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Implementation Formative Assessment in Class XI IPS 4 And 5 Entrepreneurship Lessons in SMA Negeri 1 Batu

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Abstract

Assessment is a process of embedding attributes or dimensions or quantity (in the form of numbers/letters) to the Assessment by comparing them to a certain standard instrument. The results of the assessment are in the form of attributes/dimensions/quantities used as evaluation materials. Formative evaluation is an evaluation carried out at the end of each discussion of a subject/topic and is intended to determine the extent to which a learning process has gone as planned. This study aims to find out how the implementation or implementation of formative Assessment in the subjects of Craft and Entrepreneurship class XI IPS 4 and 5 at SMA Negeri 1 Batu. This research uses descriptive qualitative research.

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INTRODUCTION

According to Notoadmodjo (2003:77) in his research revealed that education in an organization is the process of developing skills in the direction desired by the organizations involved. In school institutions, education is a process of implementing the maturity of students which includes a two-way interaction process between educators or teachers, and learners. The educational process is carried out intentionally and consciously and there is a responsibility to deliver students to become individuals who have a certain level of social maturity. The purpose of maturation of students is to guide, teach, mentor, and justify mistakes to make the students mature spiritually and physically, so that later they become people who can think critically, be mature, wise in determining things, and have a sense of responsibility. to what was done. This is in accordance with Law Number 20 of 2003 which explains that education aims to create a learning environment and learning process that allows students to develop religious mental strength, self-control, personality, intelligence, noble personality, and potential skills.

Assessment is divided into several types, one of which is formative *Assessment*. According to Sudijono (2007:23) formative assessment is an assessment that takes place in the middle or during the learning process and is carried out about certain chapters, then used to measure how far students achieve learning objectives. Formative Assessment is a teacher and student activity intended to monitor student learning progress during the learning process. This Assessment will provide feedback for the improvement of the learning program, identify and reduce errors that require improvement. Formative Assessment is not only used to determine the level of student ability, but it also has the aim of improving a learning process.

Strategic steps need to be taken in every learning forum or school to maximize formative Assessment in learning. This is also done by one of the public schools, namely SMA Negeri 1 Batu. SMA Negeri 1 Batu is a school that has very good accreditation (accredited A) and is the best reference high school in East Java, so that learning at the school is well organized and systematic, including in the subjects of Craft and Entrepreneurship. Craft and Entrepreneurship Learning at SMA Negeri 1 Batu is carried out in grades X, XI, and XII, both from Mathematics and Social Sciences majors, and Languages, and uses the 2013 Curriculum Revised version of the 2020 Pandemic Curriculum. Researchers have plans to examine the evaluation process of Craft and Craft subjects. Entrepreneurship in class XI Social Sciences 4 and 5 uses formative Assessment, because there are certain patterns that are used in the application of formative Assessment in Class XI Social Sciences 4 and 5 Entrepreneurship learning, especially in the current pandemic era. XI Social Sciences 4 and 5. *assessment ClassXI IPS 4 and 5 at SMA Negeri 1 Batu*".

METHOD

The research was conducted at SMA Negeri 1 Batu, Jalan KH. Agus Salim No. 57, Sisir Village, Batu District, Batu City, East Java Province. The subjects of this study were students of class XI IPS 4 and XI IPS 5 at SMA Negeri 1 Batu who were taking Craft and Entrepreneurship subjects. The object of this research is the implementation of *formative Assessment* as a learning

evaluation medium for students of class XI IPS 4 and XI IPS 5 subjects of Craft and Entrepreneurship at SMA Negeri 1 Batu. The research method used is a qualitative method with descriptive analysis. To get the data or information needed in the study, the researchers used the method of observation and interviews. Observations are based on predetermined research objectives. The observations in this study were carried out in the learning process and the implementation of *formative Assessment* as a medium for evaluating students in class XI IPS 4 and XI IPS 5 subjects of Craft and Entrepreneurship at SMA Negeri 1 Batu. Meanwhile, interviews can be conducted directly or indirectly with data sources. Those who were interviewed directly in this study were students of class XI IPS 4 and XI IPS 5 at SMA Negeri 1 Batu who were taking Craft and Entrepreneurship subjects.

RESULTS AND DISCUSSION

Results

This research was conducted or carried out at SMA Negeri 1 Batu, precisely in class XI IPS 4 and XI IPS 5 related to the provision of formative *Assessment* to determine student learning outcomes. Therefore, it is necessary to provide a general description of the existence of the research location in several aspects, namely the student aspect, the teaching staff aspect, including administrative staff and facilities that support the implementation of student learning. The presentation of the data written in this article describes the results of data processing obtained from observations and interviews with the Prakarya and Entrepreneurship teachers and some students in class XI IPS 4 and XI IPS 5 SMA Negeri 1 Batu which is the subject of this research.

So according to the results of observations and interviews, there are several things that are done by Prakarya and Entrepreneurship teachers at SMA Negeri 1 Batu to improve student learning outcomes in the learning process. To discuss in more detail the research problems that have been described by the researcher in the introduction, it is necessary to first describe the research data collected from the observations and interviews of researchers. Each presentation of this data, the author describes the results of data processing obtained from observations and interviews with the Prakarya and Entrepreneurship teachers and students who have become subjects in this study. The following will describe in detail the data obtained from the field based on the background that has been described previously.

Learning Craft and Entrepreneurship at SMA Negeri 1 Batu starts from preparing the material to be taught, where in terms of preparing the Craft and Entrepreneurship material first by reading the literature material provided by the teacher, such as electronic books (*e-books*) or textbooks that have been previously shared. After that, the teacher continues the material to be taught according to the predetermined subject. According to Diana Irawati, S.Pd., as a teacher of Craft and Entrepreneurship class XI IPS 4 and 5 SMA Negeri 1 Batu said that.

“The types of formative assessment evaluations used in the Craft and Entrepreneurship (PKW) learning activities at SMA Negeri 1 Batu are multiple choice evaluations and several other formative assessment types, such as essays and analysis. The provision of this Assessment must also be adjusted to the scope of the material presented by the teacher at the beginning of the lesson. Therefore, the teacher makes a syllabus or RPP (Learning Implementation Plan) first before carrying out teaching and learning activities (KBM)”.

The scope of the material given by the teacher to students is Appreciation and Craft Creation (Cultivation). The results of the documentation are in the form of a syllabus. The scope of the material that forms the basis of this learning activity always results in an evaluation process at the end of the learning activity by providing formative Assessment. But if the lesson hours are not sufficient, usually the teacher gives students assignments to be done at home and collected at the next meeting. The collection of assignments can be carried out directly, namely to the teacher or through *Google Classroom*. Using *Google Classroom* for task collection due to the current COVID-19 pandemic condition and face-to-face learning is also limited. The results of the interview by Diana's mother were confirmed by one of the students of class XI IPS 4, namely Athaya Daffa Firstya Wahyudi, that at the end of the learning session the teacher always gave a formative evaluation consisting of several multiple choice questions, but if the lesson time was over, the formative evaluation was can be continued outside of class hours or as homework. With the formative evaluation or Assessment, the teacher is very helpful in providing understanding to students, because the assignments or questions given are also based on the learning objectives to be achieved.

The results of other interviews are also in accordance with the statement of a class XI IPS 5 student, Agustinus Hiskia Trio Busa Wedhu who said that.

“I find it very easy to accept the material given and understand it. Moreover, at the end We are given practice questions. Even though it is very boring, but I find it easy when I follow the next lesson”.

From this explanation, it can be concluded that students find it easy to understand the material given by the teacher, because the question also refers to learning and makes it easier to understand the next material. To complete the data in this study, the researcher also used observation guidelines. This technique is used by researchers by collecting data through observations during online learning. In addition, the observation guidelines that researchers use are also by looking at student learning activities. On Thursday, November 25, 2021, researchers made observations in class XI IPS 5 at SMA Negeri 1 Batu, and coincidentally class XI scheduled a face-to-face meeting. The location of this school is very strategic and has a large yard so that students are free to carry out their activities outside of class hours. The results of the observations also showed that the condition of class XI IPS 5 at that time was in a neat condition, in which there was some furniture in the class. Among them are 1 teacher table

and chairs, 30 student desks, 30 chairs, curtains, bookcases and blackboards. Before the teacher starts the lesson, students do prayer activities and after that students are asked to take out the package books that have been distributed for learning activities.

The type of evaluation that is in accordance with the material is carried out well because the formative tests made by the teacher are in accordance with the learning objectives to be achieved. During the implementation of the learning process, namely opening the lesson, presenting subject matter regarding cultivation, applying a few predetermined lecture and discussion methods, it was done very well because students seemed active during the learning process. The teacher explains the material that has been given, it turns out that there are still some students who do not understand it, so students try to ask the teacher when they have difficulties. Furthermore, the timeliness in doing and collecting assignments was carried out by students well, there were only a few students who were late in collecting assignments because they did not pay attention when the teacher explained. According to the results of the researcher's interview with one of the students of class XI IPS 4, Dian Panglipuring Tyas explained that.

"In my opinion, the form or learning model given by my teacher is good, but sometimes many of my friends don't pay attention to the teacher's explanation, so many don't do the assignments given. Even though the tasks given are simple and not burdensome because the assignments are in the form of multiple choice and not many."

Based on the results of the interview, the teacher has provided material that is quite clear, and the teacher also provides opportunities for students to ask what they have not understood. And it can also be seen from the results of the interview, students explain how the teacher gives assignments for evaluation in learning that are not too difficult, so students can work on their free time and don't have to do homework. However, due to internal factors, some students are less attentive or less sensitive to the assignments given.

Learning evaluation is a process to give or assign value to students. Evaluation is further emphasized with limitations as a process of giving or determining values to certain objects based on certain criteria. Starting with this explanation, students are enthusiastic about working on practice questions or assignments given by the teacher. They do very well because students want to see the results of what they have done. Observations showed that the students' readiness to learn in class was going well, this could be seen from the students' notes on the complete Craft and Entrepreneurship subjects and then complying with school rules and regulations because all students used school attributes that had been set by the school. The results of observations show that with formative evaluation can increase student learning activities in the subjects of Craft and Entrepreneurship so as to improve learning outcomes, besides that students seem very active in working on the questions given by the teacher, when working on formative questions students are required to do it themselves and the teacher do not allow students to discuss.

Discussion

From the data from observations, interviews, and documentation, the next thing that needs to be explained in more detail is to discuss the results of the research based on the problems that have been described in the background/preliminary section. The objects that are the focus of this research are: what type of *formative Assessment* is used by the Prakarya and Entrepreneurship teachers in class XI IPS 4 and XI IPS 5 SMA Negeri 1 Batu and the implementation or application of *formative Assessment* to measure the level of student learning activity in subjects Crafts and Entrepreneurship in class XI IPS 4 and XI IPS 5 SMA Negeri 1 Batu. From the two focuses of the research object, it will be discussed in more detail based on the data obtained from the field. The data obtained by researchers through interviews, the type of formative evaluation given by the teacher to students in class XI IPS 4 and XI IPS 5 at SMA Negeri 1 Batu mostly used multiple choice tests, essay analysis questions, and homework.

This type of evaluation is used by the teacher to measure and evaluate and provide an assessment of the learning activities that have been carried out. Furthermore, the results of this study are strengthened by the results of data obtained through interviews conducted with teachers of Craft and Entrepreneurship who also teach in class XI IPS 1, 2, and 3, as well as the results of interviews with several students of class XI IPS 4 and XI IPS 5. From the results This interview obtained more in-depth information regarding the implementation of formative evaluation. In one scope of learning, sometimes the teacher gives several formative tests with different forms or a combination of other types of formative assessments.

From the results of interviews, students said that so far, the teacher gave formative evaluations to students in the form of test essays, multiple choice (PG) and homework. Of the three types of evaluation, it turns out that the most demanded by students is the formative evaluation of the multiple-choice test. Students choose multiple-choice tests to get used to thinking and hone their abilities so that during the semester exam students can easily determine their answer choices (Ribkha A., 2019). When the teacher makes multiple choice questions, the teacher looks at the level of depth of the material and understanding. However, it is possible for teachers to also provide assessments or assignments in essays. So that students can also train or familiarize themselves to argue. Teachers of Craft and Entrepreneurship are also aware of the importance of a formative evaluation or assessment process given to students at the end of each lesson.

The Assessment given by the teacher is also contextual and has the right correlation between the provision of Craft and Entrepreneurship material and the provision of formative Assessment. This is very influential in giving grades and determining the level of understanding of students after students are given the material and the teacher also wants to know whether the learning objectives at the beginning of learning have been implemented or implemented properly or not. The implementation of *formative Assessment* carried out by teachers on students is used to measure the level of student learning activities during learning activities, both in offline and online classroom forums.

From the results of observations, students are required to be active by the teacher. For example, when the teacher shows a video about consumption of fish farming materials, students are required to watch the video. Furthermore,

students are given the task of making an essay about the video that has been shown earlier about the processes or stages of consumption fish cultivation. Based on this, the researcher can conclude that the teacher provides an evaluation to students in the form of a *formative assessment* in the form of an essay. After the essay is finished, students are invited to come forward to present their work. Sometimes, students are still shy to present their work or wait for other students to come to the front of the class. Therefore, the teacher also plays an active role in providing a comfortable atmosphere and creative innovations in learning activities in the classroom so that students are not bored and are not awkward to show off in front of the class. After the essay has been completed and presented, the students then submit their work to the teacher for Assessment.

In increasing the effectiveness of student learning activities, teacher creativity is needed in exploring the potential of existing students. From the results of observations with teachers of Craft and Entrepreneurship subjects, when the teacher gave an evaluation using *formative Assessment*, the teacher did not give many questions. Because teachers don't want students to have a lot of learning burden and become unfocused on other lessons. This is also adjusted when the teacher makes a syllabus or Learning Implementation Plan (RPP) at the beginning of the semester. In addition, the teacher also prepares several learning media that can increase student learning motivation, for example learning video media or other teaching aids. This was also done by the teacher who was interviewed by the researcher, namely Diana Irawati, S.Pd., who revealed that this Craft and Entrepreneurship learning activity must be formed as creatively as possible, so that students do not feel bored. He usually provides learning media that students find interesting, such as video appearances on consumption of fish farming materials. Mrs. Diana gave a video of the stages or procedures on how to cultivate consumption fish. After that, the children were also given formative assignments.

Overall, it can be stated that students admit that formative evaluation further enhances student learning activities in the subjects of Craft and Entrepreneurship, as explained by class XI IPS 5 student, Amelia Septia Putri, who said that with the formative assignments given by the teacher, students can also better understand the material that has been given previously, and students will not forget about the material because every meeting there must be an assignment given. According to the results of observations and interviews in the field, most students do not object to the assignments given, because the assignments given are not too many and have a correlation with surrounding life and can be found in everyday life. Increasing student learning activities through this type of *formative Assessment* is indeed very possible, because formative evaluation means that students are active and understand the material individually, either in the form of answering essay questions, multiple choice, or analytical assignments.

The results of observations with Craft and Entrepreneurship teachers can also be concluded that student learning activities are increasing because with formative evaluation students are easier to learn and better understand the material given by the teacher. Formative evaluation tends to train students in developing the results of thinking. This can be proven by the variety of types of formative Assessment. For example, formative Assessment in the form of an

essay. Essays were made by students based on what they observed, even just a few statement quotes. Based on what has been observed, students can make essays according to their creativity. Students can develop their argument through making essays. If this is practiced regularly and continuously, students will be able to be confident in their arguments and confident in conveying them to a large audience. However, the teacher must also continue to guide the student to look for many references from textbooks, electronic books, journals, and other sources that are relevant and can be accounted for. This is done to train students' sense of responsibility for the results they are working on and are not accustomed to plagiarizing the work of others.

CONCLUSION

Based on the discussion presented, there are several things that need to be emphasized as the conclusions of this study. The conclusions of the research to be conveyed are based on the results of research in the field that so far, the types of formative *Assessment used* by Prakarya and Entrepreneurship teachers in class XI IPS 4 and XI IPS 5 SMA Negeri 1 Batu are multiple choice (PG), essays, homework, and a few analytical assignments. The type of formative evaluation that students are most interested in is the type of evaluation in the form of an essay, because students are better trained in thinking and better understand the material that has been given, and students pay more attention during the learning process. Formative evaluation can improve student learning activities. This can be seen from the activeness of students during learning and students always collect assignments given by the teacher in a timely manner and students always ask if they have problems in learning.

Suggestions

This research article also put forward several suggestions that were considered important, namely, a teacher must be able to design learning models that can improve student learning outcomes during learning so that students do not feel bored in the Craft and Entrepreneurship subjects and students can do formative evaluations given by the teacher at the end of class hours. It is hoped that teachers, especially teachers of Craft and Entrepreneurship subjects, will provide formative evaluations to students, not only essays, multiple choice and homework, but teachers are expected to provide other types of formative evaluations, such as *papers*, papers and others. And it is hoped that teachers, especially teachers of Craft and Entrepreneurship subjects, make formative evaluations to improve student learning activities, presumably teachers can provide formative evaluations to students at the end of the lesson activity session.

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10 Classroom Action Research Journal, 5(1), 2023, 1-10.

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