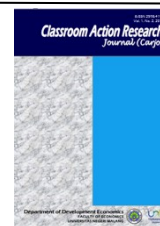




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# Classroom Action Research Journal



## Implementation Of Class-Based Assessment to Know Student's Learning Success in Business Communication Learning for X Class Students of SMK Negeri 1 Ponorogo

Niken Larasati<sup>1</sup>, Noor Asyikin<sup>1</sup>, Rani Sofya<sup>2</sup>, Mohd Izwan Mahmud<sup>3</sup>

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<sup>1</sup>Faculty of Economics and Business, Universitas Negeri Malang, Indonesia

<sup>2</sup>Faculty of Economics, Universitas Negeri Padang, Indonesia

<sup>3</sup>Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

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### Abstract

Class-based assessment is a process of collecting, reporting, and using student learning information of the measuring activities analyzed to identify student achievement in performing learning tasks, as well as activities undertaken in order to obtain and streamline information on learning outcomes Students during or after experiencing the learning experience. Assessment of learning outcomes whose purpose is to know the mastery of students in mastering basic competencies, and from the assessment activities can be known basic competencies, materials, or indicators that have not reached completeness. While the learning outcome is a picture of the progress or development of students, from the very beginning of the education program until the end of their educational program. By assessing the learning outcomes, teachers will benefit greatly to make improvements to future learning programs.

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Correspondent Email:

[niken.larasati.1904116@students.um.ac.id](mailto:niken.larasati.1904116@students.um.ac.id)

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## INTRODUCTION

Currently, a number of educational reforms continue to be carried out in an effort to improve the quality of education. (Darling-Hammond, L., 2012) One of the focuses of educational reform at the school level is curriculum renewal that is oriented to competencies that will be achieved and possessed by students. (Sahlberg, P., 2006). Curriculum renewal will be more meaningful if it is followed by changes in learning practices in the classroom. (Kuiper, W., Folmer, E., & Ottevanger, W., 2013) Not only that, the renewal certainly brings changes to the learning strategies used as well as changes to the activities in the assessment carried out. In this regard, the National Education Standards have disclosed that the educational assessment standards consist of, among others: assessment of learning outcomes by educators, assessment of learning outcomes by education units, and assessment of learning outcomes by the government.

So far, the practice of assessment in the classroom has not used a variety of methods and tools. (Narathakoon, A., Sapsirin, S., & Subphadoongchone, P., 2020). Assessment is more directed at mastering the material being tested in the form of an objective test. (Tsoi, M. Y., 2019). Whereas the quality of education is largely determined by the ability of schools in managing the teaching and learning process, especially the learning process in the classroom. According to the Ministry of National Education: 2002, competency-based learning is a system in which learning outcomes are in the form of competencies that must be mastered by students covering aspects: cognitive, affective, and psychomotor.

Some teachers of SMKN 1 Ponorogo still apply conventional assessment, where student learning outcomes are assessed based on the student's ability to master the material being tested in the form of objective tests or description tests without providing feedback on student test results. So that students think that the assessment applied by the teacher is inclined to only cognitive mastery, as a result students tend to learn solely oriented to the mastery of cognitive material and pay less attention to affective and psychomotor aspects. This is evidenced by the lack of students' understanding of the Business Negotiation material. There are several factors behind students' lack of understanding of this material, including the following:

### **1. Internal**

Factors Physiological factors and psychological factors in understanding physiological factors such as good habits. Not in a state of fatigue or tiredness, not in a state of physical disability and so on, this can affect students in receiving subject matter. While psychological factors in this case students basically have different conditions, of course this also affects student learning outcomes, several psychological factors include: intelligence, talent, motivation, cognitive, and students' reasoning power.

### **2. External**

Factors External factors are factors that come from outside the students themselves, these factors can be divided into 2 environmental factors and non-social factors:

- a. The school's social environment such as teachers, administrative staff and classmates can affect students' enthusiasm for learning. Teachers who always show a sympathetic attitude and behavior and tell good and diligent role models,

especially in terms of studying. For example, diligently reading and can be a positive impetus for learning activities

- b. Non-social Environment Non-social environmental factors include school buildings, houses and locations, learning tools, weather conditions and the time used by students to study.

For this reason, as a set of plans and arrangements regarding competencies and learning outcomes that students must achieve, assessment, teaching, and learning activities must expand the realm of being assessed. The area assessed needs to be expanded to include the assessment of attitudes and skills. The assessment must use various tools and methods to collect information to assess the progress of student learning outcomes. One of them is the use of a class-based assessment. Class-based assessment is the principle, goal, and implementation of accurate and consistent assessments regarding student competencies or learning outcomes and clear statements regarding student learning progress. Class-based assessment is carried out to provide continuity in the three domains: cognitive, affective, and psychomotor. Class-based assessment is expected to help obtain a complete picture of student achievement and learning progress. Class-based assessment can be done by collecting student work (portfolio), work (product), written tests, action tests, assignments, performance assessments, project assessments, and attitude assessments. The assessment type teachers can use depends on the essential competencies described in the curriculum. Class-based assessment results are helpful as feedback for students to discover their abilities and shortcomings to generate motivation to improve their learning outcomes.

The objectives to be achieved are in general class-based assessment aims to assess student learning outcomes in schools and determine the achievement of the quality of education and specifically class-based assessment aims to determine student progress and learning outcomes, diagnose learning difficulties, provide feedback/improvement of the learning process, determining grades, and motivating student learning by knowing and understanding themselves and stimulating students to make improvement efforts. While the benefits of this research are (1) For students, class-based assessment is very useful for students to better monitor their own learning and focus more on abilities, skills, and values. (2) For parents, the benefits of class-based assessment for parents are to find out the weaknesses and ratings of their children, encourage parents to provide guidance to their children, and involve parents of students to have discussions with teachers or schools in terms of improving students' weaknesses. .. (3) For teachers, the benefits for teachers are as an alternative to innovative learning and assessment models in an effort to improve student competency achievement and are expected to help teachers become learning facilitators in determining learning models.

## **METHOD**

### **A. Research Object and Subjects**

Objects of this research are (1) Class-Based Assessment Model and (2) the basic competencies of students' Business Communication learning which includes cognitive, affective, and psychomotor aspects. While the subject of this research is this research is classified as Class Based Assessment (*Class Based Assessment*) which generally aims to assess the learning outcomes of students in schools and determine the achievement of the quality of education in Business Communication

learning Class X SMK Negeri 1 Ponorogo. This study involved 34 students of class X SMK Negeri 1 Ponorogo.

## **B. Research Plan**

### 1) Planning Stage

The things that are carried out at this planning stage are as follows:

- a. Reviewing Business Negotiation material in the Business Communication subject
- b. Preparing assessment media in the form of Google Form
- c. Designing an assessment tool, namely a test on Google Form in the form of multiple choice questions, 15 knowledge questions and 5 questions regarding psychomotor)

### 2) Action Stage

The action stage is a means of implementing or implementing a predetermined design. In this case students will be given a test through a Google Form which we will make in the form of multiple choice. Students will take the test individually.

### 3) Observation Stage

In this stage, observations are made regarding all actions that have been taken, whether at the time of carrying out these actions there were obstacles or not. In addition, researchers also made observations about whether the assessment instrument could increase students' success in understanding and mastering the material provided in accordance with basic competencies.

### 4) Reflection Stage

At this reflection stage, researchers can reflect by looking at the results of the answers from students, an overview of the successful achievement of students in basic competencies. Then at this reflection stage there are also recommendations as a basis for improving the assessment instruments that have not been implemented properly.

## **C. Appraisal Tools/Instruments Used Assessment**

Instruments are tools or facilities used by researchers in collecting data and the results are better, more accurate, more complete and systematic. The assessment instrument used in this study was compiled based on the basic competencies contained in the Business Negotiation material in Business Communication learning. The assessment instrument used by the researcher is *Class Based Assessment* with the type of assessment of test questions using Google Form which contains 15 multiple choice questions and 5 questions regarding psychomotor. The Basic Competencies (KD) used are Activity 5.1: Prevention of Business Negotiations that Occur in the Surrounding Environment and Activity 5.2 Title of Activity Analyzing How to Conduct Effective Business Negotiations.

## **D. Data Collection Techniques Data**

The collection methods used in this study are as follows:

- a. Observation is an investigation carried out systematically and using the senses, especially the eyes, on events that occur directly. Observations in this study are used to determine and describe how the state of student learning in the classroom and how students understand the basic competencies in Business Negotiation material.
- b. The test is a measuring tool in the form of a series of questions that must be answered intentionally in a standardized situation and which is intended to

measure the ability and learning outcomes of an individual or group. The test in this study was used to measure the ability and success of students in the Business Negotiation material

### E. Data Analysis

Test result data were analyzed jointly between the researcher and the teacher. Furthermore, the data collected will be tabulated and scored, interpreted using a theoretical study that has been developed, and using empirical experiences that are often experienced by teachers when carrying out classroom learning. The criteria for assessing the data or target limits for achieving student learning outcomes use the following criteria:

No.	Score Range	Criteria
1	86-100 Very	Good
2	70-85	Good
3	60-69	Enough
4	50-59	Less
5	0-49 Very	Poor

The learning outcome data after correction of the scoring will be analyzed based on the Complete Learning Implementation Guidelines, namely, 75% of the total number of students have reached the Minimum Completeness Criteria (KKM), 75 as student completeness in mastering the given material (Depdiknas, 2008).

## RESULT AND DISCUSSION

In this section, we will describe the results of class-based assessments on Business Communication learning for class X Business Negotiations conducted at SMK Negeri 1 Ponorogo. Based on the interviews conducted, the data obtained that before the teacher decided to give what tests to be given to students, the teacher made preparations and considerations in assessing, among others: (1) adjusting the task to the curriculum being run, (2) making questions according to the curriculum. provisions and weights in the implemented curriculum. Furthermore, the results of the student assessment contents include written test assessments and attitude assessments carried out individually by all students.

### Criteria and Format of Class-Based Assessment

In planning class-based assessment, the researcher is assisted by the teacher in developing an assessment system and learning tools to be carried out as well as determining the assessment instrument to be used. In this study, researchers only used two (2) basic competencies as material for assessment, namely Activity 5.1: Prevention of Business Negotiations that Happened in the Surrounding Environment and Activity 5.2 Title of Activity Analyzing How to Conduct Effective Business Negotiations. The selection of these two (2) KDs was due to time constraints and based on suggestions from the Business Communication subject teacher.the curriculum and the provisions used at the school, namely the 2013 curriculum *adjusted* . for example, such as *which is not* or so on.

In this study, the researcher used a class-based assessment instrument consisting of a written test assessment and an attitude assessment which would be

given through a Google Form consisting of 20 questions with details of 15 multiple choice questions and 5 psychomotor assessment questions. Researchers will provide an assessment through the Google Form after the learning takes place and will be distributed via WhatsApp Groups and will be filled out individually by all students. In preparing the assessment instrument, the researcher has consulted with expert validation, in this case the Business Communication subject teacher. In its preparation, the researcher has revised one (1) time to be able to make an assessment instrument that is in accordance with the curriculum and provisions.

The value of the written and psychomotor test results will be seen in the recapitulation results on the Google Form which will bring up the value of each individual student. This value will be used as material for analyzing student learning success in the Business Negotiation material. The type of test given to students is in the form of multiple choice totaling 15 questions and 5 psychomotor questions, the questions are taken from the material from the module and the material taught by the teacher. Aspects of assessment include elements: understanding, knowledge, and attitudes. Teachers and researchers have carried out assessment techniques according to the specified competencies. This is illustrated by the selection of multiple-choice tests that make it easier for students and attitude tests that are used to find out how students' attitudes towards receiving this subject are. The following are the results of the evaluation assessment test using Google Form:

<b>NO</b>	<b>NAME</b>	<b>CLASS</b>	<b>Total score</b>	<b>Final Score (total score + 25)</b>
1	Verantika Yusnia	X BDP 1	75.00 / 75	100
2	Ulla Nissa	X BDP 1	75.00 / 75	100
3	Santi Puspita	X BDP 1	50.00 / 75	75
4	Tya Pujirahayu	X BDP 1	50.00 / 75	75
5	Heni Izzatul Jannah	X BDP 1	55.00 / 75	80
6	Fransiska Virda Bella	X BDP 1	45.00 / 75	70
7	Nunung Asmawati	X BDP 1	70.00 / 75	95
8	Diva Junita Arbianti	X BDP 1	70.00 / 75	95
9	Nur Allifah	X BDP 1	75.00 / 75	75
10	Cyndida Al Faradisa	X BDP 1	45.00 / 75	70
11	Siti Jamilatur Rojiah	X BDP 1	60.00 / 75	85
12	Revina Fridayanti	X BDP 1	60.00 / 75	85
13	Vena Eka Febriyanti	X BDP 1	40.00 / 75	65

14	Annisa Nur Ramadhani	X BDP 1	50.00 / 75	75
15	Halymatulfatunah	X BDP 1	30.00 / 75	55
16	Meilani Hidayati	X BDP 1	50.00 / 75	75
17	Icha Aulia	X BDP 1	45.00 / 75	70
18	Triana Khoirus Sa'adah	X BDP 1	75.00 / 75	100

19	Selly Nidia Rahmawati	X BDP 1	75.00 / 75	100
20	Reny Fatmawaty	X BDP 1	75.00 / 75	100
21	Sri Wulandari	X BDP 1	65.00 / 75	90
22	Mutiara Yulianti	X BDP 1	70.00 / 75	95
23	RIZKA ELLIANA	X BDP 1	60.00 / 75	85
24	Rini dian sari	X BDP 1	65.00 / 75	90
25	Risma Ayu Duwi Safitri	X BDP 1	65.00 / 75	90
26	Nurul Pratiwi	X BDP 1	65.00 / 75	90
27	Nur Mila Istiqomah	X BDP 1	60.00 / 75	85
28	Mariska Kristenngrum	X BDP 1	75.00 / 75	100
29	Septina Damayanti	X BDP 1	70.00 / 75	95
30	Salsa Detris Antika	X BDP 1	65.00 / 75	90
31	Mutiara Syahrani	X BDP 1	75.00 / 75	100
32	Rizka Deviana Suryani	X BDP 1	60.00 / 75	85
33	Tika Ayu Kurniawati	X BDP 1	20.00 / 75	45
34	Nurul Siti Kholifah	X BDP 1	60.00 / 75	85
Average			60.15	92.50

NB: Value +25 = 100, because there are 5 attitude assessment questions that are automatically correct. In this study, we have carried out several stimuli to help increase students' knowledge about this Business Negotiation material, including learning videos and articles related to the material. With these stimuli, it can help students to be able to increase their knowledge and increase their learning success on this material.

In carrying out this assessment, there are several obstacles faced by researchers, namely time management, because this research was carried out when approaching UAS, the activities carried out by researchers were less than optimal. This is because the teacher is also chasing time to complete the material before the UAS is carried out. In addition, the student's response to the material we provided

was a bit lacking. There are some students who cannot absorb maximally the material given, so the impact is that their test scores are less than optimal.

In accordance with (Depdiknas, 2008), that based on the Guidelines for Implementing Complete Learning, that is, 75% of the number of students have reached the Minimum Completeness Criteria (KKM), 75 as students' completeness in mastering the material provided. By looking at the scores of these students, we can see that 75% of students get good grades, so it can be concluded that students have mastered the material and the Basic Competencies.

## CONCLUSION

Teachers must evaluate learning activities and set standards of success. all students have mastered the basic competencies, then it can be continued with the next material, provided that the teacher provides improvements/improvements to students who have not achieved completeness, and enrichment for those who have. That the evaluation of learning outcomes aims to determine students' completeness in mastering basic competencies. Based on the results of the evaluation, it can be seen that basic competencies, materials, or indicators have not yet reached completeness. With learning outcomes, teachers will get great benefits to carry out the right improvement program. If most students fail, it is necessary to review whether the assessment instrument is too difficult, whether the assessment instrument is in accordance with the indicators, or the learning method (method, media, technique) used is not appropriate. If it turns out that the assessment instrument is too difficult, it needs to be improved. However, if the assessment instrument turns out to be not difficult, perhaps the lesson should be improved, and so on.

Assessment of non-test learning outcomes, such as about interests and attitudes in an effort to find out interests and attitudes towards a subject. That this departs from the scale of students' attitudes and interests towards a subject and everything related to it. Thus, that of the many students it turns out that there are still those who are not interested in the substance of a subject, the teacher must find the cause. It is necessary to conduct a study and review thoroughly all matters related to learning, both regarding methods, media, learning materials and strategies.

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