective learning practices, and learning autonomy. These findings suggest that CEFR-based self-assessment plays an important role not only in assessment but also in supporting students' learning regulation processes.

One of the most significant findings concerns the improvement of students' self-monitoring abilities. Self-monitoring is widely recognized as a fundamental component of Self-Regulated Learning because it enables learners to observe, evaluate, and adjust their learning behaviors in relation to specific goals (Zimmerman, 2002). The qualitative findings revealed that students became increasingly aware of their learning progress after engaging in regular self-assessment activities. Using Can-Do Statements, learners were able to compare their current performance with clearly defined performance indicators and identify areas requiring further improvement. This process appears to have strengthened students' ability to monitor their learning in a more systematic and objective manner.

The findings support Zimmerman's (2002) model of Self-Regulated Learning, which emphasizes self-observation and self-evaluation as essential phases of learning regulation. Students who continuously monitor their performance are more likely to identify learning difficulties and implement corrective actions. In the present study, the Can-Do Statements functioned as practical tools that guided students through these monitoring processes. Unlike traditional assessment practices that rely heavily on teacher feedback, the intervention encouraged learners to become active evaluators of their own learning progress.

Another important finding relates to goal-setting behaviors. The interview and Focus Group Discussion results indicated that students became more capable of establishing specific and realistic learning goals. Goal setting has long been considered one of the most important mechanisms underlying Self-Regulated Learning because it provides learners with direction and motivation for future learning activities (Zimmerman, 2008; Panadero, 2017). The Can Do Statements appeared to transform abstract learning outcomes into concrete and understandable objectives. Consequently, students were able to identify competencies that had not yet been achieved and formulate plans to address those deficiencies.

This finding is particularly important within the context of Outcome-Based Education. One of the primary challenges in OBE implementation is ensuring that students understand the intended learning outcomes and actively work toward achieving them. In many educational settings, learning outcomes remain abstract statements that are difficult for students to translate into concrete learning actions. The present study suggests that CEFR Can Do Statements help bridge this gap by converting intended learning outcomes into observable and measurable performance indicators. As a result, students become more capable of aligning their learning efforts with the expected outcomes of the course.

The study also revealed improvements in reflective learning practices. Students reported becoming more aware of their strengths and weaknesses and more willing to evaluate the effectiveness of their learning strategies. Reflection is an essential component of metacognitive development because it enables learners to assess the effectiveness of their actions and make informed decisions regarding future learning (Andrade & Du, 2007). Through repeated self-assessment activities, students were encouraged to examine not only what they had learned but also how they had learned it. This process appears to have fostered deeper engagement with learning and greater awareness of personal learning needs.

The findings further indicate that CEFR-based self-assessment contributed to the development of learning autonomy. Students described becoming more confident in evaluating their own performance and making decisions regarding learning strategies and priorities. This finding is consistent with previous studies suggesting that self-assessment promotes learner autonomy by encouraging students to take greater responsibility for their learning (Nicol & Macfarlane-Dick, 2006). Rather than depending exclusively on teacher evaluations, students in the present study developed greater confidence in monitoring and managing their learning independently.

An important contribution of this study lies in its discussion of the illusion of competence. Previous research has shown that learners frequently overestimate their understanding and abilities when they lack objective criteria for evaluating performance (Bjork et al., 2013). Such overconfidence may prevent students from recognizing learning gaps and seeking appropriate improvement strategies. The findings of the present study suggest that CEFR Can Do Statements help reduce this problem by providing explicit and observable indicators of achievement. Through continuous comparison between their performance and the Can Do descriptors, students gained a more realistic understanding of their abilities and learning progress.

The findings also extend existing literature on self-assessment and CEFR implementation. Previous studies have primarily focused on the accuracy of self-assessment, the alignment between student and teacher evaluations, or the role of CEFR in language proficiency assessment. Comparatively little attention has been

given to the pedagogical and metacognitive functions of CEFR Can Do Statements. The present study contributes to the literature by demonstrating that Can Do Statements can serve as more than assessment descriptors. They can function as metacognitive tools that facilitate self-monitoring, goal setting, reflection, and learning regulation.

Another noteworthy contribution concerns the educational context of the study. Much of the existing research on CEFR implementation has been conducted in language education programs or proficiency testing contexts. The present study was conducted in English for Specific Purposes (ESP) courses involving Pharmacy and Midwifery students. The findings therefore suggest that the educational value of CEFR Can Do Statements extends beyond language proficiency assessment and can support broader educational objectives related to learner autonomy and self-regulated learning. This contribution is particularly relevant for higher education institutions seeking effective strategies for implementing Outcome-Based Education.

The integration of quantitative and qualitative findings strengthens the credibility of the study. The quantitative results demonstrated significant improvements in Self-Regulated Learning, while the qualitative findings provided explanations regarding how those improvements occurred. Students consistently described becoming more reflective, more goal-oriented, and more capable of monitoring their learning progress. The convergence of evidence from multiple data sources indicates that the observed improvements were not merely statistical outcomes but reflected meaningful changes in students' learning behaviors and metacognitive processes.

While the findings indicate that CEFR-based self-assessment contributed significantly to the enhancement of students' Self-Regulated Learning, alternative explanations should also be considered. The observed improvements may have been partially influenced by novelty effects, as students were introduced to a learning strategy that differed from their usual classroom experiences. In addition, increased attention associated with participation in observations, interviews, and Focus Group Discussions may have encouraged greater engagement and reflection among students. Nevertheless, the consistency of evidence obtained from quantitative and qualitative data suggests that CEFR Can Do Statements played a substantial role in supporting students' self-monitoring, goal setting, and learning autonomy.

From a pedagogical perspective, the findings suggest that CEFR-based self-assessment may serve as an effective instructional strategy for promoting learner autonomy and learning regulation in higher education. Educators can integrate Can Do Statements into classroom activities, formative assessment practices, and reflective learning tasks to encourage students to engage more actively with learning outcomes. Such practices are particularly valuable in Outcome-Based Education environments where students are expected to assume greater

responsibility for achieving intended learning outcomes.

While the findings strongly support the effectiveness of CEFR-based self-assessment, it is important to acknowledge that self-assessment is not free from limitations. Some students may initially overestimate or underestimate their abilities, particularly when they are unfamiliar with reflective learning practices. Nevertheless, the use of explicit Can Do Statements appears to reduce this limitation by providing clear and observable performance indicators that guide students' judgments.

Overall, the findings indicate that CEFR Can Do Statements should be viewed not only as assessment descriptors but also as metacognitive mechanisms that support learning regulation. By facilitating self-monitoring, goal setting, reflection, and learning autonomy, CEFR-based self-assessment provides learners with meaningful opportunities to become active participants in their learning processes. Consequently, the approach represents a promising pedagogical strategy for strengthening Self-Regulated Learning and supporting the successful implementation of Outcome-Based Education in higher education.

5. Conclusion

This study investigated the effectiveness of CEFR Can Do Statements as a self-assessment strategy for enhancing students' Self-Regulated Learning (SRL) within an Outcome Based Education (OBE) framework. The findings revealed that students who participated in CEFR based self-assessment demonstrated significantly higher levels of self-regulated learning than those who received conventional instruction. The improvement was reflected in students' self-monitoring, goal setting behaviors, reflective learning practices, and learning autonomy.

The findings suggest that CEFR Can Do Statements function not only as assessment descriptors but also as metacognitive tools that support learning regulation. By providing clear performance indicators, the statements help students monitor their progress, identify learning gaps, and establish learning goals. Consequently, CEFR based self-assessment can serve as an effective strategy for promoting learner autonomy and supporting the implementation of Outcome Based Education in higher education.

This study contributes to the growing literature on self-assessment and Self-Regulated Learning by highlighting the pedagogical value of CEFR Can Do Statements beyond language proficiency assessment. Future research may explore the long-term impact of CEFR based self-assessment across different educational contexts and disciplines.

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