



Assessment Analysis of Student Learning Outcomes in Workshop and Entrepreneurship at SMA Negeri 1 Tumpang

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Abstract

This study aims to determine: (1) The implementation of PKWU learning at SMAN 1 Tumpang. (2) Implementation of curriculum 13 at SMAN 1 Tumpang. (3) Instruments in assessing PKWU learning outcomes at SMAN 1 Tumpang. (4) The remedial process after implementing the PKWU learning outcomes assessment. (5) Assessment of PKWU from the average student. (6) Assessment of PKWU learning outcomes at SMAN 1 overlaps based on knowledge, skills, and attitudes. (7) The results of PKWU learning are direct entrepreneurship practices by students. This research is a qualitative descriptive study with data collection techniques, namely observing SMAN 1 Tumpang and conducting an interview process by one of the PKWU at SMAN 1 Tumpang. The data analysis used is a qualitative descriptive analysis technique. Teachers obtain students' practices by collecting information and knowledge directly from students.

How to Cite

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INTRODUCTION

Education is an essential aspect of the progress and condition of a country. The progress of a nation is in the hands of education, so that the ups and downs of the education system will affect the quality of the country itself. The Indonesian education system has set and established educational goals in the Unitary State of the Republic of Indonesia. In the context of educating the life of the nation to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, intelligent, creative, independent, and become democratic and responsible citizens.

Education is essential for the progress of a country, so there must be an assessment of the education process, mainly the assessment of teachers in schools, to develop the education system in Indonesia.

Based on Government Regulation Number 32 of 2013 of the Republic of Indonesia concerning Amendments to Government Regulation 19 of 2005 concerning National Education Standards, it is stated that the education evaluation standard is the minimum standard for the education system in all jurisdictions of the Republic of Indonesia.

The function and purpose of national education in Law No. 20 of 2003 concerning the national education system is a key parameter for developing national education standards.

National education standards are the basis for planning the implementation and supervision of education concerning the quality of national education. National Education Standards consist of 8 (eight) standards, one of which is the Assessment Standards contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Education Evaluation Standards.

Planning the assessment of students following the skills to be acquired and according to the principles of Assessment; Carrying out student assessments in a professional, open, educative, effective, and efficient manner and following the socio-cultural context; and Report the results of student assessments in an objective and responsible manner and have complete information.

An evaluation must be carried out to determine the success or failure of an educational program's implementation. An essential step in the assessment process is the collection of information. This step is called measurement. In pedagogical assessments, the information collected is often the result of student learning in terms of knowledge, skills, and attitudes. Information on measurement results should not be quantitative data (numbers or scores). Still, it can be qualitative data (good, moderate, lacking, etc.) through direct observation questionnaires. Or interview.

Assessment is an absolute necessity in education, mainly assessing student learning outcomes. Assessment is integral to the whole teaching and learning process and forms a system. Assessment must be seen as one of the determining factors for the success of the learning process and student learning outcomes.

Based on the Regulation of the Minister of Education and Culture Number 81A of 2013 concerning Curriculum Implementation, it is stated that the factors that need to be considered in designing the assessment are as follows:

1. The evaluation aims to measure mastery of skills, especially KD in KI3 and KI
2. The assessment uses benchmarks based on what students can do after learning, not determining one's place in the group.
3. The proposed system is a continuous evaluation system. Sustainable in the sense that all metrics are billed, and the results are then analyzed to determine what KDs have, what they don't, and what students strive for.
4. The audit results were analyzed to determine follow-up. Follow-up in the form of improvement in learning, then enrichment program for students with high achievement skills and enrichment programs for students with achievement.
5. The assessment system needs to be adapted to the learning experience gained during the learning process. For example, if learning uses a field observation task approach, the assessment must focus on both interview techniques and the results of observations close to the scene.

At the end of the teaching and learning process, student learning outcomes are measured by tests to determine the extent to which learning objectives are achieved. Finally, an assessment was conducted to assess the progress of student and teacher learning outcomes. Student learning outcomes are used to motivate students and for teachers to improve and enhance learning. The use of learning outcomes to improve and enhance learning must have the support of students, teachers, principals, and parents. This support will be received if they have complete and accurate information about learning outcomes. For this reason, reporting on the progress of students' academic achievements is essential for teachers, students' schools, and parents. After some initial comments, there was a change in the curriculum, namely from the Unit Level Curriculum (KTSP) to the 2013 curriculum, which is a single curriculum. The company's new teaching is also impactful, including assessing learning outcomes for crafts and Entrepreneurship.

The implementation of the 2013 curriculum in schools throughout Indonesia is expected to be able to replace and improve the unit-level curriculum that has been previously implemented. The implementation of the 2013 curriculum focuses on assessment in three areas, namely, the evaluation of attitudes, knowledge, and skills. All three require a complete assessment.

Regulation Minister of Education and Culture Number 81A of 2013 concerning Curriculum Implementation aims to regulate the principle of student-centeredness, fostering student creativity, creating pleasant conditions, stimulating pleasure, containing ethical values, and aesthetic logic. And kinesthetic, as well as providing a diverse learning experience by applying strategies and learning methods that are fun, contextual, effective, practical, and meaningful.

The 2013 curriculum follows the basic idea that knowledge cannot be transferred from teacher to student. Learners are subjects who can actively seek, cultivate, build and use knowledge. For this reason, learning must be related to the opportunities given to students to build knowledge in their cognitive processes. To truly understand and be able to apply knowledge, students need to be encouraged to solve problems, explore on their own, and work to realize their ideas.

The 2013 curriculum is very different from the previously established unit-level curriculum, where the 2013 curriculum is student-centered while the 2013 curriculum is teacher-centered. Teaching at the teacher unit level is the center of learning. Activity. Crafts and Entrepreneurship, or PKWU, is an emerging topic for student research, with the desire that students can produce and create more creative and innovative ways to increase the value of being sensitive to the progress of the times while appreciating the technology of local wisdom that has the ability.

Two approaches can be used in evaluating learning outputs: evaluation that refers to norms (norm-referenced assessment) and evaluation that relates to criteria (criterion-referenced assessment).

The difference between the two approaches lies in the reference used. In the evaluation that refers to the norm, the interpretation of the student's evaluation output is associated with the evaluation output of all students using the same sense of the assessment. So, the output of all students is used as a reference. Meanwhile, evaluation refers to criteria or benchmarks; the interpretation of evaluation outputs depends on whether or to what extent a student achieves or masters the criteria or benchmarks that have been influenced. The requirements or benchmarks are formulated on competencies or learning outputs in a competency-based curriculum.

In the application of a competency-based curriculum, the evaluation approach used is an evaluation that refers to criteria or benchmarks. In this case, student achievement is influenced by the requirements set for the dominance of a competency. However, sometimes, it can be used for standard reference evaluation, for specific purposes directly related to its use, for example, to determine which students belong to a study group, to group students in learning activities, and to select students who represent schools in inter-school competitions.

Based on this, the authors are interested in conducting research entitled: *"Analysis of Assessment of Student Learning Outcomes in Craft and Entrepreneurship Subjects at SMA Negeri 1 Tumpang."*

METHODS

The author of this study uses a qualitative descriptive method in the form of research with a case study method or approach. Case studies themselves are included in descriptive-analytical research. Namely, research focused on a particular case to be observed and analyzed carefully before completion. The case study requires a sharp analysis of the various factors related to the case to obtain

an accurate conclusion. The results will only apply to the case under investigation as case study data was collected or obtained from multiple sources. Research subjects in case studies can be individuals, groups of institutions, or communities.

Research

The techniques used in this study were in-depth interviews. Researchers use interview techniques to obtain information from informants who will be studied directly or face to face. By using the in-depth interview technique, the researcher hopes to understand significantly and deeply the individual perceptions, feelings, and knowledge of research informants. The researcher uses in-depth interviews because later, the researcher will directly interview the Craft and Entrepreneurship subject (PKWU) teacher. Therefore, in-depth interviews are needed to find out things related to research on the results of the assessment of students in more detail.

Research Procedures Data Collection Techniques

1. Observations

Observations made in this study were straightforward. In practice, the researcher will frankly state that he is researching data sources. Observation activities are carried out by observing and recording an event or activity that is being carried out by the research subject. Observation activities in this study were in the form of observing the assessment of student learning outcomes in the subjects of Craft and Entrepreneurship conducted by PKWU subject teachers at SMA Negeri 1 Tumpang to find out firsthand how the assessment results were described.

2. Interviews

In this study, researchers will conduct in-depth interviews with the subjects in this study, namely **Enik Tresnawati, S.PT; Hartini Dewi, S.Pd; and Zul Masula, S.Pd** as teachers who teach Craft and Entrepreneurship subjects to students of SMA Negeri 1 Tumpang. Interviews in this study were intended to obtain information about the process of assessing student learning outcomes in PKWU subjects by asking several questions directly according to the interview instrument that had been previously designed.

Data Analysis Data

Analysis is systematically compiling data from the results of interviews, field notes, and other findings so that they are easily understood by themselves or others. The data analysis technique carried out in the study is the data analysis technique of the Miles and Huberman model, where the analysis is carried out interactively and takes place continuously (Sugiyono, 2012: 219). There are several processes in data analysis, namely as follows:

1. Data Reduction (Data Reduction)

Reducing data by summarizing, choosing the main things, and focusing on them makes it easier for researchers to collect data.

2. Data Display The

presentation of data is done by compiling the data obtained into a pattern of relationships so that the data obtained will be easier to understand. This study presents the data as a description of the results of the analysis and discussion studied by the researcher.

3. Conclusion Drawing

The final step in the data analysis process is concluding and verifying the data that has been obtained. Conclusions are drawn by looking at the data and questioning them again by reviewing the field notes at a glance with a more accurate understanding.

Validity and Reliability

Validity and reliability refer to the data quality problem and the accuracy of the methods used to conduct research. The quality of the data and the accuracy of the methods used to carry out the research are essential, especially in social science research, because of the different philosophical and methodological approaches to studying human activity.

1) Credibility

The criterion of credibility involves determining that the results of qualitative research are credible or trustworthy from the perspective of the participants in the study. Credibility is used to determine the validity of the data or ensure the output of data obtained in the field using triangulation. Because from this perspective, the purpose of qualitative research is to describe or understand phenomena that attract attention from the participant's point of view. The participants are the only people who can legitimately judge the credibility of the research results. Strategies to increase the credibility of the data include extended observations, research persistence, triangulation, poetry with colleagues, negative case analysis, and member checking.

2) Transferability

This transferability is an external validity in quantitative research. External validity indicates the degree of accuracy or the application of research results to the population where the sample is taken. This transfer value relates to the question of to what extent the research results can be applied or used in other situations. For naturalistic researchers, transfer value depends on the user to the extent that the research results can be used in different social contexts and situations. Therefore, so that other people can understand the results of qualitative research and that it is possible to apply the research results, the researcher must provide a detailed, clearly systematic description in his report. If it is trusted, the reader will become clear on the research results, so they can decide whether or not to apply the results elsewhere. Transferability criteria refer to the level of ability of qualitative research results to be generalized or transferred to other contexts or settings. From a qualitative perspective, transferability is one's responsibility to generalize. Qualitative research can increase transferability by describing the research context and assumptions central to the research. People who wish to transfer research results to different contexts are responsible for making decisions

about how the transfer makes sense. If the reader of the research report gets such a clear picture of "what kind" of research results can be applied (transferability), then the report meets the transferability standard.

3) Dependability

Dependability criteria are the same as reliability in qualitative research. Reliable research is if other people can reduce or replicate the research process. In qualitative research, the dependability test is carried out by auditing the entire research process. It often happens that researchers do not carry out research in the field but can provide research data such as this dependability test. The research is unreliable if the research process is not carried out, but the data is there. For this reason, dependability testing is carried out by conducting an audit of the entire research process. The method is carried out by an independent auditor or guide for the overall audit of the researcher's activities in conducting research. How researchers

determine the problem or focus, enter the field, determine data sources, perform data analysis, and test the validity of the data to make conclusions must be appointed by the researcher. If your researcher has or cannot show traces of field activity or research results, the dependability is necessary, questionable, or doubtful.

The traditional quantitative view of reliability is based on the assumption of repeatability or replicability. Essentially, it concerns whether we get the same result if we make the same observation a second time. However, we can't do the same thing by definition. If we take a measurement twice, we're measuring two different things. To establish quantitative analytic reliability, various hypothetical minds are usually constructed to accomplish this.

4) Confirmability

Confirmability testing in quantitative research is called research objectivity. Research is considered objective if many people have agreed upon the research results. In qualitative research, the confirmability test is similar to the dependability test, so the tests can be carried out simultaneously. Testing confirmability means testing research results associated with the process carried out. If the research results are a function of the research process, then the research has met the confirmability standard.

RESULTS AND DISCUSSION

According to the results of data collection carried out by interviewing Mrs. EnikTresnawati, S.PT, as a teacher of Craft and Entrepreneurship subjects and conducting direct observations at SMAN 1 Tumpang, with interview questions as follows:

- 1) How is the implementation of PKWU learning? Is it well implemented and conducive?

- 2) Does the learning system at SMAN 1 overlap using the 13 bu curriculum? If yes, can you explain a little about the effectiveness of the curriculum in learning?
- 3) What are the instruments used in assessing PKWU learning outcomes, ma'am? Do you use formative tests, oral tests, or what?
- 4) Is there a remedial process after implementing the PKWU learning outcomes assessment? If so, what is the form of the remedy?
- 5) How is the assessment of the learning outcomes of some students on average? Are they all good at mastering the material?
- 6) Is the Assessment of PKWU learning outcomes at SMAN 1 overlapping assessed as balanced based on knowledge, skills, and attitudes?
- 7) Are there any students who have pioneered or have just started entrepreneurship related to the material obtained?

We get the results:

1. The implementation of PKWU learning at SMAN 1 Tumpang

Based on the research results, the implementation of PKWU learning at SMAN 1 Tumpang from an online perspective causes students to be unable to practice directly. It must be replaced by making practice videos, especially within one year. This year, due to the COVID-19 virus. Students can practice selling directly for the food modification lesson chapter if it is not online. In the implementation of learning, PKWU at SMAN 1 Tumpang is good and conducive, but sometimes, some students only make attendance and disappear from learning through Zoom meetings.

2. Implementation of Curriculum 13 at SMAN 1 Tumpang

Based on the research results, implementing curriculum 13 at SMAN 1 Tumpang has been very effective. In PKWU subjects, the learning process is often associated with everyday life to make students understand and understand the meaning of the learning.

3. Instruments in assessing PKWU learning outcomes at SMAN 1 Tumpang

Based on research results, instruments in assessing PKWU learning outcomes at SMAN 1 Tumpang currently prioritize written tests (formative tests), different from before the pandemic, namely by using direct oral tests. The oral test itself is a more effective assessment instrument because students not only answer through theoretical understanding but can also develop by answering and giving ideas directly through the student's thoughts and understanding.

4. The remedial process after the implementation of the PKWU learning outcomes assessment

Based on the study results, there is a remedial process after the PKWU learning outcomes assessment at SMAN 1 Tumpang. Daily tests are usually remedial; oral tests make the evaluation more logical and shorten the time. For the mid-semester and end-of-semester tests, remedies are held afterward for students who still lack value.

5. Assessment of PKWU learning outcomes from the average student

Based on the study results, the Assessment of PKWU from the average student at SMAN 1 Tumpang is good. Still, some children may lack motivation and enthusiasm for learning, so all students cannot be generalized thoughts and abilities in each class. As a teacher, you still have to facilitate students with problems with a lack of motivation and enthusiasm for learning so that each student can continue developing and understanding PKWU learning well.

6. The Assessment of PKWU learning outcomes at SMAN 1 overlaps based on knowledge, skills, and attitudes.

From the results of the study, the Assessment of PKWU learning outcomes in SMAN 1 overlaps based on knowledge, skills, and attitudes in theory because students can read and understand the lesson. However, from a practical point of view, it is still not balanced. In theory, maybe the students already understand, but when in practice, not all students can realize entrepreneurship and have the skills there.

7. The results of PKWU learning are in the form of direct entrepreneurship practices by students.

Based on research, the results of PKWU learning are in the form of direct entrepreneurship practices by students, for example, material about sales promotions; when teachers study promotional sales materials, it is accompanied by asking whether any of the students already have businesses. And start selling? If there is, the teacher will dig up information and knowledge there. Provide new insights as input for students who sell and start their business by discussing it in class so that other students can also understand what direct selling practices are like.

CONCLUSION

Based on the formulation of the problem and the previous discussion, it can be concluded that:

1. The implementation of PKWU learning at SMAN 1 Tumpang from an online perspective causes students to be unable to practice directly. It must be replaced by making practice videos, especially within this one year due to the COVID virus -19.
2. Implementing curriculum 13 at SMAN 1 Tumpang has been very effective in learning that is often associated with everyday life.
3. Instruments in the Assessment of 1 Tumpang currently prioritize the written test (PKWU learning outcomes test at formative SMAN).
4. After implementing the PKWU learning outcomes assessment at SMAN 1 Tumpang, there is a remedial process. Daily tests are usually remedial, and oral examinations make the evaluation more logical and shorten the time.
5. Learning PKWU from the average student at SMAN 1 Tumpang is good. Still, some children may lack motivation and enthusiasm for learning, so in each class, all students can't generalize their thoughts and abilities.

6. The Assessment of PKWU learning outcomes at SMAN 1 overlaps based on knowledge, skills, and attitudes in theory, but it is still not fully balanced in practice.
7. The results of PKWU learning in the form of direct entrepreneurship practices by students are obtained by teachers from digging up information and knowledge directly from students who have started to open businesses and then studied together in class with other students.

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