



Classroom Action Research Journal 6(1) (2024) 30-39

# Classroom Action Research Journal



## The Influence of the Assessment Project on Psychomotor Ability in Online Business Subjects at SMK 17 August 1945 Banyuwangi

Ardiansya Fandi Prayoga<sup>1</sup>, Fiyana Pratama Adi Putra<sup>1</sup>, Nurdian Susilowati<sup>2</sup>

DOI: 10.17977/um013v6i12024p30-39

<sup>1</sup>Faculty of Economics, Universitas Negeri Malang, Indonesia

<sup>2</sup>Faculty of Economics and Business, Universitas Negeri Semarang, Indonesia

### History Article

Received 7 February 2024

Accepted 30 March 2024

Published 26 April 2024

### Keywords

*Authentic Assessment,  
Project, Psychomotor  
Competence.*

### Abstract

Assessment is an integral part of the learning process. Project assessment is part of an authentic assessment, which is one of the psychomotor competency assessments. Project appraisal is a task that must be completed within a certain period. The task is in the form of an investigation from collecting, organizing, evaluating, to presenting data. Psychomotor abilities are abilities that include movement behavior and physical coordination, motor skills and physical abilities of a person. Skills that develop if often practiced can be measured based on distance, speed, accuracy, technique and method of execution. Based on the observations, it was found that currently they are developing project assessments as one of the assessments of students' skills. Which means that the assessment has not used project appraisal. and this is an interesting thing, whether the application of the assessment project can increase students' abilities in terms of doing business online or vice versa. The location and subject of this research are Class X Students of Online Business Subject in the Field of Marketing Expertise at SMK 17 August 1945 Banyuwangi. Data collection uses instrument validation sheets to measure validity, teacher response questionnaire sheets to measure the practicality of assessment instruments, and student project assignment data analysis to measure the effectiveness of assessment instruments. The data obtained were analyzed with validity, reliability, practicality and multiple linear regression analysis techniques.

### How to Cite

Fandi Prayoga, Ardiansyah & Putra Adi, Pratama Fiyana. (2024). The Influence of the Assessment Project on Psychomotor Ability in Online Business Subjects at SMK 17 August 1945 Banyuwangi. *Classroom Action Research Journal*. 6(1), 30-39

Correspondent Email:

[nurdiansusilowati@mail.unnes.ac.id](mailto:nurdiansusilowati@mail.unnes.ac.id)

e-ISSN 2598-4195



## INTRODUCTION

Education is an effort to improve the quality of human resources. Through education, humans can find out new things to face all the challenges that are around them in accordance with the times. Quality education will produce superior human resources in all aspects of life so that it will create a generation of nations that are ready to compete in terms of technology and science as well as the economy.

Success in education is one of the determining factors in achieving national development goals, namely the intellectual life of the nation as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia, 4th paragraph. To realize the above goals, the government, through the Ministry of National Education, carries out reforms and innovations in the field of education, one of which is the birth of the 2013 Curriculum. The 2013 curriculum aims to prepare students to think creatively, innovatively, productively and effectively and to be able to contribute to the life of society, nation and state., and world civilization.

Along with these changes, in the 2013 curriculum there are changes in terms of conducting assessments, from test assessments to authentic assessments. Authentic means the actual situation, namely the abilities or skills possessed by students. The ability of students includes affective, cognitive, and psychomotor aspects. Thus, teachers are expected to be able to apply authentic assessments to assess students' mastery of knowledge, skills, and attitudes in accordance with the demands of the core competencies and basic competencies of each subject.

The assessment project assessment is part of an authentic assessment, which is one of the assessments for the psychomotor domain of students. Project appraisal is a task that must be completed within a certain period. The task is in the form of an investigation from collecting, organizing, evaluating, to presenting data.

When carrying out project appraisal, the assessment is divided into process assessment and product assessment. Process appraisal is related to work steps and personal aspects, while product appraisal is related to work results. Students' problem-solving skills can be assessed when completing assignments/projects given by the teacher. Psychomotor abilities are abilities that include movement behavior and physical coordination, motor skills and physical abilities of a person. Skills that develop if often practiced can be measured based on distance, speed, accuracy, technique and method of execution. Project assessment to improve students' psychomotor abilities becomes an appropriate alternative assessment to encourage students to have good psychomotor abilities. Psychomotor ability is one of the areas of educational assessment in Indonesia.

Based on observations carried out at the Marketing Department of the Online Business Map of SMK 17 August 1945, Banyuwangi, that the school has implemented the 2013 Curriculum in classroom learning activities and is currently developing project assessments as one of the assessments of student skills. Which means that the assessment has not used appraisal project and this is an interesting thing, whether the application of the assessment project can improve students' psychomotor abilities or vice versa.

Based on this, the researcher is interested in conducting research entitled "Application of Assessment Projects in Improving Psychomotor Ability in Online Business Subjects for Vocational High School 17 August 1945 Banyuwangi". The

purpose of this study was to analyze the Application of Assessment Projects in Improving Psychomotor Ability in Online Business Subjects at SMK 17 August 1945 Banyuwangi.

This research is expected to provide benefits both in terms of theoretical and practical. Theoretically, the results of this study are expected to provide information for future research, especially those who are interested in research. And practically for schools this research is expected to provide useful information for making policy assessment methods for students. For researchers the results of this study as a science that is studied theoretically in lectures and can be used as a reference for the implementation of a better education.

### **Project Assessment**

#### 1.1. Definition of Learning

Learning is an interaction activity between students and teachers and is supported by learning resources in a certain environment. The learning activities consist of several arrangements consisting of planning, teaching and learning activities and evaluations that have been determined and adapted to the conditions and levels that have been prepared by a teacher to be able to determine the achievements of the results that have been obtained by students. Then in the stage of determining the results achieved, the stage that discusses related to these problems is the evaluation stage as a form of careful consideration for achieving the desired goals.

Based on evaluation, which is a test of the progress of what has been done to determine a definite or complete value, this value is an indicator of whether the learning objectives have been achieved. After that, it will be seen what really needs to be developed to support more effective and useful learning in further learning. Through regular evaluations, learning now has a character that has developed through updated models, one of which is the latest learning model that has been applied to every school, namely project-based learning. Then with the enactment of PermendikbudNo. 22 of 2016 it is stated that the learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of students. Thus, a learning project emerged which was considered sufficient to support the objectives of the regulation.

#### 1.2 Definition of Assessment Project

Assessment is an activity that is inseparable from teaching and learning activities in general, because the effectiveness of teaching and learning activities depends on assessment activities. Teaching and learning activities will be effective if supported by effective assessment activities as well. This fact shows that a teacher conducts assessment activities only to fulfill formal obligations, namely determining the value for his students and determining the eligibility of students to get to a higher level. Therefore, when viewed from the statement, it turns out that there are still teachers who do not understand correctly for the purpose of the assessment activities and know which conditions need to be assessed and what benefits can be taken from the assessment activities for the learning that has been carried out.

For this reason, it is necessary to have an assessment model that does not only make the moment of the exam a measure of student success in learning but also

needs an evaluation that can really know the level of success of students in the learning process. Then the application of traditional assessments that are often used, namely written test assessments, product assessments, and many other things are still lacking to ensure that students are worthy and meet the standards of achievement in the learning objectives. What is urgently needed at this time is an assessment effort that can indeed be understood by teachers and can cover several aspects into one, so this project assessment is estimated to be a form of development from the previous assessment which is still quite effective until now.

Project assessment is an activity of assessing a task that includes several competencies that must be completed by students within a certain period. An assessment that has been updated through a project learning model system that can now be synchronized with students' daily lives. Learning based on the experience gained by students will also encourage various ideas related to the development of each lesson. In addition to the experience gained from project experiments, students will also be skilled in dealing with problems that occur in a broad scope so that students can know the potential that can be applied to create inventions that may be more effective than previous discoveries. Based on observations made on learning in schools and the data obtained related to the assessment project assessment, almost every school has implemented it. because it has also been described in the Minister of Education and Culture no. 23 of 2016 which stated that project assessment is one way to assess the skills aspect of students.

## **METHODS**

### **Research Subjects**

What is meant by research subjects are people, places, or objects that are observed in the context of machining as targets (Indonesian Dictionary, 1989: 862). The subjects of this research are Class 10 Students of Online Business Mapel SMK 17 August 1945 Banyuwangi which consists of 1 class.

### **Research Object**

The object of research is the object of research (Indonesian Dictionary; 1989: 622). According to (Supranto 2000: 21). The research objects in this study include:

- 1) the validity of the research instruments used, the
- 2) reliability of the assessment instruments used, the
- 3) practicality of the assessment instruments used,
- 4) multiple linear regression

### **Data Collection**

Methods The data collection in this research are as follows:

- a. Observation observations aim to obtain more detailed data on the object of research as well as direct evidence of information or information obtained previously. In collecting data by observation with certainty and in more detail, the researcher also applies the role of being an object with other objects, namely being as if a student being studied and being able to directly observe the objects around him directly.
- b. This research interview also collects data by using the interview method to experts in various fields, for example to a teacher who teaches certain subjects. In this regard, the aim is to obtain additional data that can indeed support other data so that the determination of the solution to this problem can be known more clearly.

- c. Documentation. The data developed in this study were also tested by including several examples of relevant models in book reviews or previous studies. because reviewing the previous problem will provide a breakthrough that is more unique and may be applied to this research.

### Data

Analysis Data analysis is a form of how to get the data needed as a means of supporting the completion of topics that will be discussed later. Of course, it will be needed even closely in every scientific study to determine the presentation of data related to the problems to be discussed. The researcher conducted an assessment using qualitative data which was used as the primary data source. According to Sugiyono (2018:456) Primary data is a data source that directly provides data to data collectors. The data were collected by the researcher directly from the first source or the place where the research object was carried out. Researchers used the results of interviews obtained from informants regarding the research topic as primary data.

## RESULT AND DISCUSSION

### A. Results

#### 1) Testing the Validity of Assessment Instruments

##### a. Validator

Table 1. Validator

Name	Professional	Place
Haris Budi Utomo M. Pd	Teacher	SMKN 1 Banyuwangi

##### b. Result of Validity of Assessment Instrument

Table. 2 Result of Validity of Assessment Instrument

No	Aspect of Assessment	Assessment Validator
1.	Content	5
2.	Construct	4.3
3.	Language	4.3
<b>Average Value</b>		4.53

Based on the results obtained above, data analysis was carried out and obtained an average value the mean of validators is 4.53. Referring to the table of validity criteria, the assessment instrument is in the valid category with a value of 2.5 V 5.

#### 2) Reliability Test of Assessment Instruments Reliability

Test is used to measure the level of confidence of a research instrument. In this study, SPSS 25 for windows using the alpha coefficient, which was measured by Cronbach's Alpha statistical test.

To find out whether the research instrument is reliable or not, according to Wiratna Sujerweni (2014), the questionnaire is said to be reliable if the Cronbach alpha value is  $> 0.6$ .

Table 3. Reliability Statistics

N of Combrac Item	h's Alpha $\underline{s}$
766	

Table 4. Item-Total Statistics

Item	Scale means if Items deleted	Scale Variance if Item deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item deleted
x1.B1	22.7143	14.374	,336	,765
x1.B3	23,0000	14.615	,351	,762
x1.B4	23.1429	12,132	,634	,704
x1.B5	22.9286	11,456	,632	,702
x1.B6	22.7857	13,104	,460	,743
x1.B7	23,0000	12,615	,494	,736
x1.B10	22.2857	13,451	,488	,737

Based on the Reliability Statistics, the value obtained in the Cronbach's Alpha column shows a value of 0.766.

So the terms of this study can be said to be reliable because the Cronbach's Alpha value obtained exceeds the requirement that has a value of 0.06 which is considered a benchmark for fulfilling reliability requirements.

### 3) Assessment Instruments

Table 5. Instrument scale

Answer	Scale	Quantity	Results
Strongly Agree (SS)	5	44	220
Agree (S)	4	48	192
Simply Agree (CS)	3	40	120
Disagree (TS)	2	8	16
Strongly Disagree (STS)	1		0
		140	548
	<b>548:140</b>		<b>3,914</b>

Measuring the practicality of the assessment instrument using a Likert consisting of 5 assessment criteria, namely strongly agree (SS), agree (S), quite agree (CS) disagree (TS), and strongly disagree (STS). The results of the questionnaire obtained were then analyzed using the formula so that the average score for the student response questionnaire was 3.914.

Based on the table of practicality criteria, it can be said that the practicality of the instrument is in the very good category with table criteria of 3.9  $\geq$  5.0. From this percentage value, the instrument made by the researcher can be said to be practical because it reaches the predetermined criteria.

#### 4) Multiple Linear Regression

Table 6. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	153,209	1	153,209	9,356	,010 <sup>b</sup>
	Residual	196,506	12	16,375		
	Total	349,714	13			

a. Dependent Variable: Psychomotor Ability

b. Predictors: (Constant): Project Assessment

Based on the ANOVA table, this research is significant because of the values obtained in the column sig. Deviation row shows a value of 0.010 So the terms of this study. Son be said to be significant or related because of the value of sig. Less than 0.05 which is considered as a benchmark for meeting the significant requirements like this study. Thus, it can be said that there is a significant effect between the assessment project variables and psychomotor abilitisignificant

##### A. Project

Assessment Project appraisal is an assessment carried out on a task that must be completed within a certain period. The task is in the form of an investigation or investigation. The form of an investigative or investigative task makes this task take a long time to complete. Therefore, project tasks start planning, collecting data, organizing, processing and presenting data (MoEC, 2016b).

A similar definition is conveyed by Majid (2014) which states that project appraisal is an assessment of the tasks that contain investigative activities and must be completed within a certain time. Project appraisal according to Muchtar (2010) is one form of authentic assessment. Project assessment is in the form of an assignment given to students in groups. The project assignments given are tasks related to real life contexts. Therefore, the task can increase student participation. Meanwhile, according to Arikunto (2013) project assessment is an assessment activity of an investigative process that must be completed within a certain time.

Project appraisal has a wider range related to its usefulness where the given task has meaning for human life.

Based on some of the opinions above, it can be concluded that project appraisal is used to assess a task in the form of an investigation or investigation.

The given task takes a long time to complete because it starts with planning to reporting. The result of a project assignment is a report on the results of an investigation or investigation. This report will be the object of assessment in the project appraisal. Project assessment is very influential on students' psychomotor

abilities. SMK 17 August 1945 Banyuwangi is currently developing a project-based assessment.

### **B. Validity of Assessment Instrument**

Validity comes from the word validity which means the extent to which the accuracy and precision of a measuring instrument performs its size function (Azwar 1986). In addition, validity is a measure that indicates that the variable being measured is indeed the variable that the researcher wants to study (Cooper and Schindler, in Zulganef, 2006).

Meanwhile, according to Sugiharto and Sitinjak (2006), validity relates to a variable measuring what should be measured. Validity in research states the degree of accuracy of research measuring instruments to the actual content being measured. Validity test is a test used to show the extent to which the measuring instrument used in a measure is what is being measured. Ghozali (2009) states that the validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire can reveal something that will be measured by the questionnaire.

The instrument developed by the researcher can be used in learning after going through the validation stage. Validation is carried out to determine the level of feasibility of the project assessment instrument before it is used. The validation process begins by providing the assessment instrument that has been made and the validation sheet, to the validator in their field.

During the validation process, many inputs were obtained that could be used as material for revision of the instrument to be applied. The validation process lasts for 3 days. After that, the validator gives his assessment on the instrument validation sheet which contains three aspects of the assessment, namely content, content, and language aspects. Each value obtained from each aspect is 5, 4.3 and 4.3, respectively.

Based on the three aspects of the average value, the final value for instrument validation is obtained, which is an average of 4.53. Looking at the table of validity criteria, the assessment instrument for the assessment project to determine its effect on psychomotor abilities received a criterion of validity score of 2.5 V 5 with a valid category. The assessment instrument can be said to be valid if it meets predetermined criteria. According to Suharsimi Arikunto, an instrument is said to have validation if the results match the criteria, in the sense of having parallels between test results and predetermined criteria.

### **C. Reliability of Assessment Instruments Reliability**

test is used to measure the level of confidence of a research instrument. In this study, SPSS 25 for windows using the alpha coefficient, which was measured by Cronbach's Alpha statistical test.

To find out whether the research instrument is reliable or not, according to Wiratna Sujerweni (2014), the questionnaire is said to be reliable if the Cronbach alpha value is  $> 0.6$

Based on the Reliability Statistics, the value obtained in the Cronbach's Alpha column shows a value of 0.766. So, the terms of this study can be said to be reliable because the Cronbach's Alpha value obtained exceeds the requirement that has a value of 0.06 which is considered a benchmark for fulfilling reliability requirements. The research instrument that the researcher made is said to be reliable

and can be applied to the 10th grade marketing students of SMK 17 August 1945 Banyuwangi.

#### **D. Practicality Practical project assessment**

It is an assessment instrument that is easy to apply to students. The practicality of the assessment project assessment to measure its influence on the psychomotor abilities of students was obtained by distributing questionnaires to 14 students of class 10 Marketing at SMK 17 August 1945 Banyuwangi. The goal is to find out the opinion of each student's response. The student response questionnaire consists of 10 questions to measure the practicality of the assessment instrument.

This statement can measure the practicality of the assessment instrument using a Likert consisting of 5 assessment criteria, namely strongly agree (SS), agree (S), quite agree (CS), disagree (TS), and strongly disagree (STS). The results of the questionnaire obtained were then analyzed using the formula so that the average score for the student response questionnaire was. Based on the table of practicality criteria, it can be said that the practicality of the instrument is in the very good category with table criteria of 3.9  $\bar{V}$  5.0. From this percentage value, the product developed by the researcher can be said to be practical because it reaches the predetermined criteria.

#### **E. Multiple Linear Regression Linear**

Regression can be interpreted as the relationship between 2 variables that can affect. Umi Narimawati (2008), Multiple linear regression analysis is an association analysis that is used simultaneously to examine the effect of two or more independent variables on one dependent variable on an interval scale.

Based on the ANOVA table, this research is significant because of the values obtained in the column sign. Deviation row shows a value of 0.010 So the terms of this study ca. Soe said to be significant or related because the value of sig. Less because of .05 which is considered as a benchmark for meeting the significant requirements like this study. Thus, it can be said that the assessment project has a positive effect on the psychomotor abilities of the 10th grade marketing students of SMK 17 August 1945 Banyuwangi. This, of course, must continue to be applied by SMK 17 August 1945 Banyuwangi, not only in the marketing department but in other majors.

### **CONCLUSION**

Project appraisal is an assessment of a task that must be carried out within a certain period. The task is in the form of an investigation or investigation. At SMK 17 August 1945, Banyuwangi is implementing an assessment project to measure students' psychomotor abilities. For this reason, researchers are interested in conducting research to determine the effect of the assessment project on students' psychomotor abilities. Before the assessment of the assessment project is applied to students, it must first test the validity of the validator, test the reliability to measure the level of confidence of the assessment instrument. In this study, the research instrument is said to be valid and reliable because it has met the specified percentage. After being said to be valid and reliable, to measure the level of convenience and the relationship between variables, a questionnaire must be conducted to students to determine the level of practicality and multiple linear

regression. The results obtained in this study are that based on the questionnaires that we have distributed; the assessment instrument gets a percentage of values that are said to be practical and there is a significant relationship between the two variables. The results of this study can be useful for SMK 17 August 1945 Banyuwangi as a school policy tool to determine the assessment model to be used.

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