



Implementation Of Class-Based Assessment In Private And Entrepreneurship For Class XI Students Of Negeri 1 Turen.

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DOI: 10.17977/um013v6i32024p37-47

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History Article

Received 12 January 2024
Accepted 20 February 2024
Published 24 April 2024

Keywords

*Evaluation,
Implementation of
Assessment, Attitude
assessment, Peer
Assessment.*

Abstract

Evaluation or assessment is a process of determining value for a thing or object based on certain references to determine certain goals. The importance of evaluation in the current learning system aims to determine various issues related to the development, progress, and setbacks of a research, to be followed up as a learning-oriented development which is a step to improve the quality of learning in the classroom. The results obtained from the evaluation can be used as feedback for teachers in improving learning activities.

In this case, the implementation of class-based assessment (PBK) activities in learning crafts and entrepreneurship at Smk Negeri 1 Turen has not been carried out optimally so that research is needed to assist the implementation of class-based assessments to provide information to teachers about learning activities, both in terms of the process and output of activities. which has been done. This study uses an attitude assessment technique between peers to determine the extent of knowledge possessed by peers in assessing their friends in craft and entrepreneurship learning activities in the classroom and outside the classroom.

How to Cite

Zahra Az Ilhamatus & KD Ayu Indi (2024) Implementation Of Class-Based Assessment In Private And Entrepreneurship For Class XI Students Of Negeri 1 Turen. *Classroom Action Research Journal*. 6(3), 37-47.

INTRODUCTION

The 2013 curriculum is a continuation of the Based Curriculum which was initiated in 2004 which includes integrated attitudes, knowledge, and skills competencies. The 2013 curriculum uses classroom-based assessment (PBK) which includes three domains, namely cognitive, affective and psychomotor using 7 classroom-based assessment techniques, namely: written assessment, performance assessment, attitude assessment, project assessment, product assessment, portfolio assessment, self-assessment themselves (Zainal Arifin, 2010).

Mansur (2012), states that to find out the strengths and weaknesses in the learning process, it is necessary to pay attention to a good and planned assessment system, so that it can be used as a basis for making decisions, whether the learning process is good and can be continued or still needs improvement and refinement.

Assessment or evaluation is one of the tools that can help educators in getting feedback on students to be able to improve learning activities that are suitable for giving to students. Assessment Learning its implementation has quantitative or qualitative. Assessment in this case is defined as a measurement (measurement) or assessment (evaluation) of a plan that has been carried out by the teacher which is usually carried out at the beginning of the meeting, at the end of the meeting, mid-semester to the end of the semester. Assessment In the learning system is necessary as mentioned above. Based assessment is assessment in the sense of assessment. That is, data and information from classroom-based assessment is one of the pieces of evidence that can be used to measure the success of an educational program.

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 carried out 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 achievement (Sigalingging, 2003:45).

Class-Based Assessment aims to determine the progress and learning of students, diagnose learning difficulties, provide feedback or improve the learning process, determine grade increases, and motivate student learning by knowing and understanding themselves and stimulating them to make improvement efforts (supranata and Hatta, 2005: 94). Class-based assessment serves as a material for consideration in determining grade increases, feedback in improving teaching programs, a driving tool in improving students' abilities, and as a tool for students to evaluate their performance and reflect on themselves.

The domain of attitude is very important to be owned and developed from a young age by students, especially in today's modern times, attitudes are very important to be applied so that they become cultured in later adulthood. Pala (2012) (in Musyarofah, et al, 2013, p. 42)

states that “character education can be started at every grade level. This is important for a strong foundation today and for strengthening and building foundations for the future.” “In Indonesia, the age range for elementary school is 6 to 12 years. Students in this group include the range of early childhood. At this time, all the potential that children have needs to be encouraged so that they will develop optimally.” (Musyarofah et al, 2013, p. 42). This is what underlies the Ministry of National Education of elementary schools portion a larger And it is also very important that every school implements Character Education starting from elementary school to high school and even at the college level. Character education that forms a student's attitude is very important because attitude is the foundation for students to be able to appreciate the work of others and respect themselves.

With the values of attitudes that exist, are embedded and developed in students, students are expected to be able to be sensitive to the environment, be able to find out what they find, be able to appreciate the differences that exist, and students are expected to be able to act and solve problems that exist in their environment by his own abilities. Dasna (in Harsono et al., 2014, p. 2) states that "attitude is very important in social life because it can shape the human person in making rational considerations when making a decision, having a high tolerance for differences in religion, thought and culture and ethnicity, has a high sense of love for the homeland, cares about the surrounding environment.

The realm of affective assessment is an assessment that focuses on student attitudes. Student attitudes are the embodiment of student behavior during the learning process, student attitudes need to be known by the teacher's competence. Attitudes possessed by students who show their competence are tolerance, care for the environment, courtesy and honesty. This attitude is important because tolerance is an attitude that respects differences in ideas, religions, beliefs, ethnicities, customs, languages, races, ethnicities, opinions with others. Indonesia is a country that is rich in differences, therefore students must have a high respect for others, then the attitude of caring for the environment is also very important, students are expected to have a sense of care for the surrounding environment. Both the environment at school and the environment in the community such as not littering, polite attitude is an attitude that students need to have from an early age. Indonesia is known as a friendly and polite country, therefore it is necessary to develop a polite attitude in students from an early age so that it becomes a habit until adulthood, honesty is a very important attitude, honest attitude is marked by doing the right thing, such as not cheating on exams and always saying words as they are without adding or subtracting what is being conveyed.

Entrepreneurship subjects are important subjects in the world of education. Entrepreneurship subjects as stated in the syllabus of the SMK curriculum consist of several materials including explaining the meaning of entrepreneurship or the spirit of entrepreneurship. For the subject of Entrepreneurship, it requires student activity during the learning process. For example, the material identifies entrepreneurial attitudes and behavior

(KTSP Curriculum, 2009). The material requires students to know more about the world of entrepreneurship. In addition to student activity, the effective use of media and methods by teachers will motivate students to understand Entrepreneurship material and will foster an entrepreneurial spirit and is expected to be able to improve learning achievement. The purpose of the Entrepreneurship learning process is that students are expected to be able to have an entrepreneurial spirit (Syllabus of SMK PIRI 1, 2009). Entrepreneurship subjects at the SMK level aim to encourage students to think critically in utilizing knowledge about the world of entrepreneurship. Subjects are entrepreneurship that the application of these subjects is in everyday life.

The assessment carried out by teachers in several basic competencies in SMK in Turen, Malang Regency, namely SMK NEGERI 1 TUREN has not been able to measure student learning optimally. Where observations at school and interviews with several teachers of crafts and entrepreneurship subjects indicate that teachers in the field of Craft and Entrepreneurship (KWU) have not been able to carry out class-based assessment to the fullest. In this research, the implementation of Class-Based Assessment (PBK) uses the Attitude Assessment technique among peers which is used as an assessment tool to obtain information about the extent to which learning or the achievement of competence (a series of abilities) of students through friends. This requires students to give an honest assessment to references predetermined. Based on this, a research was conducted on "Implementation of Class-Based Assessment in Learning Crafts and Entrepreneurship for Class XI Students of Entrepreneurship Subjects at SMK Negeri 1 Turen.

METHOD

This research was conducted using a qualitative approach with a descriptive method. According to Zuriyah (2007: 47) "Description research seeks to systematically and carefully provide actual facts, symptoms, events and characteristics of a particular population or area". And Emzir (2008: 174) explains "What will be included through description depends on the question the researcher is trying to answer. Description research is usually not directed at testing hypotheses, but rather looking for information to draw conclusions. Where this research uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by linking existing methods. The use of qualitative research is used to focus on things that are not easy to do with measurement. Analysis Techniques Using this descriptive method also relates interpretation by using a qualitative approach (critical reasoning). The analysis of the qualitative research data used was observation and interviews, where the research process was carried out with observations, limited trials and direct interviews regarding the implementation of class-based assessments for Prakarya and Entrepreneurship (KWU) teachers at State Vocational Schools 1 Tournament. The data taken will be processed in such a way as to achieve the research objectives. In the implementation of this Class-Based assessment, the assessment technique used is an attitude assessment

between peers which is used as an assessment tool to obtain information about the extent to which students' learning outcomes or the achievement of competence (a series of abilities) of students through their friends. This assessment technique is also used as a tool for determining the final assessment of the learning and entrepreneurship Authentic assessment or Attitude Assessment becomes a reference in every assessment of learning in the classroom, meaning that an assessment of student learning progress is obtained throughout the learning process. Therefore, the assessment is not only carried out at the end of the period but is carried out in an integrated manner from learning activities in the sense that learning progress is assessed from the process, not merely the results (Trianto, 2009, p. 253).

The population in this study were all students of class XI Online Business and Marketing of SMK Negeri 1 Turen with the sample used was one class students of class XI Online Business and Marketing of SMK Negeri 1 Turen, totaling 35 people. This research is an attempt to dig up information and describe events and activities related to the implementation of Class-Based Assessment (PBK) in learning crafts and entrepreneurship for class XI students of Entrepreneurship Subjects at SMK Negeri 1 Turen by using attitude assessment techniques between peers.

RESULTS AND DISCUSSION

In the 2013 curriculum, it is described that the assessment can be used to (1) The learning outcomes obtained from the assessment by educators are used to determine the class increase of students. (2) Students are declared not to go to class if the learning outcomes of at least 3 (three) subjects on knowledge competence, skills have not been completed and/or attitudes are not good. (3) The provisions are referred to as students SMPLB. So that the importance of assessment in the learning process needs to be carried out as a determinant of the next learning process, then in the implementation of class-based assessments that are carried out have results and discussions as the implementation of Class-Based Assessment (PBK) in Craft and Entrepreneurship for students of class XI Entrepreneurship Subjects at SMK Negeri 1 Turen, data obtained from observations, interviews, and limited trials conducted to students of class XI Online Business and Marketing in the subject of Crafts and Entrepreneurship (KWU) for approximately one week, which was conducted to one class of students in class XI Online Business and Marketing a total of 35 people. Based on the data collection techniques used, obtained data relating to the implementation of class-based assessment with attitude assessment techniques among peers in learning Craft and Entrepreneurship archives of attitude assessment results between students and school profiles studied.

In the craft and entrepreneurship subjects taken by class XI Online Business and Marketing SMK Negeri 1 Turen has clear objectives, namely,

1. Students are motivated by a sense of business

2. Train soft skills in relation to mentality, self-confidence, creativity and innovation
3. Channel talents and expertise possessed
4. Creativity event and the formation of team building and team work
5. Understanding all types of media to be used as a marketing

Channeling tool researchers decided to do observations, interviews, and limited trials related to students' understanding of the subjects of craft and entrepreneurship taken in class XI Online Business and Marketing at SMK Negeri 1 Turen using a class-based assessment evaluation tool with an attitude assessment evaluation instrument between peers which is used as an assessment tool to obtain information about the extent to which student learning outcomes or the achievement of competencies (a series of abilities) of students through their friends.

Results

The initial stage of this research is planning and meeting the needs of the instruments used in the implementation of class-based assessment using attitude assessment techniques among peers. The assessment score criteria used in the attitude assessment questionnaire among peers in the implementation of class-based assessment at SMK Negeri 1 Turen are as follows.

No	Category	
	Assessment Score	Criteria
1	4	Very Good
2	3	Good
3	2	Fairly Good
4	1	Less

Table 1- Criteria for Attitude Assessment Questionnaire among Friends in Class XI Online Business and Marketing at SMK Negeri 1 Turen.

With the data result formula:

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

The Assessment Sheet Instrument used when taking Assessment data Attitude XI Online Business and Marketing in Learning Crafts and Entrepreneurship at SMK Negeri 1 Turen.

Data obtained through an attitude assessment questionnaire between friends that has been carried out to 35 students of class XI Online Business and Marketing at SMK Negeri 1 Turen Get the results contained in the table below which is a recapitulation of the results of the attitude assessment between colleagues who have conducted limited trials in class on students of class XI Online Business and Marketing at SMK Negeri 1 Turen.

From the data recapitulation of assessment results between peers using a questionnaire in class XI Online Business and Marketing in

learning Craft and Entrepreneurship at SMK Negeri 1 Turen, it can be seen that the scores obtained by students are as follows:

No	Assessment		Total Students
	Criteria	Category	
1	3,33 - 4,00	Very Good	2
2	2,33 - 3,33	Good	24
3	1,33 - 2,33	Fairly Good	9
4	< 1,33	Less	-

Table 2- Attitude Assessment Score Results Inter-Peer

Discussion

In Permendikbud Number 66 of 2013 it is explained that educational assessment is a process of collecting and processing information to measure the achievement of student learning outcomes including: authentic assessment, self -assessment, portfolio-based assessment, test, daily test, mid-semester test, test end of semester, competency level exams, competency level quality tests, national exams, and school/madrasah tests (Permendikbud 66 of 2013), which are described as follows. In this theoretical study, it is limited to describing authentic assessments. Authentic Assessment Is an assessment carried out comprehensively to assess starting from the input (input), process, and output (output) of learning (Permendikbud Number 66 of 2013). Authentic assessment is a significant measurement of student learning outcomes for the domains of attitudes, skills, and knowledge. The term authentic is a synonym for genuine, real, valid, or reliable. Conceptually, authentic assessment is significantly more meaningful than even standardized multiple-choice tests. Assessment Authentic as the process of collecting information by teachers about the development and achievement of learning carried out by students through various techniques that are able to express, prove or show precisely the learning objectives and abilities (competencies) that have been truly mastered and achieved (Bahrul Hayat, 2003). et al: 2008).

This attitude assessment is designed as a process of assessing students' affective aspects. The attitude assessment developed by the researcher includes an attitude assessment between colleagues during discussions and an attitude assessment between colleagues during the practicum. Assessment- Peer assessment is an opportunity given to students to assess their peers or they have the opportunity to assess each other among their peers. In order research to continue to assess what should be, the teacher must develop an assessment format in which students simply provide answers to statements that have been developed by the teacher in accordance with predetermined indicators. For example, about honesty, discipline, obedience to the rules, cooperation and others. Self-assessment and peer-assessment must be carried out at least once per semester. In general, the attitude objects that need to be assessed in the learning process include: attitudes towards learning materials, attitudes

towards teachers/teachers, attitudes towards the learning process and attitudes related to values. or norms related to a learning material (Mansur, 2012). In Each of the observed attitude components there is an assessment rubric. The scoring rubric is developed based on the observed attitude.

Several things that need to be considered in processing values in the attitude aspect include:

- a. Processing of attitude competency values (KD in KI 1 and KI 2) is carried out at the end of the semester.
- b. Attitude competency values are obtained through observation techniques recorded in journal techniques and can be supported by other assessment techniques (self -assessment, peer-to-peer assessment, etc.).
- c. The value of attitude competence at the end of the semester is obtained from all attitude values according to the basic competencies of the relevant semester (according to planning and mapping).
- d. The value of attitude competence is conveyed in the form of a description.

Data regarding attitudes that have been obtained must pay attention to the source of the data. The sources of data for attitude values are:

1. Subject teachers through observations recorded in journals during the learning process;
2. Counseling Guidance Teachers through direct observations recorded in the value journal or indirectly (reports of other parties) which are also recorded in the assessment journal;
3. The homeroom teacher recaps the results of the descriptions of the subject teachers and Counseling Guidance and reformulates the description of the values of spiritual attitudes and social attitudes.

The processing of these attitude values is carried out in the following stages:

1. The subject teachers and Counseling Guidance teachers record the behavior of spiritual attitudes and attitudes in social journals.
2. Subject teachers and Counseling Guidance teachers formulate short descriptions of spiritual attitudes and social attitudes based on journal notes for each student, then give them to the homeroom teacher.
3. The homeroom teacher collects a brief description of the attitudes of the subject teachers and Counseling Guidance teachers. Based on a brief description of the spiritual and social attitudes of the subject teacher, Counseling Guidance teacher, homeroom teacher formulates a description achievement of the spiritual and social attitudes of each student.

If the processing of attitude values has been carried out through the three stages as above, the teacher then writes the results of the processing in the form of a description which will be included in student report cards. The formulation of the attitude value description is written in sentences

that are motivating and states the attitude value in a row from very good, good, and starting to develop.

In this discussion, according to the data that has been obtained from the limited attitude assessment among peers and in accordance with Permendikbud No.81A In 2013 students will get a score from the assessment results as below:

Very Good : if they get a score: 3.33 – 4.00
 Good : if get a score: 2.33 – 3.33
 Good enough : if they get a score: 1.33 – 2.33
 Less : if you get a score: < 1.33

A limited trial is conducted to see the effectiveness of the assessment tool that has been developed. The limited trial in this study was carried out on students of class XI Subject at SMK Negeri 1 Turen. assessment tools Tested the trial is a questionnaire for assessing attitudes among peers in learning crafts and entrepreneurship. Based on the peer-to-peer attitude assessment questionnaire given to students, it is known in Table 3, that there were 35 students who filled out the questionnaire in the context of collecting attitude assessment data between peers. So from the data obtained the value of each student. The results of the data processing score Assessment of attitudes among peers in class XI Online Business and Marketing at SMK Negeri 1 Turen can be seen in Table 4. Based on Table 4 it can be seen that 2 students obtained attitude scores between 3.33 - 4,00 in the very good category, a student obtained an attitude score between 2.33 - 3.33 in the good category and 9 students obtained an attitude score between 2.33 - 3.33 category.

Then the results of the recapitulation of the assessments of class IX students in Online Business and Marketing in the assessment of attitudes between colleagues will be able to be an additional consideration for the teacher's assessment in providing final grades which are complete scores for students. The results of this limited trial show that the implementation of class-based assessment using an attitude evaluation instrument among peers can be carried out properly and according to the 2013 curriculum regarding the use of classroom-based assessment (PBK).

CONCLUSION

In the 2013 curriculum, attitudinal competence, both spiritual attitudes (KI 1) and social attitudes (KI 2) are not taught in the teaching and learning process, but must be implemented in the teaching and learning process through habituation and example shown by students in everyday life. Assessment is part integral of the learning process, as an integral component of the assessment must be planned from the start before learning activities are carried out. Assessment must be comprehensive, to obtain information on all aspects of development, both cognitive, affective, and psychomotor aspects. The assessment carried out comprehensively is an authentic assessment which is an assessment to assess the beginning (input), process and output (output) of learning.

The main purpose of the assessment activity is a process to determine the basic competencies that should be achieved in a series of

learning that the material provided can be mastered or furniture by the students. Based on research on the implementation of Class-Based Assessment (PBK) in learning crafts and entrepreneurship for students of class XI Entrepreneurship Subjects at SMK Negeri 1 Turen By using attitude assessment techniques between peers, the results and discussion data have been explained, the teacher's activities after carrying out the learning process teaching is to evaluate learning outcomes or conduct evaluations at the end of each lesson. This assessment or evaluation of learning outcomes aims to measure the success of learning carried out by the teacher as well as to measure the success of students in mastering the competencies that have been determined. In practice, the Master of Craft and Entrepreneurship (KWU) at SMK Negeri 1 Turen carries out a class-based assessment process quite well, from planning, implementation, processing to reporting. The 2013 curriculum uses class-based assessments (PBK) which include three domains, namely cognitive, affective and psychomotor using 7 class-based assessment techniques, namely: written assessment, performance assessment, attitude assessment, project assessment, product assessment, portfolio assessment, self-assessment (Zainal Arifin, 2010). This attitude competency assessment is carried out by the teacher to measure the level of attainment of attitude competence among peers which is carried out from students which includes aspects of receiving (receiving), responding (responding), assessing (valuing), organizing (organization) and character (characterization). Researchers assist the implementation of class-based assessment with attitude assessment techniques through observation, and assessment between friends. In conducting an attitude assessment among peers in the subject of crafts and entrepreneurship, students are judged to be honest and in accordance with what they have experienced so that the data obtained is in accordance with factual circumstances and situations.

The implementation of class-based assessments with peer-to-peer attitude assessment instruments conducted on students of class XI Online Business and Marketing at SMK Negeri 1 Turen in learning crafts and entrepreneurship can be said to be successful and get the desired results both from researchers and from the school to assist teachers in get an assessment carried out in the evaluation stage of learning in the subjects of craft and entrepreneurship. So that the purpose of this research can be achieved properly and smoothly. Hopefully in the future this research can help teachers and future researchers in conducting similar research.

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