



Classroom Action Research Journal 5(1) (2023) 20-27

Classroom Action Research Journal



Implementation Of Self-Assessment Instruments to Improve Student EngagementT in Class in Product Arrangements at SMK Negeri 1 Jombang

Julia Reza Umami, Lizzaroh Aulia Putri

DOI: 10.17977/um013v5i12023p20-27

Faculty of Economics, Universitas Negeri Malang, Indonesia

History Article

Received 21 February 2023
Accepted 15 March 2023
Published 27 April 2023

Keywords

self assessment, student involvement

Abstract

This study aims to determine the involvement of students in the learning process of product arrangement subjects, especially regarding cognitive, affective and psychomotor abilities, as well as how students respond to the implementation of self-assessment. This study uses a qualitative descriptive method with data analysis techniques using data reduction techniques, data presentation and drawing conclusions. In this study, a self-assessment form of a questionnaire distributed via Google Form. The subjects of this study were students of class XI Online Business and Marketing 2 SMKN 1 Jombang, totaling 30 students. The results of this study indicate that most students are actively involved in learning product arrangement according to predetermined aspects so that students are expected to be able to implement it in everyday life

How to Cite

Putri Aulia Lizzaroh & Umamil Reza Julia (2023). The Effectiveness Of E-Learning with Self Implementation of Self-Assessment Instruments to Improve Student EngagementT in Class in Product Arrangements at SMK Negeri 1 Jombang. *Classroom Action Research Journal*. 5(1), 38-50

Correspondent Email:
juliaareza0107@gmail.com

e-ISSN 2598-4195

INTRODUCTION

The development of science and technology is currently progressing and developing rapidly. Progress and development occur in various fields, one of which is the field of education. The many changes and advancements in the field of education have led to increasing demands that must be met for the development of education in Indonesia. Since the implementation of the 2013 curriculum as a reference curriculum for guidelines for implementing learning activities in schools, students are expected to become active students. The meaning of active learners is students who are directly involved in the learning process.

To make students active, it can be done with an integrated and direct assessment. The Ministry of Education (2013:2) states that educational assessment standards are criteria regarding the mechanisms, procedures and instruments for assessing student learning outcomes. Therefore, the assessment is carried out based on the provisions that have been set. Assessment of Product Arrangement subjects requires a comprehensive assessment to assess the ability of students. Assessment is used to assess students' abilities, which includes attitudes, knowledge and skills.

Astuti (2012:40) states that assessment is an effort to measure the level of achievement of learning indicators and collect information on the learning development of students in various aspects. One form of used assessment to measure students' abilities is self-assessment. Self-assessment is an inseparable part of the learning process because self-assessment is said to be a skill and completeness in a scientific discipline. In self-assessment assessment, students are encouraged to assess themselves to find out their strengths and weaknesses in learning. Self-assessment can encourage students to be actively involved in the assessment of learning activities.

In Product Arrangement learning activities carried out by students at SMK Negeri 1 Jombang, it is not limited to information from teachers. As stated in the 2013 curriculum, the teacher acts as a facilitator to guide students in understanding the material based on the facts that exist in the environment. In this case, students are expected to be able to understand what is explained by the teacher. However, each student has different characteristics and learning problems, so self-assessment that they can be involved in finding ways to develop their abilities. If students can measure their abilities, then students can find out their learning strengths so that students and teachers can make improvements and develop their existing potential.

Therefore, self-assessment needs to be applied to assist students in increasing their involvement in the learning process. Mahmoodi (2014) states that self-assessment plays an important role in the independent learning process by helping students become more dedicated or more involved in activities in the classroom. Also related to the teacher's role as a facilitator in the teaching and learning process, teachers are required to have knowledge and skills in choosing and using educational media, of course, must be in accordance with the objectives, materials, models, evaluations and abilities of teachers as well as the interests and abilities of students.

The purpose of this research is to find out how students are involved, especially students' involvement in class regarding cognitive, effective and psychomotor abilities, and how students respond to the implementation of self- assessment. It is hoped that this research will obtain an overview and

information regarding student involvement in the classroom and student responses to the implementation of the instrument to be implemented.

Based on the description above, the self-assessment will be applied to the subject of Product Arrangement for class XI Online Business and Marketing at SMK Negeri 1 Jombang with a discussion on KD 3.1 Understanding Product, Food, Fresh and Cosmetic Arrangement in Supermarkets, Fashion and Sport, Frozen Daily and KD 4.1 Organizing Product, Food, Fresh and Cosmetics Grouping in Supermarkets, Fashion and Sport, Frozen Daily.

1. Self-assessment

(Wahyuningsih, 2016) reveals that self-assessment is an assessment technique in which students are asked to assess themselves regarding the status, process, and level of achievement of the competencies they have learned in certain subjects based on criteria or references that have been prepared. Meanwhile, (Panadero, 2016) defines self-assessment as the mechanisms and techniques that students use to explain and possibly to determine achievements or assess the quality of their learning processes and products. Furthermore (Andrade, 2019) asserts that self-assessment is feedback that aims to inform the quality of processes and products that will deepen understanding of a particular material and improve performance. Meanwhile, according to (Rolheiser & Ross, 2014) self-assessment is a way of looking within yourself.

From several definitions according to the experts above, it can be concluded that self-assessment is a self-assessment technique that is carried out by students to express their strengths and weaknesses in achieving an achievement in certain subjects in the form of cognitive, psychomotor and affective domains. Self-assessment is an effort made by educators to measure the level of achievement of the learning indicators of students as well as efforts to collect information about the learning development of students in various aspects. Self-assessment involves students both in giving assessments and receiving assessments. Self-assessment itself is intended to provide opportunities for students to assess themselves in a lesson.

Self-assessment has several benefits including providing motivation to students in terms of assessing the abilities and understanding of students, students can measure their abilities in participating in learning. Students will also be able to be more open about understanding material. With self-assessment in this way students will know which parts must be improved in understanding a material. Teachers can also find out the weaknesses and strengths of students and know whether their students need enrichment. With self-assessment, the teacher will also get objective input regarding the absorption of students.

2. Students Involvement

According to (Chapman, 2003) student involvement is the willingness of students to participate in routine school activities with cognitive, behavioral and affective indicators in carrying out certain tasks. Meanwhile, according to (Fredericks, 2004) states that student involvement is associated with positive

academic outcomes, including achievement and persistence in school. It will increase with support from teachers and peers in the classroom, the challenge of an assignment, the opportunity to make choices. It is the same as said by Fredricks et al, (2004) student involvement is that students feel actively involved in school emotionally, cognitively and behaviorally. It can be concluded that student involvement is the willingness and motivation of students which can be seen in the activities and involvement of students through cognitive, behavioral and effective in doing various tasks given by the teacher.

There are 3 indicators of student involvement, namely affective, cognitive and psychomotor. Affective involvement includes emotions such as interest and attitude towards something. In affective engagement, it can be seen whether students can actively participate in the learning process and students' abilities in group discussions. Affective involvement can be seen through the courage of students to ask questions in class when they do not understand the material presented by the teacher. Affective involvement can also be seen when students are able to complete the tasks given by the teacher and try to follow a lesson well.

Cognitive involvement can be seen through how students know and remember the material that has been delivered by the teacher starting from simple things. This simple thing is like mentioning certain material that has been studied, and students are able to explain the theories they have learned. In this engagement, students' ability to think and consider a particular material can be seen when students give statements about material that they think is difficult and material that they think is easy. In this case, it means that students can provide comparisons of their own understanding of the materials that have been explained by the teacher.

Psychomotor involvement includes movement behavior, motor skills and physical abilities of students. Students display something they have mastered through the instructions given by the teacher. In this case, students carry out imitation and experimental processes to achieve success in appearance which is achieved through continuous practice. Students can adjust their skills so that they can develop and can carry out activities well. In psychomotor involvement, it can be seen when students bring out their creativity in a certain activity.

3. Product

Product arrangement is a science that teaches about a way to group goods according to type and use and pay attention to the beauty of the product to attract consumer interest. Product arrangement, or also known as display, is a way of displaying products or layout of goods applied by the company, with the aim of attracting customers to see and buy the products offered. Product arrangement influences consumer interest in buying, with a good and attractive product arrangement, consumers will be interested in buying, the better the display, the higher the consumer's interest to buy. The existence of product arrangement subjects is expected to be able to know about the meaning and purpose of product arrangement, requirements for good product arrangement and direct practice regarding product arrangement both food, fresh and fashion and sports cosmetics and frozen daily products.

Arranging merchandise is also one thing that is no less important, because it is

the first impression of the shop's visitors, therefore the merchandise that is displayed in the storeroom or display window must be arranged in such a way that it looks neat, harmonious and attractive. The neatness of a display will be beautiful for everyone, especially potential buyers. Therefore, if a customer comes to a store where the arrangement of the goods is not neat, as a buyer, he will feel uncomfortable seeing a sight that is not pleasing to the eye. If the goods are not arranged according to the type and brand, then as a consumer who buys the product it will find it difficult. The arrangement of goods should be changed from time to time so as not to be boring and adapted to the situation, the thing that needs to be considered is the shape, color, size, and place and other equipment are combined so that the product arrangement is neat and beautiful to look at.

The purpose of product arrangement is to facilitate the storage of goods in the warehouse, make it easier for sellers to carry out service activities to their consumers, facilitate the supervision and maintenance of the goods sold. With the product arrangement, buyers can easily choose the desired product because it is neatly arranged. Things that must be avoided in product arrangement are dirty goods, missing price tags on goods, defective or damaged packaging, discolored or faded products, products such as rusted or damaged cans, destroyed packaging contents, leaky or perforated goods and expired goods. These things need to be avoided to minimize complaints and dissatisfaction from customers with services at a store.

METHOD

This type of research is descriptive qualitative. Qualitative research is a search to find and understand a central phenomenon (Zaluchu, 2020). The subjects of this study were students of class XI majoring in online business and marketing at SMK Negeri 1 Jombang with a total of 30 students.

The research instrument consisted of the researcher as the main instrument with an additional instrument, namely a questionnaire via Google Form. The questionnaire used contains statements and questions about cognitive, affective and psychomotor competencies. The instruments that will be distributed first are validated by the product structuring subject teacher who has also previously carried out the interview stage. The implementation of the questionnaire instrument was addressed to students with the help of 1 teacher of product arrangement subject. Data collection in this study used a questionnaire with yes or no answers to be answered by the respondents regarding the implementation of self-assessment with the aim of increasing student involvement in the classroom. Data analysis in this study uses data reduction techniques, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

A self-assessment consisting of a grid and an assessment questionnaire instrument self-assessment was carried out after interviews with teachers at SMK Negeri 1 Jombang and supported by supporting literature. The following are the results of student performance through self-assessment as a measure of student involvement:

Table 1. Cognitive Aspect

No	Statement	Response	
		Understand	Not Understand
1	Explain the meaning of product arrangement.	30 students	-
2	Explain the basic techniques in product arrangement.	24 students	6 students
3	State and explain the purpose of product arrangement.	29 students	1 student
4	Explain the types of product arrangement.	26 students	4 students

Table 2. Effective Aspect

No	Statement	Answers			
		Always	Often	Sometimes	Never I
1	Did the assignments given by the teacher.	21 students	7 often	2 students	-
2	During the product arrangement lesson, I pay attention to the directions given by the teacher.	20 students	9 students	1 student	-
3	I try to follow the learning well.	25 students	5 often	-	-
4	If there is material that I do not understand, I ask the teacher or a friend.	6 students	11 students	12 students	1 student
5	During group/class discussions, I express ideas/opinions.	8 students	14 students	9 students	-
6	During group discussions, I work with other group members/students	14 students	8 students	5 students	4 students
7	During group/class discussions, I listen and pay attention when the teacher or friends talk.	25 students	3 students	2 students	-

Table 3. Psychomotor Aspects

No	Activities	Answers	
		Yes	No
1	I can identify product management that is part of a sales promotion and give examples.	27 students	3 students
2	I can make an attractive and beautiful display.	27 students	3 students
3	I can apply product styling techniques.	23 students	7 students

4	I can carry out the product arrangement requirements.	29 students	1 student
5	I can carry out activities to achieve product structuring goals.	30 students	-

From the indicators in the statement, each aspect/competence shows different results. The cognitive aspect shows that student involvement in the product arrangement learning process involves a class atmosphere conducive to the learning process or during the implementation of self-assessment, students who do not understand and have difficulty regarding product arrangement materials directly ask the teacher, most students are actively involved in the learning process shown in the implementation results which proves the lack of students who do not understand / do not understand the product arrangement material. In the affective aspect, most students are involved in activities described by the teacher, group/individual discussions, and ask the teacher and friends if there is material that is not understood. This shows that students have been involved in the learning process in class. While the psychomotor aspect shows that students can practice the product arrangement material that has been taught by the teacher in the classroom, with the results that have been described it can be seen how students are involved in learning so that students can implement the indicators or materials described in everyday life while working or in entrepreneurship.

Student involvement is directly proportional to interest in learning; when students have an interest in learning, it is illustrated by active student involvement in learning. With involvement in learning, students can carry out the learning through competencies or aspects of cognitive, affective, and psychomotor so that they can find relevance to their respective lives. Student involvement not only affects students' academic progress but also affects the formation of students' character to be active in each of their responsibilities. Efforts to implement self- assessment adjust learning product arrangements with aspects of student development that can help students to be involved in class. The results of self- assessment will be felt if it is carried out continuously. Maybe at first the students were not honest in giving the assessment, but if the self- assessment is carried out continuously, it will become a habit for students to introspect themselves and will indirectly encourage students to improve themselves. In the implementation of self- assessment What must be considered is not to punish students whose grades are low or vice versa because this will affect students in assessing themselves. Self- assessment can be collaborated with other types of assessments, so it can always be used to complement other types of assessments.

CONCLUSION

Student involvement based on self-assessment according to the results of processed data shows a change, in this study students were actively involved in the implemented indicators. For students who do not understand or do not understand the material directly, ask the product arrangement teacher. So, it can be said that the implementation of self-assessment is very possible to apply to students. self- assessment can assist students in assessing themselves so that students are expected to be able to improve their weaknesses and maintain their strengths. In this study, the researcher provides direction and reminds students that self-assessment does not only measure students' cognitive skills but is also intended so that students have an attitude in answering questions or statements, can play an active role in activities in the classroom, and encourage students to understand themselves. deeper. This research is also aimed at

students to be more enthusiastic in carrying out the learning process so that students can develop and meet the minimum completeness criteria in learning at school.

REFERENCES

- Adawiyah, SR, & Haoloani, A. 2021. A Theoretical Study of the Application of Self-Assessment as an Alternative to Formative Assessment in the Distance Learning Period. *Scientific Journal of Mandala Education*, 7(3), 596-605. <http://ejournal.mandalanursa.org/index.php/JIME/article/view/2307>.
- Ariani, L. 2019. Student Engagement in Schools as an Effort to Increase Student Success in Schools. 13(1), 103-110.
- Andrade, HL 2019. A Critical Review of Research on Student Self-Assessment. *Frontiers in Education*, (87).
- Chapman, E. 2003. Alternative approaches to assessing student engagement rates. *Practical Assessment*, 8(13), 1-7.
- Fredricks, JA, et al. 2004. School Engagement: Potential of concept, state of evidence. *Review of Educational Research*, 74(1), 59-109. <https://journals.sagepub.com/doi/abs/10.3102/00346543074001059>.
- Muslich, KM 2014. Development of Assessment Based Affective Self Assessment and Peer Assessment at SMA Negeri 1 Kebomas. 2(2), 143-148. <https://ejournal.umm.ac.id/index.php/jkpp/article/view/1912>.
- Panadero, E., Brown, GL, & Strijbos, JW 2016. The future of student self-assessment: a review of known unknowns and potential directions. *Educational Psychology Review*, 28(4), 803-830. <https://link.springer.com/article/10.1007/s10648-015-9350-2>.
- Rolheiser, C. & Ross, JA 2014. Student self-evaluation: what research says and what practice shows. *Student Self Evaluation Article*. 43(57). <http://blogs.orchardview.org/perreault/files/2013/11/Student-Self-Evaluation-article>.
- Sudarmin, & Meiriza, A. 2015. Implementation of Self Assessment for Analysis of Students' Higher Order Thinking Skills. 9(1), 1459-1467 <https://journal.unnes.ac.id/nju/index.php/JIPK/article/view/4813>.
- Widiaswati, D., Nurhayati, S., & Sudarmin. 2014. Development Of Self Assessment on Integrated Science Learning in SMP THEME ENERGY IN LIFE SYSTEMS. *Unnes Science Education Journal*, 3(3), 623-630. <https://journal.unnes.ac.id/sju/index.php/usej/article/view/4277>.
- Wahyuningsih, R., Wahyuni, S., & Lesmono, AD 2016. Development of Self-Assessment to Assess Scientific Attitudes in Physics Learning in High School. *Journal of Learning Physics*, 4(4), 338-343. <http://jurnal.unej.ac.id/index.php/JPF/article/view/3087>.
- Zaluchu, SE 2020. Qualitative and Quantitative Research Strategies in Religious Research. *Journal of Evangelical Theology and Formation*, 4(1), 28-38. <https://core.ac.uk/download/pdf/296974333.pdf>.