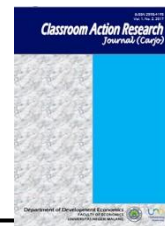




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## Implementation Of Self Assessment As An Evaluation Of Learning In Entrepreneurship Subjects For Class XII Students Of Islamic Vocational School 1 Blitar

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*Assessment, self-assessment, Entrepreneurship.*

### Abstract

This study discusses the use of self-assessment as an evaluation of learning in the subject of entrepreneurship in class XII students of SMK Islam 1 Blitar. Self-assessment is an assessment that involves students to assess their own competence. This study is motivated by the fact that teacher-centered assessment has often made it difficult to assess and students were less involved. So that students as objects of assessment who should be able to take the most benefit from the assessment, have not received feedback maximum. With self-assessment, it is hoped that it can be used as an alternative in the assessment. This study uses qualitative research with a descriptive approach. This study aims to describe the effectiveness of the self-assessment instrument in the evaluation of learning entrepreneurship subjects. In its application, the self-assessment instrument made reveals the achievement of learning outcomes on average students' understanding of entrepreneurship subjects. From the results of data processing obtained the highest percentage of 48.16%, lack of understanding of entrepreneurship subjects.

### How to Cite

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## INTRODUCTION

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. Evaluation can be used to find out achievement information and the development of students' abilities in learning activities.

According to Tyler in Arikunto, evaluation provides an overview to what extent, in what ways, and how the educational goals have been achieved.<sup>1</sup> So evaluation is used to measure and assess the achievement of goals. But not only that, Cronbach and Stufflebeam also added that further evaluation can be used to make decisions, evaluation has many ways and methods but in its application it is underutilized, even though the evaluation method has a variety of different effectiveness.

In the evaluation there are several methods, one of which is self-assessment of students by involving them in making assessments about their own learning, especially about their achievements and the results of their learning. Self-assessment contributes to the learning process of students, especially to direct all their abilities in achieving predetermined learning targets. Besides that, self-assessment can also be used to make improvements to the competencies of students who are known to have not achieved the expected results during the learning process. The involvement of students in the "students self-assessment" self-evaluation process is now considered an important part of school success. Black and William argue, "... self-assessment by pupils, far from being a luxury, is in fact an essential component of formative assessment".<sup>10</sup> Self-assessment by students, far from being a luxury, is actually an important component of formative assessment.

SMK Islam 1 Blitar is an integrated part of the national education system, in this case the Blitar City Education Office and the Blitar City Government, have a mission to improve vocational education in Indonesia, especially Blitar City. Islamic Vocational School 1 Blitar is one of the schools in the city of Blitar which emphasizes the focus of learning on economic aspects and especially entrepreneurship.

During this pandemic, SMK Islam 1 Blitar also implemented website-based online learning to support health programs from the government. In evaluating learning SMK Islam 1 Blitar also tried to evaluate online learning based on websites, model learning. self assessment tested on class XII students of SMK Islam 1 Blitar in order to involve students in conducting an assessment of their own competence, as well as another alternative for the application of the assessment.

Entrepreneurship is a scientific discipline that studies the values, abilities, and behavior of a person to obtain opportunities with various risks that they may face. According to Suharto Prawirokusumo (1997: 4), entrepreneurship education has been taught as an independent academic discipline because entrepreneurship contains a complete and distinct body of knowledge, namely theories, concepts, and complete scientific

methods. Entrepreneurship is a scientific discipline that has its own object, namely the ability to create something new and different.

## **METHOD**

### **Types of Research**

This research is qualitative, using a descriptive approach. This descriptive study aims to describe and interpret objects as they are.<sup>14</sup> The research was conducted to use self-assessment on entrepreneurship learning as it is when the research took place.

### **Place and Time of**

This research was conducted at Islamic Vocational School 1 Blitar, held on December 6, 2021.

### **Research**

The sources of this research are students of class XII in entrepreneurship learning. With the research subject of class XII students, which consists of only one class that has taken entrepreneurship subjects. The selection of this subject is done by using a self assessment. According to Paul Black and Dylan William, there are things teachers should do to provide self-assessment. They advocate sharing clear learning criteria and goals. One of the reasons for choosing class XII students is because they have received entrepreneurship subjects (this relates to the focus of research on the application of self-assessment techniques.)

### **Focus Research**

This research is focused on evaluating learning with self-assessment in entrepreneurship lessons. The focus of the research is translated into;

1. Students' ability and understanding in conducting self-assessment of entrepreneurship learning materials.
2. The results of the assessment using the self-assessment.

### **Instruments**

Assess competence of students are asked to mastery of knowledge and thinking skills as a result of learning from an entrepreneurship subject using a questionnaire. Inventory is used to assess students' self-concept by the aim is to find out the strengths and weaknesses of students. (Questionnaire instrument is in the appendix)

### **Data collection**

Data collection is one of the most important stages in study. Correct data collection techniques will result in data that has high credibility, and vice versa. Therefore, this stage cannot be wrong and must be done carefully according to procedures and characteristics of qualitative research. In doing Data collection researchers used the following techniques:

#### **1. Observation**

Observation is an activity using five senses, can see, smell, hear, to obtain the information needed to answer research problems. The results of observations in the form of activities, events, events, objects, certain conditions or atmosphere, and feelings one's emotions. Researchers use Observation not structured with observations made

without using observation guidelines, so that researchers develop their observations based on developments of what happens in the field.

2. Questionnaire

The type of questionnaire used is a closed questionnaire, namely a questionnaire in which there are alternative answers that have been determined by the researcher or questionnaire maker. Questionnaire that used, just fill it with a tick on option appropriate with respondents.

3. Documentation, Documentation used in the form of group photos in class.

**Analysis of student questionnaire data**

1. Tabulate the answers to the questionnaire
2. Calculate the percentage of student answers for each question in the questionnaire by means

$$\% X = \frac{\text{Number of student answers}}{\text{Total number of students}} \times 100\%$$

**RESULTS AND DISCUSSION**

To facilitate understanding and reading, the results of the research are described first, followed by the discussion section. The results and subtitles discussion This section must be at most part, at least 60% of the entire body of the article.

The results of this study will be explained into three parts according to the questions in the research objectives. The three sections that will be explained include how to describe students' abilities and understanding in conducting self-assessment of entrepreneurship learning materials; the results of the self-assessment of student responses regarding the assessment of entrepreneurship learning with self-assessment techniques, as well as obstacles in implementing the assessment with self-assessment assessment.

**1. Students' ability and understanding in conducting self-assessment of entrepreneurship learning materials.**

Information regarding students' understanding and ability in conducting self-assessment will be explained based on the stages in the self-assessment. The stages of self-assessment in this learning evaluation consist of two stages, namely self-assessment socialization self implementation assessment. The following is a picture of the ability and understanding of students in conducting self-assessment at each stage.

**a. Self-assessment socialization**

After students receive socialization, it is expected that they will be able to know the purpose of self-assessment. A basic understanding of self-assessment can affect the assessment to be carried out. The implementation self-assessment aims to provide opportunities for students/students to provide self-assessment.

When trying to confirm to some students with the question what is known about self-assessment, their answers are almost the same, namely an assessment that involves students to assess themselves, students assess

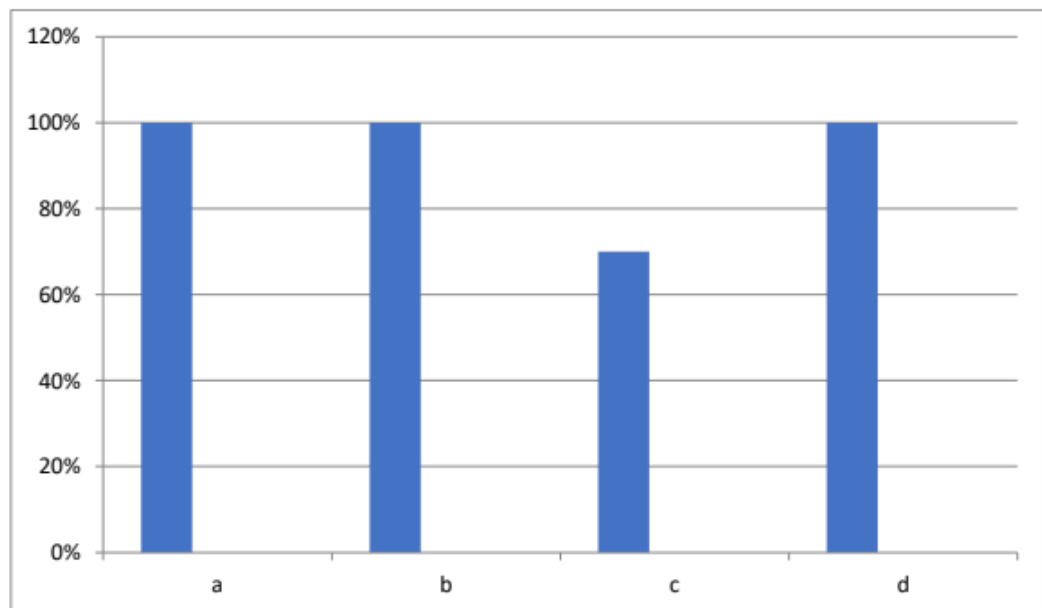
their own abilities in practice. Seeing this data, most students have been able to understand the purpose of self-assessment.

**b. Self Assessment Implementation Process**

To find out how the students' picture in the self-assessment towards their learning evaluation, student response data was collected through unstructured observation. Self-assessment must be carried out based on clear and objective criteria. The steps in self-assessment:

- 1) Determine the competencies to be assessed;
- 2) Determine the assessment criteria to be used;
- 3) Formulate the assessment format and assessment guidelines;
- 4) Asking students to do self-assessment;
- 5) The teacher reviews a sample of the assessment results at random, to encourage students to make a careful and objective;
- 6) Provide feedback to students based on the results of the assessment.<sup>12</sup>

Meanwhile, according to Orsmond, the implementation of self-assessment starts from the preparation, implementation, follow-up evaluation and reflection stages. Based on the observations obtained, it can be seen from the data presented in percentages.



Description:

- a. Fill out the assessment sheet clearly
- b. Can complete the assessment on time
- c. Carry out the assessment seriously
- d. Able to carry out independent assessments

Based on the data above, as many as 100% of 35 students can complete the assessment on time and as many as 100% of students claim to feel comfortable and not disturbed by the self-assessment assessment, as well as 70% of students who carry out the assessment seriously and 100% of students do self-assessments. Judging from the description of the data, filling in the data assessment clearly means that students already know about self- assessment, can complete the assessment on time, indicating that the student's self- assessment does not burden students in

evaluating learning, as well as seen from students' attitudes about assessment that still 70% who consider self-assessment to be less important.

**2. The results of self-assessment in the evaluation of learning**

The results obtained from the evaluation of learning on entrepreneurship subjects are expected to be enjoyed by students learning to reveal student learning achievements.

There are several types of self-assessment, including:

- 1) Direct and Specific Assessment, namely direct assessment, during or after competency aspects of a certain subject.
- 2) Indirect and Holistic Assessment, which is an assessment carried out over a long period of time to provide an overall assessment.
- 3) Socio-Affective Assessment, namely an assessment of affective or emotional elements (Depdiknas, 2010: 41)

**Principles of Self-Assessment**

The principles that must be considered in self-assessment are:

- 1) Aspects Want to be assessed by students through self-assessment must be clear.
- 2) Determine and define the methods and procedures used in self-assessment, for example with a check list or with a scale.
- 3) Determine how to process and determine the value of the results of self-assessment by students.
- 4) Summarizing the results of self-assessment conducted by students (Kunandar, 2013: 133)

In the instrument, there are 7 categories to measure learning achievement in entrepreneurship subjects, to convey the data the data obtained will be converted in percent, with a description of the assessment,

- 1: do not understand.
- 2: do not understand,
- 3: quite understand,
- 4: really understand

The assessment criteria as follows

- 1: students do not understand the entrepreneurship material;
- 2: students have difficulty in understanding entrepreneurship material;
- 3: students are quite capable in understanding entrepreneurship material;
- 4: students are able to understand and explain entrepreneurship material.

The results of the responses to the questionnaire

Questions	Answers			
	1	2	3	4
I understand the essence of the concept of entrepreneurship	2	17	15	1
I understand the function of entrepreneurship	-	13	17	5

I understand the purpose of entrepreneurship	-	11	19	5
I understand the benefits of entrepreneurship	-	10	21	4
I understand the scope in entrepreneurship	-	25	8	2
I understand the aspects of entrepreneurship	2	25	6	2
I understand the strategy in entrepreneurship	1	17	14	3

$$\% X = \frac{\text{Number of student answers}}{\text{Total number of students}} \times 100\%$$

Table Percentage of student assessment

No	Questions	Percentage			
		1	2	3	4
1	I understand the essence of the concept entrepreneurship	5.7%	48.6%	30%	20%
2	I understand the function of entrepreneurship	-	37.14%	48.6%	14.3%
3	I understand the purpose of entrepreneurship	-	31.4%	54.3%	14.3%
4	I understand the benefits of entrepreneurship	-	28.6%	60%	11.4%
5	I understand the scope in entrepreneurship	-	71.4%	22.9%	5.7%
6	I understand the internal aspects entrepreneurship	5.7%	71.4%	17.1%	5.7%
7	I understand the strategy in entrepreneurship	2.9%	48.6%	40%	8.6%

Seen from the table above, students understand the essence of the concept majority of entrepreneurship difficulties in understanding the nature of the concept of entrepreneurship by 48.6%, students who quite understand the essence of the concept of entrepreneurship by 30%, as much as 37.14% have difficulty understanding the function of entrepreneurship, and students who quite understand the function of entrepreneurship are 48.6%, and students who are able to understand the function of entrepreneurship are 14.3%.

In terms of the criteria for understanding the benefits of entrepreneurship, 28.6% of students have difficulty understanding, 60% of students who quite understand the benefits of entrepreneurship, and 11.4% of students who are able to understand the benefits of entrepreneurship. As many as 71.4% of students who have difficulty understanding the scope of entrepreneurship, and 22.9% of students who are quite able to

understand the scope of entrepreneurship, and 5.7% of the sample who are able to understand the scope of entrepreneurship.

Furthermore, there are 5.7% of students who are unable to understand aspects of entrepreneurship, 71.4% of students who have difficulty understanding aspects of entrepreneurship, and 17.1% of students who are quite able to understand aspects of entrepreneurship, and 5, 7% of the sample are able to understand aspects of entrepreneurship. Furthermore, there are 2.9% who are unable to understand strategies in entrepreneurship, as many as 48.6% of students who have difficulty understanding strategies in entrepreneurship, and 40% of students who are quite able to understand strategies in entrepreneurship, and 8.6% who are able to understand strategies in entrepreneurship.

Based on the table above, it shows that of the seven categories for measuring student achievement, the dominance of students who do not understand entrepreneurship subjects is an average of 48.16%, while those from the category of students who understand enough of these categories get an average of 42%, an average of 11% of students who are able to understand the subject of entrepreneurship, and there are 4.7. Taken from the data above the biggest average is the difficulty of understanding the subject of entrepreneurship.

## CONCLUSION

The conclusion is not just repeating the data, but in the form of substance of meaning. It can be a statement of what is expected, as stated in the "Introduction" chapter which can eventually lead to the "Results and Discussion" chapter so that there is compatibility. In addition, the prospect of developing research results and prospects for further research applications in the future (based on the results and discussion) can also be added.

Based on the description and analysis of research data on the implementation of self assessment in the evaluation of learning in class XII students of SMK Islam 1 Blitar, it can be concluded as follows:

1. The ability of students to conduct self-assessment to assess themselves as a learning evaluation tool can be said to be good. This is based on the data that most of the ideal criteria in the implementation of this assessment have been met. As many as 100% of 35 students can complete the assessment on time and as many as 100% of students claim to feel comfortable and not disturbed by the self-assessment assessment, as well as 70% of students who carry out the assessment seriously and 100% of students do the assessment independently.
2. The results of self-assessment have not been able to reveal the achievement of student learning outcomes, but the average understanding of students dominated by students who do not understand the entrepreneurship subject which is obtained with an average of 48.16%, while the category of students who understand enough in that category gets an average of an average of 42%, an average of 11% of students who are able to understand the subject of entrepreneurship, and there are 4.7. Taken from the data the largest

average number is in the difficulty of understanding the subject of entrepreneurship.

3. Obstacles in implementing self-assessment to assess the evaluation of learning in entrepreneurship subjects, there are some students who carry out self-assessment assessments less seriously.

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