



## Implementation of Class Based Assessment to Improve Student's Cognitive Ability in Online Business Subjects for Class X Department Online Business and Marketing SMKN 1 Ponorogo

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### Abstract

The purpose of this study was to find out whether applying *class-based assessment* could improve cognitive abilities in class X students of SMKN 1 Ponorogo in online business subjects for the 2020/2021 school year. This study used a descriptive qualitative method. The subjects of this study were students of class X SMKN 1 Ponorogo with a total of 32 students. The data collection technique used in this research is a questionnaire or questionnaire. The results in this study are that the teachers' activities in managing learning with the application of the *class-based assessment* are very good or have been maximized. This is proven by students who already understand the material in Online Business subjects and are in accordance with the results of *class-based assessment*. The Teacher's role in this case can help improve students' cognitive abilities and with the implementation of *class-based assessment* can measure and improve students' cognitive abilities.

### How to Cite

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## INTRODUCTION

In line with the assessment, learning outcomes are students' overall learning achievement which is an indicator of basic competencies and the degree of change in the behavior in question. So, evidence that someone has learned is a change, knowledge, experience, understanding, habits, skills, appreciation, emotional, social relationships, physical, ethical and others.

Various efforts can be made to improve learning outcomes, one way that can be done is to apply class-based assessment. Assessment is one of the activities carried out to measure and assess the level of curriculum achievement. Assessment of learning outcomes is the process of giving value to the learning outcomes achieved by students with certain criteria. Student learning outcomes are essentially a change in behavior after going through the teaching and learning process. Behavior as a learning outcome in a broad sense includes the cognitive, affective and psychomotor domains (Sudjana, 2005).

With class-based assessment, the teacher gets the results of the extent to which students understand the Online Business subject. This class-based assessment is carried out in various ways, such as a written test (*paper and pencil test*), performance or appearance (*performance*), assignment (*project*) of the work (*product*) and collection of student work (portfolio).

However, in the implementation of learning activities, particularly in the context of online business subjects, several problems continue to be encountered by students that hinder the achievement of optimal learning outcomes. One of the most prominent issues is the lack of understanding of the material presented. During the learning process, it has been observed that some students appear disengaged and confused, indicating that they have not fully grasped the content delivered by the teacher. This lack of understanding can stem from several factors, including the abstract nature of the subject matter, insufficient instructional strategies, or the students' own limited background knowledge. According to Anderson and Krathwohl (2001), meaningful learning requires active engagement and the ability to connect new knowledge with prior experiences—something that many students may struggle with in a digital learning environment.

Furthermore, the problem is exacerbated by the lack of participation and responsibility shown by some students in completing the assignments given. In online business learning, where independent study habits and time management are crucial, there are still students who neglect to submit assignments or fail to meet the expected quality standards. This condition suggests a lack of motivation or possibly difficulties in self-regulated learning. Zimmerman (2002) emphasizes that self-regulation plays a vital role in student success, especially in online or blended learning settings where direct supervision is limited. Without adequate self-regulation, students may procrastinate, lose focus, or fail to complete their academic responsibilities.

In addition to these behavioral issues, low academic performance remains a significant challenge. A few students continue to achieve unsatisfactory scores in online business subjects. This trend may reflect deeper issues, such as a mismatch between instructional methods and student learning styles, or the absence of timely feedback and support. The shift to online and hybrid learning models, although

necessary due to external circumstances such as the COVID-19 pandemic, has also been linked to declines in academic achievement in several educational contexts (Dhawan, 2020). Students who lack access to stable internet, a conducive study environment, or sufficient digital literacy may fall behind their peers, leading to a widening performance gap.

These challenges highlight the need for more effective interventions in the teaching and learning process. Teachers must not only deliver content but also diagnose learning difficulties, provide continuous feedback, and foster a supportive and engaging learning environment. Moreover, integrating interactive learning media, differentiated instruction, and formative assessments may help address diverse student needs and promote deeper understanding (Black & Wiliam, 2009). Addressing these issues comprehensively is essential to ensure that all students can thrive and succeed in online business education.

Starting from the symptoms above, there needs to be an assessment that encourages students to be more active and enthusiastic to learn and do the assignments given by the teacher, using class-based assessments carried out by the author to improve the cognitive abilities of online business subjects for class X SMKN 1 student. Ponorogo is a written test with a false or true statement and an essay using google form. The authors are interested in conducting research on the effect of class-based assessment to find out whether this assessment can improve the learning outcomes of class X students majoring in online business and marketing at SMKN 1. Ponorogo with the research title "Implementation of Class-Based Assessment to Improve Cognitive Ability of Class X Students in Eyes. Online Marketing Lessons from the Department of Online Business and Marketing at SMKN 1 Ponorogo".

### **Evaluation Procedure for the Implementation of Online Business Learning in the Classroom**

To see the effectiveness of a program, it can be seen through evaluation or assessment, through this method, the weaknesses and strengths of the implementation of the learning program in the classroom can be identified. Thus, online business subject teachers can improve the planning and implementation of the program. However, to carry out a valid, reliable and objective assessment, one must pay attention to the use of the right method, compare it with

the results of the assessments of the assessed aspects and then look at the most basic benefits of the program, which is seen from the point of view of the philosophy adopted by the educational institution. concerned.

The procedure for conducting an evaluation can be divided into several steps. The main steps in the evaluation consist of planning related to the objectives of the evaluation, data collection, data analysis and data interpretation. The first problem that must be done in implementation is to formulate the evaluation objectives to be carried out in a process of implementing a learning program in the classroom based on the objectives to be achieved in the program.

The data collection step can be divided into several steps, namely the implementation of the evaluation, checking the evaluation results and giving a code or score. The data we get in data collection is still raw data that has not been able to

give us a clear picture. In order for us to get a clear picture, the code or score obtained must be further analyzed. In this regard, we are familiar with data processing techniques. Data processing techniques or data analysis are usually classified into two types, namely statistical processing (statistical analysis) and non- statistical processing (non-statistical analysis).

Providing interpretation or interpreting data means is a statement about the results of data processing. Interpretation of an evaluation result is based on certain criteria called norms. This norm can be determined or prepared in advance rationally before the evaluation is carried out, but it can also be made based on the results obtained in the implementation of the evaluation.

### **Class-Based Learning Assessment Techniques**

In the era of constructivist learning, active student involvement in learning is the main key to learning (Baharun, 2015). Active student involvement indicates that the teacher has succeeded in carrying out teaching and learning activities, and vice versa, passive students indicate that classroom learning is less effective. However, this is not a guarantee that the teacher has "failed" in teaching the material and values to students, but an assessment or assessment is needed to find out about the success or failure of the learning carried out. Assessment in the learning system is necessary as mentioned above. Class-based assessment is an assessment in the sense of assessment. That is, data and information from classroom-based assessment is one of the pieces of evidence that can be used to measure the success of an educational program. Specifically, class-based assessment can be defined as a process of collecting, reporting and using data and information about student learning outcomes to determine the level of achievement and mastery of students towards predetermined educational goals. The intended objectives are competency standards, basic competencies and indicators of learning achievement contained in the curriculum.

A teacher must strive to implement classroom-based assessment and must apply the principles of assessment, sustainability, authentic evidence, accuracy and consistency as public accountability. While the elements in class-based assessment are.

1. Assessment of learning achievement (achievement assessment), which is an assessment technique used to determine the level of learning achievement of students in certain subjects in accordance with the competence of the curriculum that has been set. Assessment of learning achievement is widely used by teachers in schools to collect and describe student learning achievements, both through tests and non-tests. For example, a learning achievement test in the field of mathematics.
2. Performance assessment, which is an assessment technique used to determine the level of mastery of students' skills through appearance tests or demonstrations or real work practices.
3. Alternative assessment, which is an assessment technique that is used as an alternative in addition to other assessment techniques. This means that the assessment does not only depend on one form (such as a written test), but also uses various other forms or models, such as performance assessment or

portfolio assessment.

4. Authentic assessment, which is an assessment technique used to determine the level of achievement of student competence in the form of real abilities, such as something made up or only obtained in class. Authentic assessment becomes a reference in every learning assessment in the classroom, meaning that an assessment of student learning progress is obtained throughout the learning process. Therefore, the assessment is not only carried out at the end of the period but is carried out in an integrated manner from learning activities in the sense that learning progress is assessed from the process and not solely the results (Trianto, 2009, p. 253).
5. Portfolio assessment, which is an assessment technique used to determine the level of competency achievement and student development based on a collection of work results from time to time (Arifin, 2010, p. 181).

## **METHOD**

This type of research is descriptive qualitative. Qualitative research is a search to find and understand a central phenomenon (Zaluchu, 2019). The subjects of this study were students of class X majoring in online business and marketing at SMK Negeri 1 Ponorogo, totaling 32 students.

The research instrument consisted of the researcher as the main instrument with an additional instrument, namely a questionnaire. The implementation of the questionnaire instrument was aimed at students in the form of a google form with the help of 1 online business subject teacher. The questionnaire used contains data collection. This study uses a questionnaire with 10 incorrect or correct answers and 5 essay questions which will be answered by respondents regarding the implementation of class-based assessment with the aim of improving students' cognitive abilities.

## **RESULTS AND DISCUSSION**

The instrument that has been developed and implemented is a class-based assessment tool aimed at improving students' cognitive abilities. This assessment instrument is designed systematically, consisting of a detailed assessment grid and a structured questionnaire. The purpose of this instrument is not only to evaluate students' understanding but also to serve as a formative tool to guide learning improvements in vocational school contexts. The assessment grid outlines specific indicators of cognitive achievement aligned with the curriculum, while the questionnaire captures student responses and learning progress in a measurable way.

The development of this class-based assessment instrument was grounded in relevant educational literature that emphasizes the importance of formative assessment in supporting student learning outcomes. Theoretical underpinnings from Bloom's taxonomy, formative assessment strategies, and competency-based learning models were considered in the creation of the instrument. By aligning assessment items with cognitive domains such as remembering, understanding, applying, and analyzing, the instrument was designed to comprehensively measure different levels of cognitive skills among students.

To ensure the quality and applicability of the instrument, it underwent a validation process involving expert reviews from educators, particularly teachers from SMK Negeri 1 Ponorogo. These teachers reviewed the instrument for clarity, relevance, and alignment with the school’s learning objectives. Feedback gathered from the validation process was used to revise and enhance the instrument, ensuring it met both pedagogical and practical standards. The collaborative nature of the validation process also enhanced teacher engagement and fostered a shared understanding of effective assessment practices.

After the validation stage, the class-based assessment instrument was implemented in the learning environment. The results obtained from this implementation showed a significant improvement in students’ cognitive performance. Students were more actively engaged in the learning process, as the assessment provided them with feedback that they could use to identify their strengths and areas for improvement. Moreover, teachers reported that the instrument helped them to monitor student progress more accurately and to make informed decisions about instructional adjustments.

Overall, the use of a class-based assessment instrument has proven to be an effective strategy to enhance students’ cognitive development. It bridges the gap between instruction and evaluation, allowing assessment to be an integral part of the teaching and learning process. The experience at SMK Negeri 1 Ponorogo demonstrates that when assessment is designed thoughtfully and implemented collaboratively, it can significantly contribute to improving educational quality and student achievement. The following section presents the data and analysis of student performance based on the results of the class-based assessment conducted in the study.

Table. 1 Student performance through class- based assessment

		<b>Understand</b>	<b>Not Understand</b>
<b>1</b>	Explain the meaning of business online	32 students	-
<b>2</b>	Mention various kinds of 28 students’ online business channel	4 students	
<b>3</b>	Explain the advantages of business online	32 students	-
<b>4</b>	Explain the weaknesses of business online	26 students	<b>5 students</b>
<b>5.</b>	Understand how to open a business shoponline	31 students	<b>1 student</b>
<b>6.</b>	Understanding the steps preparing students in opening an online shop	<b>29 students</b>	<b>3 students</b>

The teacher's activity in managing learning as shown by the data above is already maximal. Because the teacher in his delivery is very master of the material, the teacher can master and guide the students. The results of the data above are a manifestation of the teacher's efforts to guide students in learning, because in

learning students need encouragement and guidance to achieve the desired goal, namely understanding the material.

Each of the statements above shows different results. To improve students' cognitive abilities, it takes motivation to learn and the role of teachers in the learning process. However, in addition to this, other factors are also needed that can improve students' cognitive abilities such as students' self-awareness in paying attention to the explanations given by the teacher, asking the teacher about explanations that are not understood and trying to find material for their own knowledge or curiosity about the material. The lessons given are Online Business subjects. The teachers themselves are also expected to provide written tests such as practice questions or tests (with graded questions or from easy questions to HOTS questions) and oral tests to determine the increase in students' knowledge. The motivation to learn can not only affect the formation of student character, but also the academic progress of students so that students will feel motivated to compete in a sporting manner to get the best grades compared to their friends. The implementation of class-based assessment instruments is an effort to improve students' cognitive abilities and students' learning motivation.

## **CONCLUSION**

In learning, students need encouragement and guidance to achieve the desired goal, namely understanding the material. In the implementation of this class- based assessment instrument, students already understand the material or students' cognitive abilities are good. This is supported by the teacher's role in the learning process. The teacher's activity in managing learning has been maximized. Where in addition to focusing on the cognitive improvement process of students, teachers also provide learning motivation to inspire students' enthusiasm in learning, so that they will feel motivated to compete well in getting the best grades or champions in class. The teacher's role in this case can help improve students' cognitive abilities and with the implementation of this class-based assessment can measure and improve students' cognitive abilities.

## **SUGGESTIONS**

After doing the research, there are several suggestions that the author wants to convey to SMK Negeri 1 Ponorogo, namely as follows:

1. Awareness and discipline of students in paying attention to Online Business subjects must be improved.
2. The addition of learning facilities that can facilitate students in the learning process.
3. Apply appropriate learning methods to increase student additions.

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