



Classroom Action Research Journal 6 (3) 2024 9-18

Classroom Action Research Journal



Implementation Of Class-Based Assessment In Marketing Promotion Media Learning For Class XI Students Of Creative Products And Entrepreneurship Courses Of SMK Negeri 1 Widang

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DOI: 10.17977/um013v6i32024p10-18

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History Article

Received 28 January 2024

Accepted 23 February 2024

Published 24 April 2024

Keywords

*Class-Based Assessment,
Marketing Promotion
Media, Creativity and
Entrepreneurship Products*

Abstract

Research on the implementation of classroom-based assessment in marketing promotion media learning for class XI students in the subjects of creative products and entrepreneurship at SMKN 1 Widang aims to implement an alternative learning evaluation to measure students' abilities in the subjects of creative products and entrepreneurship. The research used is a qualitative method. The data collection method used the observation method by making observations in one of the XI classes. The observation tool used is a checklist, which was chosen because it was deemed appropriate to the conditions in the classroom environment. The evaluation alternative used was a class-based assessment consisting of seven assessment techniques. There were paper and pencil tests, attitudes, performance, products, projects, self-assessment and portfolio. This research uses an alternative evaluation through performance appraisal. This assessment was carried out because the students of SMKN 1 Widang already had a product that had been done previously, so the researchers only continued the assessment using alternatives to improve learning in the classroom with subjects of creative products and entrepreneurship.

How to Cite

Larasati Anggi & Purnaningtyas Galuh Ayu (2024). Implementation Of Class-Based Assessment In Marketing Promotion Media Learning For Class XI Students Of Creative Products And Entrepreneurship Courses Of SMK Negeri 1 Widang. *Classroom Action Research Journal*. 6(1), 10-18.

INTRODUCTION

The world of education basically cannot be separated from what is called an assessment because assessment is one of the measuring tools to determine the success or failure of learning. However, often an educator only emphasizes the assessment of learning outcomes that are practical and economical. While the assessment in terms of the process is not carried out, even though this process assessment is important.

Assessment or evaluation is the determination of the degree of quality based on the indicators set for the organizers of the work (Usman, 2010, p. 487). Assessment in learning systems is an ongoing process of collecting and interpreting information to assess (assess) decisions made in designing a teaching system (Hamalik, 2008, p. 210). Assessment activities in the classroom are very important because the results of this assessment will generally affect the quality of education, and in particular will affect the quality of learning, student achievement and school programs. Teachers can use the results of the assessment to improve the learning, resulting in better and more efficient results.

Class-based assessment is an assessment in the sense of “assessment”. Which means, data and information from class-based assessment is one of the evidence that can be used to measure the success of an educational goal (Arifin, 2009:180). Class-Based Assessment is an assessment carried out by teachers in the context of the learning process (Surapranata and Hatta, 2004: 5). This assessment is carried out in an integrated manner with teaching and learning activities. Class-based assessment is conducted using a combination of various assessment techniques including: collection of student work (portfolio), work (project), performance (performance), and written test (paper and pen). The teacher assesses the competence and student learning outcomes based on the level of student achievement (Sigalingging, 2003: 45).

According to Angelo (2001), in classroom action research, classroom-based assessment can be viewed as a discovery method, a broader approach to improving the quality of teaching and learning. Class-Based Assessment can be designed to help teachers discover how individual and/or groups of students are learning in the classroom. Teachers can apply the results of their assessments to improve teaching while students can improve their learning outcomes.

Class-Based Assessment is an information activity about the process and learning outcomes of students to determine the level of mastery of the specified competencies. So, Class-Based Assessment is a process of collecting and using information and student learning outcomes carried out by teachers to determine the level of achievement and mastery of students against predetermined educational goals, namely competency standards, basic competencies, and learning achievement indicators contained in the curriculum.

PBK (Class-Based Assessment) is the process of collecting and using information on student learning outcomes carried out by teachers to determine the level of achievement and mastery of students towards

educational goals (competency standards, competency standards). Basis, and indicators of achievement of learning outcomes. Class-based assessment can describe the competencies, skills, and progress of students in the classroom.

In another sense according to Griffin and Nix, assessment is a statement based on a number of facts found to explain the characteristics of someone or something. Meanwhile, M. Chabib defines by using the word evaluation which is a planned activity to find out the state of the object using instruments and the results are compared with benchmarks to obtain conclusions. The definition of assessment quoted from Permendikbud (2013) states that the assessment is the process of gathering information or evidence through measurement, interpret, describe, and interpret all the evidence results. This understanding is clarified again by Sanjaya (2011) basically assessing is a small part of evaluation and broader than measurement which includes activities interpretation and representation of measurement data.

Another opinion regarding the meaning of assessment was also conveyed by Sani (2016: 15) assessment is a systematic and that done through collecting valid and reliable data or information, and then the data or information processed as an effort to make considerations for making a policy education programs. The same opinion regarding the meaning of assessment is also conveyed by Siregar & Nara (2010: 141) states that assessment is a process decision making using information obtained through a measurement.

Grondlund and Linn (1990) in E Rakhmawati (2013) provide a definition of an assessment as a systematic and includes activities collect Fish, analyze, and interpret information to determine how far a student or group of students achieves the learning that have been set, both aspects of knowledge, attitudes and skills.

In the learning process the teacher often assesses students at the end of the learning process, the teacher is reluctant to make an assessment during the learning process. As if the teacher ignores the behavior, attitudes and skills of students. The assessment carried out also still uses a lot of written assessment, where this assessment is only in the form of data obtained from students who work on assessment and is not systematic and does not involve students to take part in the assessment process. In the learning era, it has entered the construction where it requires active student involvement in learning activities, this student activity is the main key in the learning process. Thus, an alternative assessment is needed, one of which is a class assessment.

Class assessment is the process of collecting and using information by teachers to score learning based on the stages of student accordance with the list of competencies set out in the curriculum (Mimin Haryati, 2008:16). Meanwhile, according to (Surapranata and Hatta, 2004: 5) stated simply that class-based assessment is an assessment carried out by teachers in the context of the learning process.

This opinion explains that class-based assessment is an activity of collecting information through various means including procedures,

models, and assessment tools to determine students' abilities. The assessment to be carried out must consider the aspects being assessed. Aspects that are used as objects of assessment by teachers generally include talents, interests, attitudes, self-adjustment or social, aspects of knowledge, and student development.

Gronlund, NE, (1985: 117) argues that "classroom test plays a central role in the evaluation of pupil learning. They provide relevant measures of many important learning outcomes and indirect evidence concerning others. The validity of the information they provide, however, depends on the care that goes into the planning and preparation of the test." It means that classroom assessment has a central role in evaluating student learning. This provides appropriate measurement results to obtain important information about student learning outcomes as well as indirect evidence of learning. Valid information will depend on how a test is planned and carried out. Furthermore, according to the Ministry of National Education (2002:2) explains "class-based assessment is" a process of collecting, reporting and using information about learning outcomes students by applying the principles of assessment, continuous implementation, authentic, accurate and consistent evidence as public accountability.

In the classroom assessment system, there are two assessment systems, namely internal assessment and external assessment. Assessment of learning outcomes conducted by educators and education units is an internal assessment, while the assessment conducted by the government is an external assessment. Internal assessment is an assessment that is planned and carried out by the teacher during the learning process in the context of quality assurance. External assessment is an assessment carried out by the government as a quality controller, such as a national exam.

Class-based assessment functions include (1) assisting students in realizing themselves by changing or developing their behavior in a better direction; (2) help students get satisfaction for what they have done; (3) help teachers determine the strategies, methods, and teaching media used are adequate; (4) assisting teachers in making administrative judgments and decisions; (5) as an effort for educators to be able to find the advantages and disadvantages of the process learning that has been done or is in progress; (6) as control or supervisors for teachers as educators and all stakeholders in the scope of the school regarding the description of the progress of the development process and learning outcomes learners.

In general, all types of class-based assessment aim to assess student learning outcomes in schools, to be responsible for the implementation of education in the community, and to determine the achievement of the quality of education in general. Class-based assessment aims to determine the progress and learning outcomes of students, diagnose learning difficulties, provide feedback/improvement of the learning process to determine grade promotion; and motivate students' learning by knowing and understanding themselves and stimulating them

to carry out educational efforts.

Basuki and Hariyanto (2015: 165) explain that the purpose of class-based assessment is similar to the purpose of assessment, the difference lies in its more specific emphasis. Generally, the objectives of class-based assessment are grouped into six, including: (a) feedback for students who have achieved the KKM or not; (b) to monitor student learning progress; (c) to diagnose students' learning abilities; (d) feedback for teachers in improving learning programs; (e) provide the possibility for students to achieve competence at different speeds, and; (f) information to educational institutions about the effectiveness of education.

The benefits of classroom-based assessment results according to Arifin (2011: 190) suggest that the benefits of classroom-based assessment, namely: Feedback for students in knowing their abilities and shortcomings, thereby creating motivation to improve their learning outcomes, Monitoring progress and diagnosing learning abilities students so as to enable enrichment and remediation to meet student needs in accordance with their progress and abilities, provide input to teachers to improve their learning programs in class, enable students to achieve predetermined competencies even with different learning speeds, provide learning motivation to students by means of provide information about progress and stimulate it to make efforts to strengthen or improve.

Class assessment produces information on the achievement of student competencies that can be used, including: (1) remedial for students who have not achieved the criteria for completeness, (2) enrichment for students who reach the criteria for completeness faster than the time allotted, (3) improvement of programs and learning processes, (4) reporting, and (5) determination of grade promotion.

Subjects Entrepreneurship subjects are compulsory subjects in the world of education, especially in vocational high school education (SMK). Students are expected to have the ability to see and assess business opportunities, such as realizing innovative ideas into the real world creatively in order to achieve success or increase income (Branch of the Education Office Region I Central Java)

SMK more active in mastering the promotion of a product. Entrepreneurship and promotion are two things that are interconnected with each other, promotion is not only an activity to attract customers but also the use of existing media to add value to the promotions carried out. Promotional media subjects can be a solution to implementing these learnings in creative and entrepreneurship product subjects. This aims to encourage vocational students to think critically in utilizing media for promotional needs in the entrepreneurial world (Sylabus of SMKN 1 Widang).

METHOD

This research uses qualitative research methods. In this study, the researchers used a descriptive qualitative approach, namely finding facts with the right interpretation, studying problems in the school environment,

and certain situations including relationships, activities, attitudes, and ongoing processes. and the effect of a phenomenon. This research is divided into the stages of the observation process and limited trial. The observation process was carried out at SMKN 1 Widang class XI and a limited trial was carried out in one class of the entire class XI at SMKN 1 Widang. The research subjects are core competencies and basic competencies (KI-KD). 3.7 Applying Marketing Promotion media to the subjects of Creative Products and Entrepreneurship. The data collection instrument used was an observation technique by coming directly to the school to observe and try out on students at SMKN 1 Widang on a limited basis. Limited trials carried out by utilizing the media to practice theories that have been imprisoned from the use of this media can add information data that will be carried out in class-based assessments, in this trial process students can practice skills in terms of promotion because the products they make will later be marketed publicly media agreed.

RESULTS AND DISCUSSION

In the subject of creative products and entrepreneurship, class XI has clear objectives namely,

1. Students are motivated sense of business
2. Train students' soft skills in relation to mentality, self-confidence, creativity and innovation
3. Channeling talents and expertise owned
4. Creativity event and the formation of team building and team work
5. Understanding all types of media to be used as a marketing tool

Students with subjects taken using class-based assessment evaluation tools with performance evaluation instruments. Performance evaluation is a process that measures a person's performance where in the measurement process it will always be compared with standards, targets/targets, or performance that have been set in advance and have been mutually agreed upon (Uno, 2012: 12). In this performance evaluation, researchers use google forms to collect data, in this google form students only choose or check the options listed on the cellphone screen.

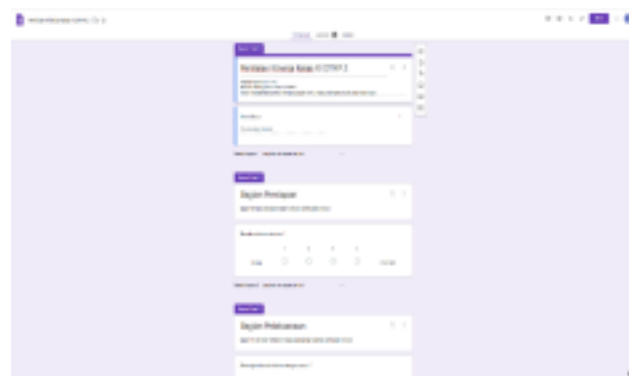


Figure 1

Template on Google Performance Assessment Form

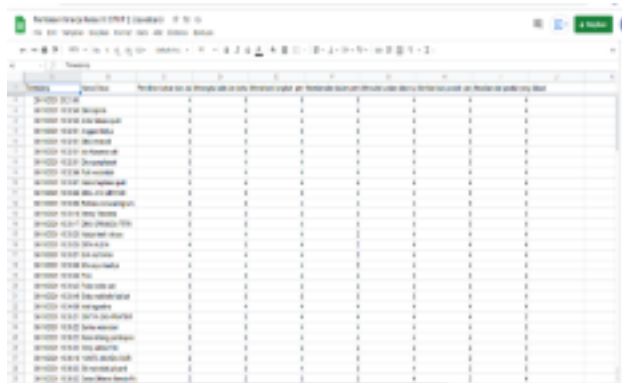


Figure 2

Results of the answers to filling out the Google Performance Assessment Form

From Figure 1 and Figure 2 it can be seen that the number of one class is around 34 students with one class being only female students.

Table 1.1 The Value of the Results of Filling Out the Performance Assessment Questionnaire in Making the Product Worth Selling in Class XI of SMKN 1 Widang

No.	Criteria Assessment	Category	Number of Students
1	4	Very Good	15
2	3	Good	7
3	2	Fairly Good	9
4	1	Less	3

Table 1.2 The process of calculating the value of the resulting selection

No.	Name Student	Score	Total Score	Average
1		1 2 3 4 5 6 7		

Researchers processed data by using one of the formulas to produce the class average.

$$\frac{\text{score obtained}}{\text{max score}} \times 4 = \text{final score}$$

The results of the formula above are known to the average class of 3.4 in class XI Creative Product and Entrepreneurship subjects KI-KD 3.7 applies marketing promotion media and can be stated very well. With a score of 3.4, it can be said to be very good in accordance with Permendikbud No. 81A of 2013. Performance evaluation can provide positive results for the development of students' abilities in the subjects of Creative Products and Entrepreneurship.

The data collection carried out by researchers to be relevant to performance evaluation begins with the stage of seeking information related to KI-KD in class XI subjects of creative products and entrepreneurship at SMKN 1 Widang, making assessment sheets which will later be distributed and filled in directly by students, and the last is to manage the data and conclude in a written form that can be accounted for. This evaluation is often carried out on students at the end of the semester using other instruments so that students experience limitations in exploring their abilities. Therefore, performance evaluation is carried out to identify indicators of student success in completing assignments at school.

The method used for data collection is by using the Checklist observation tool, this observation tool students only tick statements that are in accordance with what they are doing while completing the task. There is a choice of lifting according to ability, starting from the lowest to the highest.

From the results of the research that has been carried out, it can be concluded that the class-based performance evaluation on the subject of Creative Products and Entrepreneurship KI-KD 3.7 applies marketing promotion media for class XI SMKN 1 Widang obtaining a very good category and can be implemented in other subjects with a wider scale.

CONCLUSIONS AND RECOMMENDATIONS

The main purpose of the assessment activity is to determine whether the basic competencies that should be achieved in a series of lessons have been mastered by students. That is, in implementing the assessment, the teacher must compare student learning outcomes with existing competencies in the curriculum.

From the results of the research that has been carried out, it can be concluded that class-based performance evaluation in the subjects of Creative Products and Entrepreneurship KI-KD 3.7 applies marketing promotion media for class XI SMKN 1 Widang received a very good category and could be implemented in other subjects on a wider scale.

For teachers of creative products and entrepreneurship subjects at SMKN 1 Widang, it is hoped that they can use more appropriate evaluation instruments for further learning. For further researchers, it is hoped that they can carry out a deeper and wider implementation of class-based evaluation so that the applicability of the assessment is known.

This research must continue to be developed in other institutions so that the results can be used widely and are capable of being national in nature for learning development, especially for students at the Vocational School of Entrepreneurship.

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