



Classroom Action Research Journal 6 (3) 2024 1-9

Classroom Action Research Journal



Implementation Of Authentic Assessment In Entrepreneurship Class XI IPA 1 MAN Kota Batu

Akbar Ramadhani¹, M. Rudi Irwansyah², Indrawiasmara Agastia S.³

DOI:10.17977/um013v6i32022p1-9

^{1,3} Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

² Faculty of Economic, Universitas Pendidikan Ganesha, Indonesia

History Article

Received 6 January 2024
Accepted 13 February 2024
Published 24 April 2024

Keywords

*Entrepreneurship,
authentic assessment,
learning.*

Abstract

This study aims to see the application of the authentic assessment for students in entrepreneurship subjects in Class XI IPA 1 MAN Batu City. The population in this study were students of class XI science. The selected sample is class XI IPA 1 MAN Batu City, East Java. The sample is 30 students. Data was collected using observation, e-mail, interviews, questionnaires, and documentation. This research uses qualitative research with a descriptive approach method. This study aims to see the results of the application of the authentic assessment for entrepreneurship subjects in class XI IPA 1. From the results of data processing, an average of 18 points was obtained, which indicates that the level of assessment of student attitudes in entrepreneurship learning with authentic assessment is said to be great.

How to Cite

Ramadhani, Akbar & Agastia A, Indrawiasmara. (2024). Impleemnattoon of Authentic Assesment In Entrepreneur Class XI IPA 1 MAN Kota Batu. *Classroom Action Research Journal*, 6(1), 1-9.

Correspondent Email:
akbar.ramadhani.1904116@students.um.ac.id

e-ISSN

INTRODUCTION

The change of the 2006 curriculum to the 2013 curriculum has required subject teachers to use authentic assessment to measure the competence of students. State Madrasah Aliyah is an Islamic, where most of the subjects are general subjects. So that madrasah aliyah teachers are required to assess the performance of their students with authentic assessment in accordance with the wishes of the 2013 curriculum.

Given the large number of general subjects, teachers must be skilled at making evaluation tools for these subjects. The preparation of Authentic Assessment and assessment rubrics between each skill subject is certainly different. For this reason, teachers need to acquire provisions and skills in making evaluation tools, especially authentic assessments and assessment rubrics. To be able to improve the skills of teachers in compiling evaluation tools, training is needed and teachers must have sources of information in compiling authentic assessments and rubrics. Often students are less challenged to do assignments that require their own work, this is due to the lack of skills the teacher has in compiling authentic assessments and assessment rubrics in general subjects to be able to assess the work of their students.

The strategic target for this problem is the teacher from the state Madrasah Aliyah in Batu City, totaling 30 students in class XI IPA 1. This student was chosen because it was judged according to the criteria of the researcher where he had to get entrepreneurship subjects. Therefore, students are expected to cooperate with researchers to see the application of the authentic assessment in their subjects.

Authentic assessment itself is rarely applied to students. Where the teacher judges according to his own observations to get the results of the assessment for students. Whereas students really need an assessment of themselves and come from themselves. This is useful because it can make students learn about what they lack and are expected to improve themselves. Based on the description above, it is necessary to make the application of authentic assessment for students and see the results. Therefore, it is useful for teachers and students as an example of a method that might be applied to further learning.

Assessment is a process carried out in a systematic activity in order to collect information about something, for example about the development of children and their learning progress. The assessment activities contain measuring and assessing activities. Goodwin and Goodwin explain "assessment or measurement as "the process of determining, through observation or testing, an individual's traits or behaviors, a program's characteristics, or the properties of some other entity, and then assigning a number, rating, or score to that determination". That is, assessment or measurement as a process of determining, through observation or testing, a behavior or behavior, program characteristics, or other traits, and then assigning a number, rating, or score for its determination. Meanwhile, according to Peter Airasian "Assessment is the process of collecting, synthesizing, and interpreting information to aid in decision making" which means, assessment is the process of collecting, synthesizing, and

interpreting information to assist decision making.

In the context of learning, assessment or assessment can be defined as the application of various methods and the use various assessment tools to obtain information about the extent to which student learning outcomes or student competency (a series of abilities) are achieved. Assessment answers questions about how well a student's learning outcomes or achievements are. One of the purposes of the assessment is to determine the extent to which the program has been successfully implemented. The results of the assessment can be in the form of qualitative values (narrative statements in words) and quantitative values (in the form of numbers). Measurement is related to the process of finding or determining the quantitative value.

Assessment is a learning assessment that refers to a "real" world situation or context that requires various approaches to solving problems that provide the possibility that one problem can have more than one kind of solution. In other words, authentic assessment monitors and measures students' abilities in various possible solutions to problems encountered in real-world situations or contexts. Authentic assessment includes performance assessment (Performance Assessment), portfolio assessment (Portfolio Assessment), and student self-assessment (Student Self Assessment). Performance assessment is developed to assess students' ability to demonstrate their knowledge and skills in various real situations and specific contexts.

In essence, every human being has an entrepreneurial spirit which means having creativity and having certain goals, and trying to achieve success in life. We often witness the various activities of a person or group of people spending a certain amount of money to buy a number of goods. The picture is a picture of the activities of an entrepreneur in his daily life who carries out activities without feeling awkward, afraid, ashamed or insecure. Everything they do is obtained from the experience they have done or the experience of others.

According to Kashmir (2006:16), entrepreneurs (entrepreneurs) are people who have the courage to take risks to open a business in various opportunities. Having the courage to take risks means being mentally independent and daring to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions. Alma (2011: 5), an entrepreneur is an innovator, as an individual who has the instinct to see opportunities, has the spirit, ability and mind to conquer a slow and lazy way of thinking.

Today, many realize that working in a company can be boring, less challenging and less attractive. This of course does not apply to entrepreneurs. For entrepreneurs, there is not much difference between work and a hobby or play. Their businesses are self-actualization tools. And this is the third benefit of entrepreneurship. Their success is something that is determined by their creativity, innovation, enthusiasm and vision. A person who owns his own business or company basically gives him power, spiritual awakening and makes him able to follow his own interests or hobbies.

is in their hands, then they have contributed to the country and also the people they have worked for. In addition, they can be fully creative in the areas they are interested in and benefit from their efforts. Based on some of these opinions, it can be concluded that the advantages of being an entrepreneur are having the opportunity to achieve their own desired goals, helping the community with real efforts, having the opportunity to be a boss, being free to do anything in their business, being motivated to succeed, being free to manage their own finances, and earn profit. The disadvantages of being an entrepreneur are uncertain income, long working hours, big responsibilities that cover everything, at the beginning of the business the profit is small and has the possibility of failure.

METHOD

1) Approach and Type of Research

This research is qualitative research with a descriptive approach. Descriptive qualitative research is used to obtain complete, meaningful and in-depth information according to the actual situation. The use of qualitative research is used to focus on things that are not easy to measure. This study aims to determine the results of the application of the assessment with the authentic assessment to student learning in entrepreneurship subjects.

2) 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. 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.

3) Population and Sample

The population in this study were all students of class XI IPA 1 MAN Kota Batu and the sample used was class XI IPA 1 MAN Kota Batu, totaling 30 people.

4) Data Analysis

Qualitative data obtained from the results of student achievement and student response questionnaires. In analyzing the data derived from graded questionnaires or ranked 1 to 2, the researcher concludes the meaning of each alternative as follows (Arikunto, 2006).

- a. Choice (Yes) indicates the highest gradation is given a value of 2.
- b. Choice (No) indicates a gradation that is given a value of 1.

Percentage of success:

(2 x yes) - no = assessment results

The collaborative percentage classification of student assessment data concerning effective during learning is:

11 – 20 points = good

1 - 10 points = not good

RESULTS AND DISCUSSION

Results

Research activities provide information that respondents' responses to the implementation of the authentic assessment in learning can be seen from the average value in answering the respondent's questionnaire responses. The average value of the response questionnaire on his attitude is 18 points which is included in the good category. In this case, this value indicates that the respondent's response to the implementation of the authentic assessment is very positive. Questionnaires Authentic assessment interpret each individual's ability to behave well in learning problems given by the school.

Very few students who do bad activities when learning have little to do. This is a good start for the teacher to provide lessons calmly without getting confused by the students. In addition, this shows the very good attitude quality of XI IPA 1 students at the State Madrasah Aliyah Batu City.

Discussion

Kusmijati (2014 p. 57), Authentic Assessment is a significantly meaningful measurement of student learning outcomes for the domains of attitudes, skills, and knowledge. O' Malley and Pierce (1996 p. 4) use the term authentic assessment to describe an assessment format that reflects student learning processes, achievement, motivation, and attitudes in classroom activities that are relevant to instructional objectives. Authentic assessment is also known as alternative assessment. implementation authentic assessment no longer uses traditional assessment formats (multiple choice, matching, true-false, and paper and pencil tests), but uses a format that allows students to complete a task or demonstrate a performance in solving a problem. format authentic assessment assessment can be in the form of: tests that present real objects or events in front of students (hands-on assessment), assignments (skill assignments, simple investigative tasks and integrated investigative tasks), recording formats of student learning activities (for example: portfolios, interviews). , checklists, etc.). In order for learning outcomes to be fully disclosed, in addition to using measuring tools, objective and subjective tests need to be equipped with measuring tools that can determine students' abilities from aspects of scientific work (scientific skills and attitudes) and how well students can apply the information and knowledge they have acquired.

The principle of authentic assessment (2009 p. 171) The assessment process must be an inseparable part of the learning process, not a separate part of the learning process (a part of, not apart from, instruction), not school work-kind of problems. Assessment must use various measures, methods and criteria that are in accordance with the characteristics and essence of the learning experience. Assessment must be holistic which includes all aspects of the learning objectives (cognitive, affective, and sensori-motor).

Types of Assessment According to Wahyuni (2012 p. 68), Authentic Assessment has 6 types, namely: (1) Performance Assessment, (2) Portfolio Assessment, (3) Project Assessment, (4) Peer Assessment, (5) Assessment self and (6) Attitude assessment. Meanwhile, according to Zahro (2009 p. 172), Authentic Assessment has 3 types, namely: (1) Performance Assessment, (2) Portfolio Assessment and (3) Student Self-Assessment.

Performance Assessment

Performance assessment consists of assessment formats in which students prepare a response orally or in writing. Zahrok (2009 p. 172), This assessment invites students to perform complex and meaningful tasks related to knowledge, current learning, and various relevant skills to solve realistic or authentic problems. Simply put, a performance assessment is an assessment in which the teacher observes and makes considerations about student demonstrations in terms of skills or competencies in producing a product. Performance assessment is a procedure that uses various forms of assignments to obtain information about what and to what extent this performance assessment emphasizes the ability of students to use their knowledge and abilities to make their work, in the form of: (1) paper and pencil tests. so that students can display their work, such as tool design, graphic design, etc. (2) identification test, which aims to measure students' ability to identify a thing, for example finding damaged components of an object, (3) simulation test, which is carried out without using real tools with the aim of assessing whether someone has mastered the skills with the help of imitation equipment or demonstrating as if using a tool, and (4) performance tests, which are carried out tools real with the aim of knowing whether students have mastered or are skilled in using the tool.

Portfolio Assessment

Portfolio Assessment is a system of collecting student work which is analyzed to show student progress in accordance with instructional objectives, including: writing samples, painting, reading logarithms, audio or video-tape, and teacher or student comments on progress made. students have achieved. One of the features in this portfolio assessment is the involvement of students in selecting samples of their own work, to show progress or the learning process. Type of authentic assessment popular. Portfolio assessment is a relatively new type of assessment in education. Etymologically, portfolio (portfolio) can be interpreted as a collection (documents, files, bundles) of physical evidence about activities. So a portfolio means a collection of physical evidence of performance activities

(individuals, groups, or institutions) as authentic carried out by the person concerned. Portfolio assessment is one way of assessing performance and work results, so that all activities carried out can be rewarded with value. Portfolio assessment assesses processes and products, so they are widely used because they are classified as authentic-objective-accurate assessments.

Student Self Assessment

Student self assessment is a key element in authentic assessment and in self-regulated learning. This means increasing direct student involvement in learning and integrating cognitive abilities with motivation and attitudes towards learning. To become learners, students make choices, select learning activities and plan how to use time and resources. They have the freedom to choose challenging activities, take their own risks, accelerate their own learning, and achieve their desires. Each student can collaborate with his friends by exchanging ideas, helping each other when needed, and supporting each other.

Some of the advantages of authentic assessment are:

- a. Authentic assessment is oriented to the assessment of the learning process, thus through authentic assessment the teacher will be able to find out where the strengths and weaknesses of the students are.
- b. Authentic assessment can describe a student's achievement in learning in the form of gain or learning progress, not just shown by the numbers stated in the report card.
- c. More authentic assessments and results will improve the teaching and learning process, students will more clearly know their obligations to master the assigned tasks, and teachers believe that. The assessment results are meaningful and useful for improving teaching.
- d. The competency-based curriculum does not merely increase the knowledge of students, but also the competence as a whole which reflects the knowledge, skills, and attitudes according to the characteristics of each subject. In other words, the curriculum demands that the learning process in schools is oriented towards mastering the competencies that have been determined. The curriculum contains a number of competency standards for each subject. One standard of competence consists of several basic competencies. At the education unit level curriculum, one basic competency can be developed into several indicators of achievement of learning outcomes. These indicators serve as a reference in designing the assessment.

Some of the negative aspects of authentic assessment include:

- a. Costs Authentic assessment more than standard tests.
- b. Authentic assessment may be less reliable and valid than other forms of assessment.
- c. For teachers who use authentic assessments in the classroom, they are required to further develop their education and professionalism.
- d. Authentic assessments are not as useful as standardized tests for policy makers because authentic assessments cannot show long-term trends like standardized tests.
- e. Authentic assessment has a bias on the part of the assessor.

The implementation of authentic assessment is the right thing to do by the government for teachers in schools. The purpose of authentic assessment according to Kunandar are as follows:

- a. Track student progress
Teachers can track student progress by conducting assessments. To see student learning outcomes increase or decrease. In addition, the teacher can also compile student profiles related to the results achieved periodically.
- b. Checking the achievement of student competence
Teachers can do this by using an assessment for students whether they have achieved the expected competence or not. So that by knowing that, the teacher will be able to take action for students who are left behind who have not been able to achieve student competence according to the target.
- c. Detecting competencies that have not been mastered by students
Teachers can detect what students have not mastered so that teachers can take certain actions according to conditions to achieve competencies that can be achieved by students, both improving techniques, tactics, styles, methods and learning strategies to improve teaching and learning activities that are interesting and easy for students to understand.
- d. Become feedback for improvement for students
The results of the assessment can be used as a basis for teachers in providing feedback to students for student improvement, namely as a reference material for improving student learning outcomes that are still low.

The implementation of authentic assessment in entrepreneurship learning is given by the teacher in class XI IPA 1 where the type of assessment applied is attitude assessment which is considered capable of giving birth to types of assessments that are not commonly used in the learning process, in this assessment students expected to be able to analyze his attitude during the learning was good or bad, as well as to find out which ones should be maintained or improved. There may also be something that must be eliminated because it is a bad habit for students, although in practice it is considered more time consuming and costly in collecting and compiling this type of assessment.

The advantages of Authentic Assessment are oriented to the assessment of the learning process, thus through authentic assessment the teacher will be able to find out where the strengths and weaknesses of students regarding their attitudes must be improved or improved. Authentic assessment can describe a student's achievement in learning progress, not just shown by numbers. numbers stated in report cards, more authentic assessments and results will improve the teaching and learning process, students more clearly know their obligations to master the assigned tasks, and teachers believe that the assessment results are meaningful and useful for improving teaching. The 2013 curriculum bases its research on the fulfillment of each core competency. Each core competency has certain

fulfillment. With authentic assessment, the assessment is expected to be carried out optimally because it sees students' abilities directly and assesses their attitudes for the continuation of good learning. Because the learning environment can determine the acceptance of the knowledge provided by the teacher. That's why often classes that do not have a good attitude tend not to be able to receive the knowledge that is given well.

It can be seen from the results that students from Madrasah Aliyah Negeri Batu City have been very good at learning. Answers from students have an average of 18 points which indicates that they have behaved well. The advantage of this shows that the quality of the attitude of the madrasah aliyah students is very good and exemplary.

CONCLUSION

Authentic assessment is an evaluation process that involves various forms of measurement in the form of products and performance that reflect student learning, achievement, achievement, motivation, and attitudes of students in relevant activities in classroom learning. Types of Authentic Assessment such as: Performance Assessment, Portfolio Assessment and Student Self-Assessment.

Some of the advantages of authentic assessment are that the teacher will be able to find out where the strengths and weaknesses of the students are; authentic assessment can describe a student's achievement in learning in the form of gain or learning progress; more authentic assessment and results will improve the teaching and learning process, students more clearly know their obligations to master the tasks. Some of the disadvantages of authentic assessment cost more than standard tests; teachers are required to further develop education and professionalism. Authentic assessment cannot show long-term trends such as standardized tests; authentic assessment has a bias on the part of the assessor. Because the contribution from geography is expected to be a social guide which will later become a social investment, this assessment is also expected to be a guide for assessment for other teachers.

REFERENCES

- Arwan (Ed.) *Use Of Authentic Assessment Instrument In Learning Critical Reading Of Exposition Text On Vocational School Students In*. University of Mataram
- Sudirtha, I Gede (Ed.).2017. *Training On The Development Of Authentic Assessment Curriculum 2013 For Productive Teachers In Vocational School, Buleleng Regency*.
- Wini and Mamat (Ed.). *Weaknesses And Advantages Of Authentic Assessment Implementation In Geography Learning*. IKIP PGRI Pontianak