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Analysis of Affective Area Assessment Using Self-Assessment Techniques for Class XI Students in Entrepreneurship Subjects

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Abstract

This study aims to test the assessment in the affective domain using self-assessment on entrepreneurship subjects in one of the Vocational High Schools in Blitar Regency, namely at SMK PGRI Wlingi. The population in this study were students of class XI Light and Automotive Engineering (TKRO). The selected sample is class XI TKRO 5 SMK PGRI Wlingi, Kec. Wlingi, Kab. Blitar, East Java. The sample is 30 students. Data collection techniques were carried out by means of observation, interviews, questionnaires, and documentation. This study uses qualitative research with a descriptive approach. This study aims to describe the effectiveness of self-assessment in assessing the affective domain in entrepreneurship subjects. From the results of data processing obtained a percentage of 86% which indicates that the level of student assessment in the affective domain with the self-assessment instrument is very good.

How to Cite

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INTRODUCTION

Education is a conscious and planned effort that has the aim of improving the learning atmosphere and the learning process so that students can improve their abilities so that they have religious spiritual strength, personality, self-control, noble character, intelligence, and the skills they need, both in the community, nation and state. The implementation of education is aimed not only at developing intellectual abilities but also skills and attitudes (Law No. 20 of 2003). So, it can be concluded that learning is a way of interacting with a person both with others and with the environment so that changes occur. Of course, the resulting changes are positive changes.

The Ministry number 16 of 2007 concerning standards for academic qualifications and competency of subject teachers states that one of the competencies of subject teachers is to develop learning outcomes assessment instruments. The quality of the assessment instrument has a direct effect on the accuracy and accuracy of the achievement status of student learning outcomes. Therefore, the position of learning outcomes instruments is very strategic in making decisions for educators and schools regarding the achievement of student learning outcomes. An assessment instrument is said to be of good quality if the assessment instrument fulfills two things, namely accuracy (validity) and determination or constancy (reliability) (Abidin, 2012)

Evaluation is an integral part of the implementation of learning. Evaluation also includes a series of activities to obtain, analyze, and interpret data about learning processes and outcomes. These activities must follow comprehensive principles to evaluate students' abilities in the cognitive, emotional, and psychomotor fields in the implementation of evaluation learning (Vidi Hastrini, 2018).

Affective evaluation is very important, but in practice the implementation in the field is still not optimal. This is because the realization of designing emotional learning goals is not as easy as cognitive and psychomotor learning (Djemari Mardapi, 2011; 184). Therefore, educators must be able to arrange appropriate learning activities so that students can achieve learning goals in the emotional field. Technique Self-assessment is a form of authentic assessment that can be used to measure student attitudes (Majid, 2014).

Assessment of affective aspects can be carried out during teaching and learning activities, both inside and outside the classroom, which is oriented to students' daily behavior as the practice of religious values. This affective aspect is the main concern in the assessment of entrepreneurship subjects. The self-assessment instrument is an assessment technique by asking students to express their strengths and weaknesses in the context of achieving attitude competence, both spiritual attitudes and social attitudes (Kunandar, 2013). In self-assessment, students are expected to fill in honestly so that their strengths and weaknesses can be known in an aspect.

In assessing affective aspects, several educators conduct assessments in different ways, namely observing students during the teaching and learning process using observation sheets, observations made by educators are by looking at the condition of students during lessons, if students sit quietly and pay attention they are given a grade. good, while students who are not sitting quietly are given less marks, and there are also those who give affective

scores that are equated with cognitive scores. This condition shows that affective assessment is carried out without using the actual assessment procedure, so it is necessary to make an affective assessment model that is in accordance with the technical instructions of the curriculum.

Assessment is a series of activities to obtain, analyze and interpret data about the process and learning outcomes of students which are carried out systematically and continuously so that it becomes meaningful information in decision making. A broad understanding of assessment is a process of planning, obtaining and providing information that is needed to make decision alternatives. According to Masnur Muslich, the KTSP assessment adheres to the principle of continuous and comprehensive assessment to support students' efforts to become independent in learning, working together, and assessing themselves.

Self-assessment was chosen as a form of attitude assessment, because this technique has proven to be effective in influencing students' positive attitudes in learning (Basnet, 2011). The purpose of student self-assessment is to provide feedback to students to improve their attitudes and learning styles (Adiana Sudarmin, 2015). At the same time, Cheung (2011) believes that through self-assessment and peer-assessment techniques, students can provide feedback from within students to improve their attitudes in a more positive direction.

Self-assessment is a kind of assessment which gives students more responsibility and motivates them to discuss together the problems contained in the group. King (in Kollar & Fischer, 2010) states that interactive communication or exchange of information will be more useful because it can trigger cognitive processes and elaboration, thus causing students to learn better. Self-Assessment has a goal, namely to train students to assess their own abilities in mastering certain competencies so that students can monitor the development of their abilities and are motivated to become better (Thomas, et al, 2011).

Most cases found in schools, in the implementation of learning have realized character education for students, but the school has not fully implemented the right methods and instruments to assess student attitudes. In the implementation of the attitude assessment, it is only aimed at cognitive values. If the cognitive values are good then the students' attitude values are also considered good, special instruments for assessing student attitudes are also not owned, and students have not been included in the assessment process. Based on the description of the problem, the researcher is interested in conducting research with the title "Analysis of Assessment of the Affective Area Using Self-Assessment Techniques for Class XI Students in Entrepreneurship Subjects".

METHOD

A. Approach and Type of

Research This research is qualitative research with a descriptive approach. Qualitative research is used to obtain complete, meaningful and in-depth information according to the actual situation. The use of qualitative research is used to focus on things that are not easy to measure. This study aims to describe the effectiveness of self-assessment in assessing the affective

domain in entrepreneurship subjects.

B. Data Collection Data

Collection techniques used in this study consisted of 4 types, namely observation, interviews, questionnaires and documentation.

a. Observation

Observation is a way of collecting data by direct observation and systematic recording of the object to be studied. Observations were carried out by researchers by observing and recording the implementation of learning in the classroom.

b. Interviews

Interviews were conducted with teachers who carried out learning. Interviews in this study were conducted to determine the teacher's response to the implementation of the learning that had been carried out.

c. Questionnaire

The type of questionnaire used is a closed questionnaire. A closed questionnaire (structured questionnaire) is a questionnaire that is presented in such a way that the respondent is asked to choose an answer that fits his or her characteristics by giving a cross (x) or a checklist (√).

d. Documentation

The documentation used in this study is class photos and observation sheets for educator activities.

C. Population and Sample

The population in this study were all students of class XI majoring in TKRO SMK PGRI Wlingi. While the samples used were students of class XI TKRO 5 SMK PGRI Wlingi, where in that class there were 30 students. This research was conducted at SMK PGRI Wlingi.

D. Data Analysis

Data in the study were obtained from observations and interviews, then the data was processed with the stages of data analysis used to present the meaning of the research results so that they are easy to understand. The data analysis used is data reduction, data presentation, verification and drawing conclusions.

In analyzing the data derived from graded questionnaires or ranked 1 to 4, the researcher concludes the meaning of each alternative as follows (Arikunto, 2006):

- a. Strongly agree (SS) indicates the highest gradation is given a value of 4.
- b. Agree (S) indicates a lower rank than strongly agree. Therefore, this condition is given a value of 3.
- c. Disagree (KS), because it is below agreed is given a score of 2.
- d. Disagree (TS) is at the lowest graduation, given a score of 1.

Percentage of success:

$$(4 \times SS) + (3 \times S) + (2 \times KS) + TS \times 100\% \text{ (4 x SS score) x Number of students}$$

The collaborative percentage classification of student assessment data concerning the affective domain of students during learning is:

81%-100%: very good

61%-80%: good

41%-60%: quite good

21%-40%: not good

0% -20%: very poor

RESULTS AND DISCUSSION

Results

Data collection activities carried out on objects in the field provide information that the appropriate forms of affective assessment used to assess the affective domain are observation (observation), self-assessment (attitude scale questionnaire) and interviews (interview). This is in accordance with several expert opinions regarding the appropriate form of assessment instrument to assess the affective domain. The opinion of Naga (1992: 1), Haryati (2007: 38), and Mardapi (2012: 164) regarding the measurement of affective aspects which can be measured through questionnaires (attitude scale), interviews, and observations.

In the early stages, the researchers conducted observations and interviews with entrepreneurship subject teachers to obtain information related to the basic competencies that have been learned by students. Then to obtain effective assessment data using a self-assessment in the subject of Entrepreneurship, the researcher uses three basic competencies that have been taken by students of class XI TKRO 5 SMK PGRI Wlingi. The following is a grid of basic competencies and indicators of competency achievement for Vocational High School Entrepreneurship subjects:

Table 1 KD and Entrepreneurship Subject Indicators

No.	Basic Competencies	Indicator
3.1	Understanding entrepreneurial attitudes and behavior	3.1.1 Explaining attitudes and entrepreneurial behavior
		3.1.2 Provide examples of entrepreneurial attitudes and behavior
3.2	Analyze business product or service products	3.2.1 Understand SWOT analysis
		3.2.2 Apply simple business opportunity analysis methods
3.3	Understanding intellectual property rights	3.3.1 Elaborating on intellectual property rights
		3.3.2 Analyzing the principles of intellectual property rights

From the results of the data obtained through the affective domain assessment questionnaire using self-assessment, it resulted in 86% of the total calculation results, which means that the level of understanding students in the affective domain during learning activities are very competent.

Discussion

Assessment which is part of educational evaluation is a systematic process to determine how far the goals or programs have been achieved. put forward the same Wrightstone that educational evaluation is an assessment of the growth and progress of students towards the goals or values applied in the curriculum. Sudijono stated that evaluation is basically an interpretation or interpretation based on quantitative data which is the result of measurement. In contrast to evaluation, assessment means assessing something or the decision-making process against something that refers to a certain measure.

Assessment is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes that are carried out systematically, accurately, and continuously by using certain teaching aids such as questions, observation sheets, so that they become meaningful information in decision making related to competency achievement. (Kunandar 2014: 66). Attitude assessment is the application of a standard or decision-making system on attitudes. The main use of attitude assessment as part of learning is a reflection (reflection) of understanding and progress of individual students' attitudes.

The affective domain includes an assessment of behavioral traits such as attitudes, interests, self-concept, values, and morals. (Andersen, 1981) Affective ability is closely related to interests and attitudes that can take the form of responsibility, cooperation, discipline, commitment, confidence, honesty, respect for the opinions of others, and the ability to control oneself. Popham (1995) in Djemari Mardapi (2004) adds that the affective domain can determine a person's learning success. So the education unit needs to create an assessment program that optimizes the affective domain. The assessment pays attention to the attitudes, interests, self-concept, values, and morals of students during learning.

The things that need to be assessed in the assessment of the affective domain according to Zaenal (2009) are first, the affective competencies to be achieved in learning includes the levels of response, appreciation, assessment and internalization. Second, the attitudes and interests of students towards subjects and the learning process. In Andersen (1981:5) there are 5 (five) types of important affective characteristics, namely attitudes, interests, self-concept, values, and morals.

Self-assessment, namely self-assessment is an activity to assess oneself related to the object to be assessed. In relation to learning, assessment is self-assessment of one's own abilities such as the ability to master concepts, attitudes, and skills. Self-assessment is an assessment technique in which students assess themselves regarding the status, process and level of achievement of the competencies they learn based on predetermined criteria (Jihad & Haris, 2009; Sudaryono, 2014). Self-assessment or self-assessment is an assessment technique in which students assess themselves regarding the status, process and level of achievement of the competencies they have learned based on predetermined criteria.

The form of affective domain assessment that has been carried out on Entrepreneurship subjects at SMK PGRI Wlingi is by observation (observations) and interviews (interviews) which are carried out immediately by teachers without detailed indicators. The implementation of the assessment of the affective domain of Entrepreneurship subjects that has been carried out almost entirely does not use instruments, although an instrument is found in the form of an observation sheet,

but it is very far from being an instrument that can be accounted for for its objectivity and effectiveness in assessing because without clear indicators and no instructions, and clear guidelines for assessing. The limitations and absence of instruments in the assessment of the affective domain at SMK PGRI Wlingi raises its own problems for the quality of learning evaluation results. Teachers find it difficult to assess the affective domain because of limited instruments, limited knowledge and limited time.

Instrument self-assessment in assessing the affective domain, students can measure their ability to participate in learning, students can know the completeness of their learning, practice honesty and independence of students, students know the parts that need to be improved, students understand their abilities, educators get input objective about the absorption of students, making it easier for educators to implement remedial, the results can be for introspection of the learning carried out, students learn openly with others, students are able to assess themselves, students can find their own material, students can communicate with friends.

In implementing affective assessment using self-assessment the results obtained will be more accurate because the assessment is carried out by the students themselves. Thus, the use of self-assessment instruments can assist teachers in conducting evaluations as materials to improve attitudes, interests, motivation, and student achievement. This can be done through improvement of learning methods, assessment methods, learning media, and techniques for delivering material in class.

At the stage of implementing the affective assessment using self-assessment on entrepreneurship subjects at SMK PGRI Wlingi it has been running as planned. Both teachers and students have been actively involved in the ongoing assessment process. This is indicated by active two-way communication and very positive student responses regarding the affective assessment. The application of affective assessment using a self-assessment instrument in class XI TKRO 5 SMK PGRI Wlingi shows that students have high enthusiasm when contributing to self-assessment.

The affective assessment carried out has fulfilled several assessment functions such as: (1) showing the extent of student mastery of a competency; (2) assist students in understanding themselves; (3) showing students' weaknesses and strengths; (4) shows the weakness of the teaching process by the teacher. Another indicator of the effectiveness of the implementation of the assessment is that the assessment process is objective, comprehensive, practical, and easy to implement. Based on the presentation of data regarding the supporting factors for the implementation of affective assessment using self-assessment in class XI TKRO 5 SMK PGRI Wlingi, this affective assessment has met some of the criteria above.

CONCLUSION

Entrepreneurship education is not only related to using money. The key words to remember are educational entrepreneurship to be systematic, creative, innovative, productive and responsive to achieve educational goals. These keywords are the main capital of entrepreneurship, okay? Commercial and non-commercial, profit and non-profit. Understanding as a systematic process with a clear organizational structure leadership with a clear vision and mission. Creativity is about trying to create new things; innovation is trying to update things. The creative and productive way is to always work and produce creative and innovative things, as well as responsive tools. Always able to adapt to the changing needs of the times.

Self-assessment (self-assessment) is part of the assessment in the 2013

curriculum. It is an effective assessment technique to measure the assessment of the affective domain of students to shape the character of each individual. The character formed from the assessment above will have a positive impact on the personal formation of students. If a positive personality has been formed (self-actualization) then intellectual development (knowledge and skills) will also increase. The writer's suggestion is that there is a need for further research on the development of attitude assessment instruments so that they are more efficient in assessing students' abilities.

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