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### Implementation of Class-Based Assessment to Determine Students' Thinking Skills in Entrepreneurship Creative Products Subject (Study of Class XI Students Online Business and Marketing SMK PGRI 6 Malang)

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*Assessment, skills,  
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#### Abstract

The subjects of this study were students of class XI Online Business and Marketing who took the subject of Entrepreneurship Creative Products with a total of 22 students. Data collection techniques used in this study were observation and tests. The data obtained were analyzed descriptively. The results of this assessment indicate that the student's activity during the learning process by applying the class-based assessment model is very good as evidenced by the average score scale achieved by students, which is between 3-4 which means good and very good. Judging from these averages, students' skills when participating in learning with the application of class-based assessments have also increased and students achieve mastery individually, based on the Minimum Completeness Criteria (KKM) that have been set by the school. So, it is proven that this class-based assessment can hone students' thinking skills

#### How to Cite

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## INTRODUCTION

Education is essentially a conscious effort to develop personality and abilities or expertise in a single unit, both inside and outside school. Education plays a very important role, especially in shaping the character and competence of students. This is in line with the demands of competence that must be possessed by SMK graduates, because if they do not have competence in certain fields, it is impossible to compete in obtaining employment. With this, SMK is required to always improve the quality of graduates, so that graduates can compete in the world of work. To produce competent quality SMK graduates, one of which is influenced by success in the learning process. The characteristics of learning in SMK are different from learning in SMA. The learning process in SMK focuses on mastering the knowledge, skills, attitudes and values needed in the industrial world. In learning in SMK teaching and learning activities have a greater portion carried out in laboratories or workshops as a form of practical learning or projects. This activity aims to make students master each competency. One of the graduation standards for SMK students is showing the ability to think logically, critically, creatively, and innovatively in making a decision. These abilities are needed when students enter the world of work which are set out in key competencies and must be possessed by every workforce. Therefore, it is important to pay attention to teaching and learning activities.

In general, teachers tend to teach based on their experience and habits, namely using the same teaching techniques even though they deliver different subject matter. This is due to the tendency of teachers to pursue completion of the material rather than instilling deeper concepts in their students. Students assume that the lesson is difficult and boring because it is identical to theoretical lessons. Learning that is considered boring by students can cause students to tend to be lazy and not enthusiastic in participating in lessons. Students quickly forget the subject matter, students learn in situations that are burdensome and scary. Because it is overshadowed by the demands of teaching high test scores and exams. Not infrequently students only try to achieve these demands without understanding the actual concept.

Class assessment is a general term that includes procedures used to obtain information about student learning (observations, performance levels, written tests) to be taken into account in giving grades by taking into account their learning progress. While the Ministry of Education and Culture (1994) in (Zainal Arifin. 2009: 4) says that assessment is an activity to provide various information continuously and comprehensively about the processes and results that have been achieved by students. Based on the opinions of experts, we can conclude that assessment is a systematic and continuous process or activity to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations. Creative and entrepreneurial products are the ability to issue ideas or ideas to create innovative results. These innovative ideas will later provide business opportunities and solve problems in life. Creative and entrepreneurial products emphasize what is produced from the creative process into something new, original, and meaningful. Creative and entrepreneurial products can have an impact on the development of the creative industry. For prospective entrepreneurs who will open a new business, it is necessary to make

observations, field surveys, and ask a lot of questions about the ins and outs of the business they will be involved in. Business opportunity consists of two words, Opportunity and business. Opportunity means opportunity, and effort means effort to achieve the desired goal with various resources or resources owned. In simple terms, a business opportunity is an

opportunity that is owned by a person to achieve the goals to be achieved by using the available resources.

The position of the researcher is as a designer and implementer of learning, regulating the implementation of reflection and discussion. The results of the discussion are used to determine the research steps in each cycle. Researchers involved fellow teachers of Creativity and Entrepreneurship Products (PKK) as collaborators who served as observers and controllers of the implementation of learning.

The research that is relevant to this research was carried out by Desy Rinawani with the title "Survey on the saturation level of vocational students studying at home on the subject of creative products and entrepreneurship during the covid-19 pandemic". The results of his research stated that this study used a questionnaire as the main instrument of data collection. The questionnaire used is a closed questionnaire and distributed to students of SMKN 1 Dringu class XII. From the collected questionnaire data obtained as much as 45% of students experienced symptoms of low level of saturation and 55% experienced symptoms of moderate level of saturation. Burnout can be overcome in 5 ways, namely increasing self-awareness, balancing rest and activity, choosing activities according to the plan, seeking support from the closest environment, and practicing mental training techniques. With this class based assessment, it is hoped that it can be implemented successfully. So that it has a positive impact on improving the quality of the teaching and learning process, absorption and mastery of entrepreneurship learning. According to the statement that motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions, and decisions that occur in a person. Motivation as a psychological process arises caused by factors within a person himself called intrinsic or factors outside himself called extrinsic factors. In an assessment system that uses class-based assessment, students will get satisfaction so they can express themselves to improve the quality and potential of their knowledge.

SMK PGRI 6 Malang, is a SMK majoring in Online Business and Marketing which is currently still experiencing difficulties in implementing practical learning with the Basic Competence "Implementation of business services". This problem was conveyed by Mrs. Kusnaini as a subject teacher for Creative Products for Entrepreneurship Class XI at SMK PGRI 6 Malang. One of the problems presented was that students still showed their creativity in completing the assigned tasks. Ibu Kusnaini said that when students are given assignments related to creativity, they tend to find it difficult to decide what to do. So they do it hesitantly. The results of the practice test showed that as many as 10 students out of a total of 22 students still carried out the remedial several times. In addition, practical learning has not been able to provide opportunities for students to develop communication and convey informative practice results. The project completion process in the subject of creative entrepreneurship products involves thinking skills, analyzing and making the right decisions based on the results of the analysis. These skills are then included in the category of critical thinking. Critical thinking is very important for students, because it allows students to be able to solve problems. To be able to work effectively in the world of work and in everyday life, students must be able to solve

problems to make the right decisions.

Based on the above, to be able to build student skills, the role of the teacher is needed to be able to design learning media and the learning process. The teacher can then provide an assessment based on student learning outcomes using appropriate assessment instruments. One of the assessment models that can be applied is classroom-based assessment which is a collection, reporting, use of data and information about student learning outcomes to determine the level of mastery of educational goals. According to (Arifin, 2009) class-based assessment is expected to improve students' abilities in finding, developing, and expressing the knowledge they see in real or concrete forms. This is in line with research (Rena, 2020) that class-based assessment can increase student learning activities to reach 85.71%, and increase student achievement by 88.89%. Based on the results of previous research and the background of the existing problems, class-based assessment has characteristics that are very suitable when applied to measure the extent to which students develop their thinking skills. Therefore, this study focuses on knowing that classroom-based assessment can hone students' thinking skills in the subject of creative entrepreneurship products for class XI Online Business and Marketing at SMK PGRI 6 Malang.

## METHOD

The research method used in this research is qualitative and quantitative research methods. Qualitative data obtained from student activities in the teaching and learning process. While quantitative data were obtained based on student learning outcomes. This research procedure was carried out in one cycle consisting of 4 stages, namely planning, implementation, observation, and reflection. The planning stage is carried out by preparing several actions such as the preparation of equipment and practice materials, learning media, and research instruments. The implementation and observation stages were carried out by researchers in collaboration with teachers to observe directly during the learning process. The researcher acted as a teacher assisted by Mrs. Kusnaini as a teacher of the subject of creative entrepreneurship products. This implementation and observation stage aims to determine whether or not there is a change in students' thinking skills with the application of class-based assessment. The action reflection stage is carried out by evaluating the results of the implementation of the action. Reflection is based on the data collected in the form of observations and assessments.

The instrument used by the researcher was in the form of observation sheets and test questions. Observation sheets are used to obtain information on the activities carried out by students while participating in the learning process.

While the test instrument given is in the form of practical assignments on the material to measure the success of a lesson. After the data was collected, the researcher conducted an analysis of all the data obtained during the study. The purpose of this analysis is to answer the problems in the research. The data used are the results of the analysis of students during the learning process. This data was analyzed using the formula:

$$NA = \frac{s \text{ score}}{3}$$

Analysis of student learning outcomes data is used to determine whether there is an increase in learning outcomes through the application of classroom-based assessment. A student is said to be successful if he has a final grade of 3-4, while a class can be said to be successful if some students have achieved learning outcomes. To categorize student learning outcomes, the following classification

criteria are used:

## RESULTS AND DISCUSSION

4: Very good  
3: Good  
2: Fairly Good  
1: Poor

### Result

This research was conducted at SMK PGRI 6 Malang in class XI students of Online Business and Marketing subjects. At the time of the initial research, several stages of the first research were carried out, namely the preparation and planning stages. At this stage there are several activities, namely starting from preparing questions and the objectives of the observation, making an agreement with the school regarding action steps and implementing observations. So there was an agreement to meet with Mrs. Kusaini on Friday, November 26, 2021.

The results of the discussion between researchers and collaborators at the time of observation, there are several things that must be revised regarding our assessment instrument, namely changing the subjects from Business Communication to Creative Products Entrepreneurship. This is done to adjust the subjects related to Mrs. Kusaini as our supervisor at SMK PGRI 6 Malang. In addition, there are other aspects that we have to replace, namely Basic Competence, which also adjusts to the evaluation activities that will be carried out. Therefore, several other aspects such as research objectives and research indicators also adjust according to the Basic Competencies that we take.

Observation and evaluation activities are carried out outside of online learning activities through the g-form in accordance with the prepared observation questionnaire. Researchers conducted observations and evaluations outside of learning hours because at the time we were going to conduct observations and research at SMK PGRI 6 Malang was carrying out the Semester End Week. The implementation of this observation and research was carried out by researchers under the supervision of 1 collaborator teacher, Mrs. Kusaini in order to obtain more detailed data. This activity is useful for reflecting and analyzing the desired data.

The instrument that we use to conduct this research is to give students a task, namely to make a promotional caption for a new product or an existing product. In this task, they are divided into 6 groups, where each group describes a different product (e.g. group 1 product product, group 2 service product, etc.) but in the process students do the task independently so that even though one product group is the same, the product promotion description is different.

### Steps The

1. The teacher/researcher orders students to form groups with a maximum of 4 members.
2. The teacher/researcher prepares the tools and materials needed, namely products with promotional captions that will be remade by students.
3. The teacher/researcher conducts a raffle so that students get the product that will be remade in its promotional caption.
4. When students do their assignments, the teacher/researcher conducts an assessment through the rubric that has been provided.
5. The time allocated for each group is a maximum of 5 minutes. Assuming one class has 22 students and one group has 4 students. The time required is 30 minutes with 5 minutes for preparation, so the total time required is 35

minutes.

6. At the end of the lesson, the teacher/researcher reflects on the activities that have been carried out.

From the tasks that have been given, the following results are obtained:

Table of student group assignments

Ex	Student Name	Aspect assessed/Maximum Score					
		Ad writing standards	Systematics explanation	Creativity	Timeline ss of collection	Total score (€ score)	NA :
1	Isnaini Desty	3	3	2	3	11	3.7
	Joshia Tito	3	2	2	3	10	3.3
2	Ervi Aulia	3	3	3	3	12	4
	Nur Ayu A	3	2	3	3	11	3.7
	Renny Chanra	3	3	3	3	12	4
	Khurota A	3	2	3	3	11	3.7
3	Awalia Rahma	2	2	3	3	10	3.3
	Cindy K	2	3	3	3	11	3.7
	Bagas Seto	2	1	3	3	9	3
	Meiliana I	2	2	3	3	10	3.3
4	Alfian Dian R	3	2	3	3	11	3.7
	Niken M	3	3	3	3	12	4
	Apriliasari	3	3	3	3	12	4
	Dwi Maya A	3	3	3	3	12	4
5	Dinar Dewi U	1	2	2	3	8	2.7
	Hariroh Nur	1	1	2	3	7	2.3
	Afit W	1	2	2	3	8	2.7
	Riftia Endang	2	1	3	3	9	3
6	Devita Yosiana	2	2	3	3	10	3.3
	Elvira Dwi N	2	2	3	3	10	3.3

Clas s	Student Name	Aspect/Maximum Score					
		Ad writing standar d	Systematic explanati on	Creativity	Timeline ss of collectio n	Total sco re (€ score)	NA :
1	Isnaini Desty	3	3	2	3	11	3.7

	Joshia Tito	3	2	2	3	10	3.3
2	Ervi Aulia	3	3	3	3	12	4
	Nur Ayu A	3	2	3	3	11	3.7
	Renny Chanra	3	3	3	3	12	4
	Khurota A	3	2	3	3	11	3.7
3	Awalia Rahma	2	2	3	3	10	3.3
	Cindy K	2	3	3	3	11	3.7
	Bagas Seto	2	1	3	3	9	3
	Meiliana I	2	2	3	3	10	3.3
4	Alfian Dian R	3	2	3	3	11	3.7
	Niken M	3	3	3	3	12	4
	Apriliasari	3	3	3	3	12	4
	Dwi Maya A	3	3	3	3	12	4
5	Dinar Dewi U	1	2	2	3	8	2.7
	Hariroh Nur	1	1	2	3	7	2.3
	Afit W	1	2	2	3	8	2.7
6	Riftia Endang	2	1	3	3	9	3
	Devita Yosiana	2	2	3	3	10	3.3
	Elvira Dwi N	2	2	3	3	10	3.3

Table of average scores for each group

Group Name	Total NA per group ( $\bar{x}$ )	Average =
Group 1	14.31	3.57
Group 2	15.32	3.83
Group 3	13.32	3.33
Group 4	15.66	3.9
Group 5	7.65	2.55
Group 6	9.66	3.22

From the data it is known that the average student has completed the task quite well and the level of creativity is very good as evidenced by the average score achieved by students on a scale of 3-4.

### Discussion

From the observational data, what needs to be explained in more detail is to discuss the results of the research based on the problems described in the

background/introduction section. The object that is the focus of this research is the Implementation of Class-Based Assessment to Determine Students' Thinking Skills in the Subjects of Creative Products for Entrepreneurship Class XI Students of Online Business and Marketing at Smk PGRI 6 Malang) discussed in more detail based on data obtained from the field.

Based on the results described above, the creativity level of groups 2,3 and 4, each of which discusses laundry services, snacks (spicy macaroni), and local perfumes, has a better level of creativity than the other 3 groups. This is evidenced by the creation of a very interesting and unique caption. Making this Caption must be interesting in order to get interaction from the audience and be able to invite followers and non-followers of business accounts to provide feedback so that they become "promotional agents" for the business account. To better attract the attention of the audience so that they are interested in their products, it is better to highlight the most convincing and relevant information, according to the type of photo or video content, in the first sentence of the first paragraph of the caption. Use a persuasive equivalent, whether it's an interesting statement or simply asking a question.

Furthermore, on the systematic aspect of explanation, the average student is quite capable of explaining their respective products, they describe the product quite clearly, in detail and the aspects described are easy to understand. The reason someone writes a caption is to convey the meaning of an object or image. Without having to write at length about the object or image. So that this aspect becomes one of the important parts to do in making a caption.

On the standard aspect of writing advertisements, the average student has done well. Writing captions must contain important information or interesting stories with effective sentences that make the audience understand. The narration in the caption must be able to attract interest so that it hits for followers to read long texts. One thing that can be done is to use the first sentence to emphasize the message or the meaning of the caption. Captions that combine text, emoji, and hashtags should be at least 2,200 characters long. In addition, you can also follow the advice of Fohr (an Instagram influencer marketing expert platform, a Later.com relationship) of at least seventy words (not including hashtags and emojis). cool term "typo"). The goal is clear, preventing misperceptions and the pros and cons of a post, especially with regard to place names or incident information, for followers to account for non-followers. Get used to before posting content and captions to reread carefully and correct immediately if something is wrong.

Next on the aspect of timeliness of collection, almost all students collect their g-form sheets at the time we have determined, this can be proven by looking at the timestamp listed in the results section of the assessment instrument on the g form which is attached to the attachment page. This aspect of punctuality is a very important part of an assessment to hone students' discipline so that students are accustomed to doing assignments and other things on time.

If it is reviewed based on the group results table, it can be ascertained that group 4 gets the highest final score of 15.6 with an average score per group 3.90. Here, group 4 gets the theme of local perfume products. In group 4, they have shown their creativity well with very good caption explanations, but most of the captions they make still have writing errors or typos. As for the group that got the lowest final score, namely group 5 who made captions for boba drinks, even though this group only consisted of 3 people, they still had many shortcomings in making captions. The final score they got was 7.65 with an average score per group of 2.65 which is too far compared to group 4.

Overall it can be stated that students of SMK PGRI 6 Malang majoring in Online Business and Communication class XI are quite creative in carrying out the task of creative entrepreneurship products. They did the task very well according to the aspects that we assessed, although there were still some that were not appropriate, but if seen from the data it was known that the average student had completed the task well and their creativity had increased as evidenced by the average score of students who achieved by students on a scale of 3-4.

## 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 that want to be put forward are based on the results of research in the field that overall it can be stated that students of SMK PGRI 6 Malang majoring in Online Business and Communication Class XI are quite creative in carrying out the tasks of creative entrepreneurship products. They did the task very well according to the aspects that we assessed, although there were still some that were not appropriate, but if seen from the data it was known that the average student had completed the task well and their creativity had increased as evidenced by the average score of students who achieved by students on a scale of 3-4.

As a researcher, we hope that if given the opportunity to develop this assessment instrument with Mrs. Kusaini, it will be even better. So that when this instrument is applied it can help students to improve their creativity for the better.

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