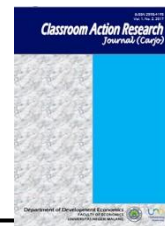




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Implementation Of Class-Based Assessment In Retail Business Management Subject Class XII Online Business And Marketing At SMKN 2 Kediri City

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Abstract

In the learning process the teacher's role is to make students achieve the goals that have been determined. To find out the involvement of students in the learning process, the teacher carries out research as contained in Law no. 20 of 2003, that the assessment of learning outcomes is carried out by students to monitor the process, progress and learning outcomes of students on an ongoing basis. SMK Negeri 2 Kediri City is an integrated part of the national education system. SMK Negeri 2 Kediri City is one of the vocational high schools in Kediri City that emphasizes the focus of learning Online Business and Marketing with the aim of preparing students for the Industrial 4.0 era. SMK Negeri 2 Kediri City has several learning models. However, class-based assessment evaluation will be tested this time. The purpose of this study was to determine the implementation of class assessment on the Class XII Retail Business Management Subject at SMK Negeri 2 Kediri City and to find out the obstacles faced by teachers in carrying out class assessments in the Class XII Retail Business Management Subject at SMK Negeri 2 Kota Kediri.

How to Cite

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INTRODUCTION

Education is an important factor for the Indonesian people because education is one of the means to achieve national goals. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. No. 20 of 2003 concerning the National Education System).

In the learning process, the teacher's role is to make students achieve the predetermined goals. To find out the involvement of students in the learning process, the teacher carries out research as contained in Law no. 20 of 2003, that the assessment of learning outcomes is carried out by students to monitor the process, progress and learning outcomes of students on an ongoing basis.

In order to achieve the learning objectives at each stage it is necessary to have an activity that is evaluating, namely learning assessment and if at each stage of the learning process the results are not successful, it is necessary to make improvements. Evaluation is an integral part of the teaching and learning process. In the learning process, the teacher plans the entire series of learning, starting from making learning designs, carrying out learning activities, and conducting evaluations that include learning processes and outcomes in the form of teaching impacts.

SMK Negeri 2 Kediri City is an integrated part of the national education system. SMK Negeri 2 Kediri City is one of the vocational high schools in Kediri City that emphasizes the focus of learning Online Business and Marketing with the aim of preparing students for the Industrial 4.0 era. SMK Negeri 2 Kediri City has several learning models. However, class-based assessment evaluation will be tested this time.

Assessment in the learning process, among others, as an activity to collect facts and learning documents of students who can be trusted to make improvements to the program, if the assessment activity occurs as part of a learning program in the classroom. Because assessment functions to help teachers plan curriculum and learning programs, assessment activities require varied information from each individual and or group of students and teachers.

From the description above, it is concluded that the assessment functions as feedback in teaching and learning activities, measure and determine student learning progress, as well as to determine student learning difficulties. Class assessment is a process carried out through steps, gathering information through a number of pieces of evidence showing the achievement of student learning outcomes, reporting, and using information about student learning outcomes. Class assessment is carried out in various ways, such as written tests (paper and pencil tests), assessment of student work through a collection of student work / work (portfolio), product assessment, project assessment and student performance assessment (Depdiknas, 2004: 5)

Basically class assessment is an evaluation for both students and teachers, with class assessment students will find out how successful he is

in following the learning process, while the teacher can find out whether the method applied during the learning process has been successful with a very satisfactory level of student achievement, if not, the teacher can design a new method that is more effective. And with this value, external parties such as parents can find out how advanced their children are in following the learning process, because the learning process will run well when there is active participation from parents and other parties who care about the world of education.

RESULTS AND DISCUSSION

A. Preparation for the Implementation of Class-Based Assessment.

Based on the results of observations at SMKN 2 Kediri City before carrying out learning activities, teachers make learning tools. The learning tools include: annual programs, semester programs, syllabus, lesson plans.

The lesson plan is a reference material needed by the teacher to teach at every meeting. In preparing a lesson plan, the teacher considers the characteristics of students in a class, considering that the characteristics of students are different. Based on the results of observations at SMA N 1 Dempet in compiling a teaching implementation plan, the teacher carries out the following things:

- a. Establish basic competencies taken from competency standards.
- b. Develop indicators taken from competency standards.
- c. Develop the main material / material description where the main learning points are taken from the development of indicators which describe briefly the main points of material that will be given during one meeting.
- d. Develop learning steps.

Activities carried out in teaching and learning activities include:

(1) Student learning experiences, namely:

- a. Students study in groups;
- b. Each group is given the task of discussing the material that has been determined;
- c. The results of the discussion are summarized in a paper, then the paper is presented in front of the class;
- d. Other students respond to the results of the discussion summary (papers) that have been presented;
- e. Further discussion takes place;
- f. If there is a deadlock in the discussion, then the problem is submitted to the teacher.

(2) Activities Teacher

- a. Form discussion groups and share themes with all groups;
- b. When discussing, the teacher observes the course of the discussion and records the learning events that occur;
- c. Provide solutions if there is a deadlock in the discussion;
- d. Assessing the discussion process and the resulting paper, helping to draw conclusions.

- e. Develop handout learning media to provide material other than handbooks and questions to take student grades.
- f. Assessment and follow-up

The types of assessment used are test and non-test assessments. Tests with daily tests carried out after the competency standards have been discussed/each subject matter. Non-test with the assessment of the results of the paper and the course of the discussion. While the follow-up, if students have not reached the minimum completeness limit, remedial is held and for students who have achieved mastery enrichment.

- a. Sources of materials

The sources of materials used in Civic Education learning are: Deseven Dasih. Retail Business Management. Earth Literature. 2017 Book of Retail Business Management for SMK/MAK Class XII, by Deseven Dasih Year 2019

In the implementation of learning activities it is also influenced by the conditions of the learning environment in schools. The environment includes aspects of students, aspects of teachers and infrastructure. Conducive students, namely, feel comfortable in learning, do not feel bored or bored in receiving the lessons given by the teacher, are very supportive in learning activities. Teachers as educators and instructors who can create a conducive atmosphere that is able to condition the class and complete school administration and management, so that teaching is more concentrated and focused.

Conducive learning infrastructure, namely, learning facilities and media for students and teachers who support. These three aspects cannot be separated, because with the three mutually supportive aspects, learning activities can be carried out optimally. If learning activities can be carried out optimally, maximum learning outcomes will be achieved. The implementation of learning activities must also be in accordance with the learning tools that have been made by the teacher. Meanwhile, in making learning devices, it must be in accordance with the applicable curriculum. The end of the learning activity process is evaluation/assessment. Evaluation/assessment is carried out after a competency standard has been discussed.

B. Implementation of Class-Based

Assessment Implementation of Class-Based Assessment starts from the learning process which includes preparation, implementation and evaluation. However, the evaluation itself also requires preparation before the implementation of the assessment. Based on the results of observations at SMKN 2 Kediri City, before carrying out the assessment, teachers first set indicators of competency achievement: mapping competency standards, basic competencies, indicators, determining assessment techniques, making test/question tools and scoring guidelines. To support this preparation, teachers are included in activities such as training, upgrading and seminars.

Before carrying out the assessment, the teacher first determines

the type of bill/evaluation instrument. The types of bills used in the assessment of Citizenship Education Subjects at SMKN 2 Kediri City are individual tests, group tests, observation performance tests, written skills tests, cognitive ability tests, practical tests, daily tests, mid-semester tests, and end-of-semester tests. Individual and group written tests are given after the material is given, for odd semesters the type of evaluation is given a written knowledge test and an observational performance test. While the even semester uses the evaluation of cognitive ability tests and practicum tests.

Individual assignments given to students are in the form of homework. In practice, students do these assignments at home to increase student learning capacity. The group assignment given by the students aims to assess the group work ability of students in solving a problem. The form is in the form of assignment reports, making group papers, and group projects. Then each group was asked to present their results in front of the class. One group presented, the other group gave comments and asked questions.

Performance appraisal is done by observing student activities in doing something. The criteria assessed in the performance assessment are students' understanding in mastering the problem, students' appearance in presenting problems, clarity of ideas in expressing opinions. Each criterion is given a score of 1 if it is not good, a score of 2 if it is good and the assessment is assessed individually. While the practical assessment is assessed directly by the teacher.

For the teacher's action test, the teacher assesses the behavior and attitudes of students during the learning process and its implementation uses non-test techniques. Based on the results of observations, attitude assessment can be carried out by observing and interviewing. Observation is an assessment tool whose filling is done by the teacher on the basis of observations on the attitudes and behavior of students. The implementation can be done before teaching, during teaching and after teaching. Aspects assessed in the observations are perseverance in learning, craft/attendance, discipline, activity, courtesy, caring, friendly with friends, doing assignments, and responsibilities. The assessment guideline is very good score 5, good score 4, enough score 3, less score 2, very less score 1.

The implementation of the assessment of Retail Business Management is not only seen in terms of knowledge and skills of students, but there is a consideration of the attitude value of the students. student. For example, there are students whose grades are good but their attitudes and behavior are not good or vice versa, there are students whose grades are less but the students are polite and good, so it is necessary to make considerations from the teacher such as reducing or adding values.

Based on the results of observations, the implementation of remedial work can be carried out in effective hours or outside effective hours, depending on the form of assignment given by the teacher. And the teacher will inform any students who have not finished doing the

assignments given every 2 weeks before the midterm and midterm exams.

The written test is used by the teacher to measure the cognitive aspects obtained from the results of the written test and then processed by the teacher to find out whether the students have completed or not. In carrying out the assessment of Citizenship Education subjects, teachers use criteria as reference. SMKN 2 Kediri City determines the minimum standard of completeness that determines whether or not students pass. In the SKM Retail Business Management subject students must achieve 69%. Students who have mastered 70% of the competencies enriched, for students whose human resources are less than 70%, it means that the student has not completed and the student needs remedial action. Remedies are carried out during effective hours or outside effective hours depending on the teacher's provisions.

For assignments or homework assignments that teachers often give to students as individual assignments are doing assignments from the handbook. The purpose of the teacher giving homework to work on textbooks is so that students are trained to learn after or before the teacher conveys material to students. Daily tests are carried out every time the subject is completed. The implementation of daily tests depends on the number of subjects. If the subject is small/short, it can be repeated 1 time, but if the subject is long, the assessment can be repeated 2 times.

Project assessment is a task that must be done by students in groups which aims to explore information about students' abilities to integrate all the knowledge that has been obtained in the form of group reports. The teacher divides the students into several groups and then gives the task to make a group observation report. The implementation of project appraisal is assessed in groups and individually.

Based on the results of observations at SMKN 2 Kediri City, the principles of assessment that have been implemented include:

- a. The principle is valid, so that the teacher's valid assessment uses tools that are reliable, appropriate or valid. For example, using a written test to measure the level of understanding of students.
- b. The principle of educating, the teacher in addition to providing an assessment also provides motivation to successful students as a trigger to improve learning achievement
- c. Competency-oriented principle, so that the assessment remains competency-oriented, the teacher gives an assessment in accordance with the achievement of competence in the curriculum
- d. The principle of fairness and objective means that the teacher gives an assessment without discriminating between genders, because all students are the same, only the level of intelligence is different
- e. The open principle, the application of the open principle means that the assessment carried out is open to anyone, for example test results are notified to students
- f. The principle of continuous, means that the assessment is carried out continuously during the learning process from beginning to end
- g. Overall principle, means that the assessment is carried out thoroughly

covering cognitive, affective and psychomotor aspects

- h. The principle is meaningful, meaning that the assessment must reflect a complete picture of student achievement

C. Barriers to the Implementation of Class-Based Assessment Based

On the results of observations and interviews with teachers of Citizenship Education subjects, there are several obstacles in implementing class-based assessments at SMK Negeri Kediri, as follows:

- a. Barriers to the affective aspect.

Barriers in carrying out the assessment of the affective aspect are the large number of students and the teacher has difficulty memorizing the behavior of students one by one so that it takes up a lot of time and finally the material cannot be given optimally. The number of students who are too many in one class makes it difficult for teachers to monitor the progress of student achievement.

- b. Barriers to the psychomotor aspect

Barriers in carrying out the psychomotor aspect assessment are the lack of time allocation. To assess the psychomotor aspect more on skills, the assessment is based on the performance mastered by students and the results can be seen in the class discussion process. Where the discussion takes a long time so that all students can be assessed. Due to the lack of time, not all students came forward to do discussion presentations.

- c. Barriers to project appraisal

Barriers to project appraisal are time and cost constraints. So that it makes students find it difficult to make project assignments given by the teacher, besides that project assignments take a lot of time and money for students.

- d. Obstacles in implementing remedial

The obstacles in implementing remedial are if remedial is carried out at effective hours it will interfere with learning and learning activities.

CONCLUSION

Based on the results of observations at SMKN 2 Kediri City before carrying out learning activities, teachers make learning tools. The learning tools include: annual programs, semester programs, syllabus, lesson plans. Implementation of Class-Based Assessment starts from the learning process which includes preparation, implementation and evaluation. However, the evaluation itself also requires preparation before the implementation of the assessment. Based on the results of observations at SMKN 2 Kediri City, before carrying out the assessment, the teacher first determines the indicators of competency achievement: mapping competency standards, basic competencies, indicators, determining assessment techniques, making test/question tools and scoring guidelines. To support this preparation, teachers are included in activities such as training, upgrading and seminars.

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