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Implementation Of Class-Based Assessment in Entrepreneurship Course XI MIPA 2 In MAN Kota Batu

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Abstract

The low role of learning motivation in students is one of the obstacles in achieving educational goals and is very influential on the success of learning. The importance of an assessment or evaluation consisting of a performance assessment must be faced by students to test their understanding. Class-based assessment results are used as feedback for students to find out their abilities and shortcomings. Not only students, the results of class-based assessments are also beneficial for teachers, because teachers can measure and evaluate student learning outcomes, so they can identify and improve the learning process in the classroom. Assessments carried out by teachers in several lessons at MAN Kota Batu have not been able to measure student learning outcomes optimally and thoroughly. Therefore, research was conducted to help provide an overview to teachers and students about learning outcomes in the classroom. This study aims to determine and evaluate the assessment in the classroom to achieve quality learning.

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INTRODUCTION

Assessment is a systematic process in collecting data of a child whose function is to see the abilities and difficulties faced by a person at that time, as an ingredient in determining what is really needed. Based on this information, teachers can arrange various kinds of learning programs that are reality in accordance with objective reality (James A. Mc. Loughlin & Rena B Lewis, 1994).

Some schools and teachers focus more on assessing written tests. In fact, there are many aspects that can be assessed by students and of course also have an impact on the learning process. As an important thing in the learning process, assessment must be able to represent or provide information to teachers and students. For teachers, it can be used as an evaluation to further improve and develop their teaching abilities. As for students, it is useful to be able to know what things or aspects can be improved to further improve skills in learning.

The assessment that will be used as information for determining the value determination can be obtained from various aspects with each purpose of each assessment itself. Assessment is usually used as a benchmark for learning outcomes and affects other aspects, for example changes in behavior, changes in thinking patterns and much more. These changes are not all the same and do not occur at the same time. There are changes that occur in the short term, but there are also those that occur in the long term. In addition, there are changes in students that can be seen directly, and some cannot be seen directly. Therefore, the assessment can find out various aspects of students' attitudes.

As an instrument for assessing, there are many kinds of assessments. One of them is class-based assessment (PBK). Class-based assessment focuses on the results, processes, and impacts experienced by students during the process and the learning experiences experienced. Class-based assessment can also find out whether the learning process of students is fun or not, but it can also be used to determine whether the learning process of students is quality or not.

Class-based assessment is also an ongoing assessment that is clear and can be used to determine and progress the competence of students. Class-based assessment must also be supported by several aspects, for example the learning process in the classroom. The renewal of the assessment method must also be followed by changes in learning processes and practices in the classroom. After the learning processes and practices are changed, the assessment process will also change itself. So far, the assessment carried out by teachers on students tends to only use one instrument and is less varied, and the assessment is more focused on the assignment aspect. So that the results of the assessment tend not to be able to represent some aspects that exist in students.

Class-based assessment is expected to provide benefits for students to obtain maximum integrity and achievement for the progress of the student learning process. Class-based assessments consist of several kinds of assessments, for example assessment of student work during class, assessment of work, assessment of assignments, assessment of student performance, and assessment of written tests. Several types of assessments can be used and can be useful to determine the achievement of student competencies and the abilities of each student. Class-based assessment can also be used by teachers and students to find out the strengths and weaknesses of everyone, to improve and evaluate these deficiencies.

In addition, for teachers it can also be used as a reference for evaluating the learning process to get maximum results.

The success of learning is related to success in the teaching and learning process, which is the relationship of various components of education, be it curriculum, education staff, infrastructure, and management systems, and environmental factors where students are the subject. In developing the school curriculum, the Competency-Based Curriculum (KBK) has several components which include classroom-based assessment. KBK itself is basically an assessment activity carried out in an integrated manner in teaching and learning activities carried out by collecting student work (portfolios), work (products), assignments (projects), performance (performance), written tests (paper and pen) etc. The focus of the assessment is directed at the mastery of competence and student learning outcomes according to the level of student achievement of the Ministry of National Education (2002).

Rumbewas et al (2018), explained that the low role of learning motivation in students is one of the obstacles in achieving educational goals, the role of low student learning motivation will result in obstacles in the learning process and student achievement, so that it greatly affects the success of learning.

Assessment or evaluation consists of performance appraisal, where after working or studying, there is a competency test that must be faced to test student understanding which goes through several processes, namely collecting information about the performance of something (methods, people, equipment), where the information will be used to determine the best alternative in making decisions.

The results of the class-based assessment will later be used as student feedback to find out their abilities and shortcomings. Not only students, the results of class-based assessments are also beneficial for teachers, because teachers can measure and evaluate student learning outcomes, so they can identify and improve the learning process in the classroom. Assessments carried out by teachers in several lessons at one madrasa aliyah in Batu City (MAN KOTA BATU) have not been able to measure student learning outcomes optimally and thoroughly.

Therefore, research was conducted on "Implementation of Class-Based Assessment in Entrepreneurship Subjects at MAN Kota Batu".

1. Class Based Assessment

Student assessment in the classroom has been going on since time immemorial. What is relatively new, however, is the systematic study of classroom-based assessment (CBA). The term 'CBA' has allegedly been associated with Michael Scriven's work (Ref Scriven and Stake 1967) on formative and summative evaluation. However, the current interest in such assessments and how they can be applied, has been driven in large part by changes in education policy in various contexts and evolving education systems. This, in turn, has led to an increase in the research activity detailed in the following timeline. At the same time, considerable efforts have been made by various governments and professional associations in the development of a classroom-Based Assessment framework, but since the publications associated with this are not strictly research documents, a separate list of examples is provided as supplementary material.

2. Entrepreneurship Subjects

Entrepreneurship has different meanings among experts or sources of reference for different gravities and emphases.

- a. Richard Cantillon (1775) for example, defines entrepreneurship as the work itself (entrepreneur). An entrepreneur buys goods today at a certain price and sells them in the future at an uncertain price. So, this definition places more emphasis on how a person is at risk or uncertainty.
- b. Penrose (1963). Identification of entrepreneurial activities including opportunities in the economic system.
- c. Harvey Leibenstein (1968, 1979). Entrepreneurial activities include those required to create or operate a company when all markets have not been clearly identified, or the components of the production function are not fully known.
- d. Arif F. Hadipranata. Entrepreneurs are people who take the necessary risks to manage and organize all affairs and receive several financial and non-financial benefits.
- e. Thomas W Zimmerer. Entrepreneurship is the application of innovation and creativity to solve problems and take advantage of opportunities that others face every day.
- f. Andrew J Dubrin. Someone who runs and builds an innovative business.
- g. Robbins & Coulter. Entrepreneurship is the process by which an individual or group of individuals uses organized efforts and opportunities and creates value to grow to fulfill needs and wants through innovation and uniqueness, no matter what resources are currently used.
- h. Jean Baptista Say. An entrepreneur is an agent who combines various means of production and discovers the value of a product.
- i. Raymond. Entrepreneurship is innovative, creative and able to create creativity to improve their welfare in the environment and society.

The scope of the subject matter for crafts in high school and equivalent is adjusted to the potential of the school, the local area, because the nature of this subject adapts to the conditions and potential that exists in the area. This adjustment departs from economic, cultural and sociological thinking. Economically, because at the adolescent age level, they must be equipped with entrepreneurial principles so that the concept of independence after school is not left behind. Culture, because crafts are the development of local wisdom materials that have been identified in archaeological history, are able to raise the name of Indonesia to the international community. Sociological, because traditional technology has the values of the collective intelligence of the Indonesian people. Therefore, it can be an alternative, with a minimum of 2 materials or teaching materials provided. However, as far as possible it is carried out based on the main needs of the area, to provide technical and insightful ideas derived from local wisdom technology. The basis of this local technology and aesthetics has an ethnic value and marketability value, therefore it is developed based on a renewable technology system to obtain effectiveness and efficiency

3. Product Display Material

Product arrangement is also known as display. Product arrangement (display) is a way of structuring products, especially goods products that are applied by certain companies with the aim of attracting consumer interest.

According to William J. Shultz, "Display consists of simulating customers' attention and interest in a product or a store, and a desire to buy the product or patronize the store, through direct visual appeal". Display is a way of encouraging consumer attention and interest in a store or item and encouraging purchase intention through direct visual appeal.

In addition to the explanation above, there are also several ideas from economists and businessmen who put forward their ideas about what is meant by product arrangement. This explanation of the definition of product arrangement, establishing roles and functions as well as the benefits of product arrangement is indeed very useful and has a clear impact on the company's growth rate in terms of purchasing.

a. According to Ngadiman (2008: 329) it said that what is meant by display is the layout of goods by paying attention to the elements of grouping the types and uses of goods, neatness and beauty so that they seem attractive and direct consumers to see, encourage, and decide to buy.

b. According to Buchari Alma (2004: 189), what is meant by display is the desire to buy something that is not driven by someone but is driven by sight or by other feelings.

4. D. E-Learning Understanding

Electronic learning systems or (Electronic learning abbreviated as Elearning) can be defined as a form of information technology applied in education in the form of a website that can be accessed anywhere. E-learning is the basis and logical consequence of the development of information technology and communication.

The facilities provided include the management of students or students, management of learning materials, management of the learning process including the management of learning evaluations and management of communication between students and their facilitators. This facility allows learning activities to be managed without direct face-to-face meetings between the parties involved.

(administrators, facilitators, students or learners). The presence of the parties involved is represented by e-mail, chat channels, or via video conference.

For Educational Technology students, E-learning is not new, because there are already several courses that have used and utilized E-learning, such as Edmodo.

Understanding E-Learning According to Experts The following are several definitions of e-learning according to experts, consisting of:

1) Darin E. Hartley 2001

E-Learning is a type of teaching and learning that allows the delivery of teaching materials to students using the Internet, Intranet or other computer network media.

2) Matthew Comerchero

E-learning is an educational tool that includes self-motivation, communication, efficiency and technology.

3) Novi Hidayati, 2010

E-Learning is an educational concept that utilizes Information and Communication Technology in the teaching and learning process.

4) Gilbert & Jones (2001)

E-learning is the delivery of learning materials through electronic media such as internet, intranet or extranet, satellite broadcast, audio/video tape, interactive TV, CD-ROM, and Computer Based Training (CBT).

METHODS

This scientific article research uses a qualitative approach. Where is the researcher's perspective by adopting a qualitative design in conducting the study. Qualitative research designs have several characteristics, which are more general, flexible, dynamic, exploratory, and developed during the research process. This research uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by linking existing methods. Analysis of the qualitative research data used were observations and interviews, where the research process was carried out by direct observation and interviews regarding the implementation of classroom-based assessments for Entrepreneurship teachers at MAN Kota Batu. The data taken will be processed in such a way to achieve the research objectives.

Data collection

The data collection techniques used in this study consisted of 4 types, namely observation, interviews, questionnaires and documentation.

- a. Observation is a way of collecting data by direct observation and systematic recording of the object to be studied. Observations were carried out by researchers by observing and recording the implementation of learning in the classroom.
- b. Interviews, conducted with teachers who carry out learning. Interviews in this study were conducted to determine the teacher's response to the implementation of the learning that had been carried out.
- c. Questionnaire, the type of questionnaire used is a closed questionnaire. A closed questionnaire (structured questionnaire) is a questionnaire that is presented in such a way that the respondent is asked to choose an answer that fits his or her characteristics by giving a cross (x) or a checklist (√).
- d. Documentation. The documentation used in this study was class photos and observation sheets for educators' activities.

Data Analysis

Qualitative data obtained from the results of student achievement and student response questionnaires. In analyzing the data derived from graded or ranked questionnaires 1 to 4, the researcher concludes the meaning of each alternative as follows (Arikunto, 2006).

- a. Strongly agree (SS) indicates the highest gradation is given a value of 4.
- b. Agree (S) indicates a lower rank than strongly agree. Therefore, this condition is given a score of 3.
- c. Disagree (KS), because it is below agreed, it is given a value of 2.
- d. Disagree (TS) is at the lowest gradation, given a value of 1.

Percentage of success:

$$\frac{(4 \times SS) + (3 \times S) + (2 \times KS) + TS}{(4 \times SS \text{ scores}) \times \text{Number of students}} \times 100\%$$

The collaborative percentage classification of student assessment data concerning student effectiveness during e-learning learning is:

- 81%-100% : very good
61%-80% : good

41%-60%	: quite good
21%-40%	: not good
0%-20%	: very poor

RESULT AND DISCUSSION

The frequency of the data obtained will be described so that the tendency of the respondents' answers to the variables in the questionnaire, namely the student attitude variable in class-based assessments on entrepreneurship subjects. Data was obtained from a questionnaire with a scoring technique of 1-5 using a Likert scale. The answer categories in the questionnaire include Always with a score of 5, Often with a score of 4, Sometimes with a score of 3, Rarely with a score of 2 and Never with a score of 1. Through these five categories, respondents' answers to several questions can be seen. Classification will be divided into 3 levels, namely low, medium, and high. The division into 3 classifications is intended to make the classification more focused and detailed. Researchers use the following formula to facilitate classification.

The aspect that will be measured in the organoleptic test is the taste. There are 34 respondents or panelists who provide answers to the questionnaire given. The following is a summary of the results of the 34 respondents' assessment.

- Respondents who answered always (score 5) amounted to 112
- Respondents who answered often (score 4) amounted to 206
- Respondents who answered sometimes (score 3) totaled 230
- Respondents who answered rarely (score 2) totaled 90
- Respondents who answered never (score 1) amounted to 22

Formula: $T \times P_n$

T = Total number of respondents who voted

P_n = Choice of Likert score numbers

- Respondents who answered always (5) = $112 \times 5 = 560$
- Respondents who answered often (4) = $206 \times 4 = 824$
- Respondents who answered sometimes (3) = $230 \times 3 = 690$
- Respondents who answered rarely (2) = $90 \times 2 = 180$
- Respondents who answered never (1) = $22 \times 1 = 22$

All results added up, total score = 2,276

Interpretation of Calculation Scores In order to get the interpretation results, the highest score (X) and the lowest score (Y) for the assessment item with the following formula:

Y = the highest Likert score x the number of respondents

X = the lowest Likert score x the number of respondents

The highest score for the item "Strongly Like" is $5 \times 100 = 500$, while the item "Strongly Dislikes" is $1 \times 100 = 100$. So, if the total score of the respondent's assessment is 2.276, then the assessment of the respondent's interpretation of the taste of the product is the result of the score. which is generated by using the Index % formula.

Index % formula = $\text{Total Score} / Y \times 100$

Pre-Completion

Before completing it we also have to know the interval (range of distance) and percent interpretation in order to know the assessment by using the method of finding the percent score interval (I).

Interval Formula

$I = 100 / \text{Total Score (Likert)}$

Then $= 100 / 5 = 20$

Result (I) = 20

(This is the interval from the lowest 0% to the highest 100%)

The following criteria for interpretation of scores are based on intervals:

- Numbers 0% – 19,99% = Strongly (disagree/poor/poor)
- Figures 20% – 39.99% = Disagree/Not good)
- Score 40% – 59.99% = Enough/Neutral
- Score 60% – 79.99% = (Agree/Good/Like)
- Score 80% – 100% = Very (Agree/Good/Like)

Final Completion

$= \text{Total score} / Y \times 100$

$= 2.276 / 33 \times 100$

$= 68.9 \%$, is in the category

"Agree/Good/Like"

Based on the analysis of the results of research that has been conducted in class X even semester at MAN Batu with research subjects There are 33 students in even semester X class at MAN Batu in the 2020/2021 academic year, so the following conclusions can be drawn:

Teacher activity in managing learning by applying the classroom-based assessment learning model is good. 68.9% marked a good category. Student activities during the learning process by applying the classroom-based assessment learning model have been very good.

SUGGESTIONS AND CONCLUSION

Class-based assessment evaluation (PBK) is a planned action or instrument used to determine the process, results, and state of students whose results can be used as evaluation and development of the learning process. Class-based assessment is also a clear continuous assessment that can be used to determine and progress the competence of students. Class-based assessment must also be supported by several aspects, for example the learning process in the classroom. Class-based assessment is carried out through the collection of reports, and the use of information about the process and learning outcomes of students by applying the principles of assessment, continuous implementation, authentic, accurate, and consistent evidence, as well as identifying the achievement of competencies and learning outcomes in subjects presented through statements. clear standards that must have been achieved accompanied by instructions for student learning progress and the reporting. The benefits of classroom-based assessment evaluation (PBK) for evaluators are to obtain information, to find out the relevance between educational programs and educational objectives and to make efforts to improve, adjust and refine educational programs. Aspects that are assessed are a collection

of student work collections (portfolio), work (product), assignment (project), performance (performance), action (action), and subjective, objective, and projective written tests. The forms of PBK assessment are quizzes, oral questions, daily tests, individual assignments, group assignments, semester tests, increase tests, and responses or practice exams.

The general principles of the assessment are valid, educational, competency-oriented, fair and objective, open, continuous, comprehensive and meaningful. As for values and moral education, classroom-based assessment (PBK) in the implementation of its evaluation is not enough just to use one tool or one type of evaluation but must be carried out with various tools and types of evaluation. Thus, all information about students will be recorded properly by the teacher. This of course will make it easier for the teacher concerned in making decisions.

Class-Based Assessment as an activity of gathering information about the process and student learning outcomes carried out by the teacher concerned so that the assessment "measures what is to be measured" from the students.

The success of the learning process cannot always be measured only by using evaluation techniques in the form of tests. This is because the potential possessed by students includes cognitive, affective, and psychomotor potential, all of which in fact interact with each other. Consequently, the implementation of evaluation in the subject of Entrepreneurship must be carried out using the multi-system principle.

Thus, the information obtained, especially relating to the development of these students can be collected completely, and this will make it easier for teachers to make decisions. The considerations that must be made by Entrepreneurship teachers before carrying out evaluations in the classroom are aspects of the ability to be evaluated, whether related to knowledge, attitudes, or skills.

Some schools and teachers focus more on assessing written tests. In fact, there are many aspects that can be assessed by students and of course also have an impact on the learning process. As an important thing in the learning process, assessment must be able to represent or provide information to teachers and students. For teachers, it can be used as an evaluation to further improve and develop their teaching abilities. As for students, it is useful to be able to know what things or aspects can be improved to further improve skills in learning. Class assessment is a teacher activity (which is carried out through steps) related to making decisions about the achievement of competencies or learning outcomes of students who follow certain learning processes. For this reason, data is needed as information that can be relied upon as a basis for decision making, which is collected through procedures, techniques and assessment tools that are in accordance with the competencies to be assessed. The decision relates to whether students have succeeded in achieving competency.

In the world of education in schools, assessment can be interpreted as an activity to collect information to determine the success of students. This information gathering activity aims at the quality and quantity of student learning. Through this assessment, a teacher can determine whether students are progressing in learning or are able to master the expected competencies. Assessment is also expected to provide benefits for students, especially so that students can know their learning progress, are more motivated to learn and are more responsible for their learning success.

To achieve this, the implementation of the assessment, especially in the learning process, always refers to the applicable curriculum. Currently the assessment system applied in schools is called "Class Assessment". This class-based assessment is an assessment carried out by the teacher in the context of the learning process, the assessment is carried out to obtain information about the level of achievement and mastery of students towards the learning objectives that have been set.

In the implementation of the assessment activities using an assessment instrument that is adjusted to the aspect to be measured. There are several types of instruments that are often used, including: tests, assignment assignments, portfolios, performance appraisals, project appraisals, attitude assessments, etc.

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