



Classroom Action Research Journal 5(1) (2023) 37-45

Classroom Action Research Journal



Implementation Of Self Assessment to Improve Student's Cognitive Ability About the Meaning of Learning in ClassXI Marketing Lessons SMK PGRI 3 Kediri

Marisa Setioningrum, Miftakul Via RI

DOI: 10.17977/um013v5i12023p37-45

Faculty of Economics, Universitas Negeri Malang, Indonesia

History Article

Received 2 February 2023

Accepted 1 March 2023

Published 28 April 2023

Keywords

Self-assessment, cognitive ability, awareness, the meaning of learning.

Abstract

Some things about learning that we understand in general, namely First, learning is not a fun job; Second, learning is often done because it is forced, whether it is forced to pass, or forced to get a diploma, etc. So that in the end learning becomes meaningless. As observations have been made, it is known that students generally do not understand the true meaning of learning. This can be proven from the response of students in learning at school. Many students are immediately anti-pathetic when asked to study for various reasons. Therefore, researchers are inspired and motivated to overcome these conditions by trying to apply Self-Assessment to raise students' awareness of the meaning of learning, where this self-assessment involves students in assessing themselves. The general objective of this research is to improve cognitive or raise students' awareness of the meaning of learning in Marketing subjects. The type of research used by the author is research and development (Research and Development). The technique used by the researchers in this study used the tools of Observation, Documentation, Questionnaire, Expert Judgment, and Assessment Rubric.

How to Cite

Setioningrum Marisa & RI Via Miftakul (2023). Implementation Of Self Assessment to Improve Student's Cognitive Ability About the Meaning of Learning in ClassXI Marketing Lessons SMK PGRI 3 Kediri. *Classroom Action Research Journal*. 5(2), 37- 45.

Correspondent Email:
marisa.setioningrum.1904116@students.um.ac.id

e-ISSN 2598-4195

INTRODUCTION

1. Background of the Problem

Humans must carry out the learning process in their lives, be it children, adolescents, adults and parents. Everyone will learn in their own way. It can be said that learning is human nature. Learning according to the Indonesian dictionary is an attempt to acquire intelligence or knowledge. Learning also means changing behavior or reactions caused by experience. So, in essentially, learning leads to changes in one's behavior. Not only that, it means that learning is part of a lifelong process, not only limited to the school curriculum, but all aspects of everyday life. Some of the things we usually understand about learning are: first, studying is not an interesting job; second, learning is often done out of necessity, either because it is forced to pass, or to get a diploma, and so on. So that in the end learning becomes meaningless.

As researchers have observed learning activities on Marketing subjects in class XI SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency, it is known that students generally do not understand the true meaning of learning. This can be proven from the response of students in learning at school. Many students are immediately antipathy when asked to study for various reasons and what is often seen at school is the habit of students who go out of class with permission to go to the toilet, it turns out to go to the canteen, after break time there are some students who don't go back to class but go to the market because of the location. The school is close to the market and not only that, some students even admit that students go to school to be given pocket money by their parents and the fact that we often encounter is that there are students who don't do their homework, it shows that students lack a sense of responsibility towards assignments at school. The behaviors that arise are asking questions and contemplation, so actually "what is their purpose in going to school, what is their goal in learning, have they gotten and practiced the knowledge given at school".

These are just some of the phenomena that are visible and realized. More than that, there is a phenomenon that develops without realizing it, namely if a student is not smart in a certain subject, there is a judgment that the student is stupid, so students are forced to study these subjects for hours even though they look tormented. Even though the success of a student in his later life will not only be determined whether or not students master certain subjects, but rather how students can socialize with other people, have good attitudes and principles of life as well as abilities and skills in dealing with and overcoming any existing problems. and happens in everyday life. This condition causes the emergence of the perception of learning itself. From the background of the problems that have been described by the researchers, in this study the researchers were inspired and motivated to overcome these conditions by trying to apply Self-Assessment to raise students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency.

2. Problem Identification

Based on the background of the problems raised, the identification of problems that arise are as follows:

- a. Activity and motivation tend to be low.
- b. Deviations from students' goals to school, for example, students' recognition that they go to school to be given pocket money by their parents, the habits of students who leave class for permission to go to the toilet turn out to go to the

- canteen, after break time there are some students who don't go back to class but leave to the market because the location of the school is close to the market.
- c. Lack of students' sense of responsibility towards school assignments.
 - d. The absence of BK teachers in accordance with their fields of intense attention to the psychology and development of children, teachers also inevitably have to carry out their duties as mentoring and counseling.

3. Focus of the Study

Based on the background of the problem and identification of the problem above, this research will focus on the application of Self-Assessment to raise students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency.

4. Problem Formulation

Based on the focus of the study above, the formulation of the problem is in the form of a statement as follows:

- a. How is the development of Self-Assessment used to raise students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency?
- b. How is the application of Self-Assessment to raise students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency?
- c. How do students respond to the application of self-assessment to raise students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency?

5. Research Objectives

Based on the formulation of the problem above, the objectives of this study are as follows:

- a. To find out the development of Self-Assessment which is used to raise students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency.
- b. To describe the application of Self-Assessment in growing students' awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency.
- c. To find out student responses to the application of Self-Assessment to raise student awareness about the meaning of learning in Marketing XI subjects at SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency.

Concept of Self-Assessment

Assessment or commonly also referred to as assessment, in the context of learning is a process and processing of information to measure the achievement of student learning outcomes. A test is a tool or procedure used to find out or measure something in an atmosphere, by means of specified rules (Arikunto, 2016). Meanwhile, Sudijono argues that the test is a method or procedure that needs to be taken in the context of measurement and assessment in the field of education (Sudjono, 2011). Tests to determine learning outcomes can be in the form of giving assignments or a series of questions that must be done by students. The value obtained can symbolize the behavior or achievements of student learning outcomes (Rahmaini et al, 2018).

Based on the Ministry of National Education (2001) in their book Asep Jihad and Abdul Haris (2013: 54) that assessment is an activity carried out by

teachers to obtain objective, sustainable and comprehensive information about the process and learning outcomes achieved by students whose results are used as a basis for determining further treatment. This means that the assessment is not only to achieve the target for a moment but is comprehensive and includes cognitive, affective and psychomotor aspects. In the world of education and teaching, in carrying out their professional duties, teachers cannot be separated from assessment. At the end of an education or learning or training program, an assessment is generally held, to find out to which students absorb and master the material that has been delivered. A certain number or value from the assessment will usually be a benchmark or reference for the teacher to determine mastery of the material. The implementation of the assessment is not carried out for a moment, but must be scaled and continuous. Besides that, it is not only partially assessing something, but also comprehensively which includes the process and results of the growth and development of knowledge, attitudes and skills of students.

Self-Assessment (self-assessment) is an assessment technique where students are asked to assess themselves with regard to the status, process and level of achievement of the competencies they have learned in certain subjects (Asep and Haris, 2013: 116). Self assessment can be interpreted as a way to look inside oneself. Through self-evaluation, students can see their strengths and weaknesses, then these deficiencies become the goal of improvement (Improvement Goal). Thus, students are more responsible for the process and achievement of learning objectives.

The advantages of using Self-Assessment (self-assessment) include:

- a. Can foster student self-confidence Self-confidence in students will grow because in practice they are given the confidence to judge themselves.
- b. Students are aware of their own strengths and weaknesses. This is because when they do an assessment, they must introspect on their strengths and weaknesses.
- c. Can encourage, familiarize, and train students to be honest, because they are required to be honest and objective in conducting assessments. (Asep & Haris, 2013:116).

Not only that, because in practice students produce their own observations, make their own judgments, carry out their own reactions, interpret the level of achievement of goals and live the satisfaction of the results of their own , students understand how to learn best, realize their strengths and weaknesses and can work with their potential. , learn to balance and integrate styles with other learning styles, learn to use critical thinking, learn to change habits, create positive stimuli and create motivation in learning, and achieve better performance.

Self-assessment is based on clear and objective criteria. Therefore, self-assessment by students in class needs to be carried out with the following steps:

- a. Determine the competence or aspect of the ability to be assessed.
- b. Determine the assessment criteria to be used.
- c. Formulate a scoring format, which can be in the form of a scoring guide, a check mark list, or a rating scale.
- d. Asking students to do a self-assessment.
- e. The teacher reviews a sample of the assessment results at random, to encourage students to always carry out a careful and objective self- assessment.
- f. Provide feedback to students based on the results of the study on a sample of the assessment results taken at random. (Asep jihad & Abdul Haris, 2013:116)

METHOD

Type of Research The

The type of research used by the author is research and development. Borg and Gall (1998) in their book Sugiyono (2015:9) state that research and development is a research method used to develop or validate products used in education and learning.

1. Location and Time of

This research was conducted in class XI of SMK PGRI 3 Kediri which is located at Mojoroto Gang 8 No.1, Mojoroto, Kediri, East Java 64129. This research was carried out in the odd semester of the academic year 2021/2022. research was carried out for 1 day, namely on November 25, 2021.

2. Research

The subjects of this study were class XI students of SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency with as many as 25 students from 1 class, namely class XI-1.

3. Research Instruments

a. Validation sheet

Validation sheet is a sheet in the form of a rating scale used in Expert Judgment.

b. Instrument Self-Assessment Sheet

Self-assessment sheet to raise students' awareness about the meaning of learning in Marketing subjects is an assessment sheet in which there are cognitive, affective and psychomotor aspects

4. Data Collection Techniques

a. Documentation Studies

Documentation is facts and data stored in various materials in the form of documentation (Rully, 2014:139).

b. Observation

Observation is one of the data collection techniques by observing the research object (Abdullah Ali, 2007:62).

c. Questionnaire

Questionnaire is a data collection technique that is carried out by giving a set of questions or statements to respondents for answers (Sugiyono, 2015:199).

d. Expert Judgment

Expert Judgment subject teacher marketing a professional on the validity of the self-assessment instrument.

e. Assessment

Rubric instrument This self-assessment a statement of technical implementation using a questionnaire. Three aspects of the assessment were developed, namely cognitive, affective, and psychomotor aspects. The measurement scale of instrument self assessment used in the cognitive, affective and psychomotor aspects is the Likert scale.

5. Processing Techniques

Data Processing Techniques In this study, data processing was used to determine students' awareness of the meaning of learning through the self-assessment sheet data. The writer used the rating scale formula according to Sugiyono and the percentage formula according to Riduwan (2003:41) to calculate student responses to the self-application questionnaire-Assessment to raise students' awareness about the meaning of learning in subject XI SMK PGRI 3 Kediri, Mojoroto District, Kediri Regency. $P = F/NX 100\%$

Information:

P = Percentage for each possible answer

F = Frequency of each possible answer

N = Number of Respondents

100% = Standard count (fixed number)

With the following categories:

0% - 20% = Very Weak

20% - 40% = Weak

40% - 60% = Enough

60% - 80% = Strong

80% - 100% = Very strong

6. Analysis Techniques

Data Analysis Techniques Validity is the accuracy instrument against the concept being assessed so that it really assesses what should be assessed. The validity in this study uses content and construct validity, this validity is carried out aiming to determine the suitability of the content of the assessment with teaching materials with the objectives to be measured or with the grid that we make. This validity is done by asking for consideration from experts (experts) in the field of evaluation or experts in the field being tested.

RESULTS AND DISCUSSION

Based on research in the field, the application of self-assessment to improve students' cognitive abilities about the meaning of learning in marketing subjects at SMK PGRI 3 Kediri City can be carried out according to the plan and run smoothly. By applying this self assessment students will be more aware of the meaning of good and correct learning, namely realizing the weaknesses, strengths and abilities in the lesson, besides that s/tudents know how well they understand the lessons they can understand.

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 66 of 2013 concerning educational assessment standards, the copy of the regulation of the Minister of Education and Culture of the Republic of Indonesia also explains that one of the attitude competency assessment techniques is self-assessment using an instrument in the form of a self-assessment sheet. One of the philosophical foundations of the 2013 curriculum is experimentalism and social reconstructionism to develop the ability of students to think reflectively for solving social and community problems. Reflective thinking is a skill that involves assessing what has happened. These skills can be trained by applying self-assessment techniques, namely by collecting information about their strengths and weaknesses in achieving certain competencies and then planning and implementing improvement strategies.

Based on the results of the recapitulation of the average percentage score of the results of the self-assessment instrument application to improve students' cognitive abilities about the meaning of learning in marketing subjects for class XI SMK PGRI 3 Kediri that the average cognitive ability of 80% is included in the strong category, besides that in the psychomotor aspect of 73% is included in the strong category, the affective aspect of 75% is included in the strong category based on the interpretation of the score according to Riduwan (2003:41). So it can be concluded that the application of self- assessment can improve students' abilities about the meaning of learning in marketing subjects at SMK PGRI 3 Kediri.

The application of self-assessment to improve students' cognitive abilities about the meaning of learning in marketing subjects for class XI SMK PGRI 3 Kediri is considered to be able to raise students' awareness about the meaning of learning, especially in marketing subjects, this is evidenced by 75% of students who fill out the questionnaire agree with the self-assessment can foster cognitive abilities or students' awareness 15% less agree and 10% disagree with the implementation of self-assessment. Here it can be concluded that many agree that self assessment as a learning evaluation material can improve cognitive skills in marketing subjects at SMK PGRI 3 Kediri.

CONCLUSION

1. Conclusion

Based on the results of research and discussion, it can be concluded that:

- a. The Self-Assessment Assessment Instrument Sheet cannot be used for all subjects because it is limited by the material being taught, which can be used only the steps, namely determining core competencies, basic competencies, the material being taught, finding added value from the material, determining assessment criteria, formulate an assessment format, ask students to carry out a self-assessment that has been made, the teacher reviews the sample of the assessment results and finally provides feedback to students based on the results of the study of the student's Self-Assessment assessment.
- b. The application of self-assessment assessment can grow students' awareness about the meaning of learning, this is evidenced by 75% of students who fill out the questionnaire agree that the self-assessment can grow cognitive abilities or student awareness 15% disagree and 10% disagree with the implementation of self-assessment.
- c. Students' responses to the application of self-assessment to raise students' awareness about the meaning of learning in marketing subjects at SMK PGRI 3 Kediri based on the interpretation of the questionnaire score are quite strong with most of the respondents (students) agreeing (75%).

2. Suggestions

After conducting research and concluding it, there are several suggestions that the author would like to convey, namely as follows:

- a. There is no perfect assessment tool to obtain information on student learning outcomes, therefore use multiple assessments to obtain a meaningful assessment.
- b. The self-assessment assessment instrument needs to be used by the teacher so that the assessor avoids the subjectivity.
- c. The habit of self-assessment will help students achieve learning goals, and help teachers to know more about students and help plan appropriate learning methods to achieve learning goals.

REFERENCES

- Abdullah, Ali. 2007. *Research Methods and Scientific Writing*. Cirebon: Stain Press.
- Buchori. 1998. *Evaluation Techniques in Education*. Bandung: Jemmas.
- Indrawan, Rully and Popy Yaniawati. 2014. *Research Methodology*. Bandung: Refika Aditama.
- Jihad, Asep and Abdul Haris. 2013. *Learning Evaluation*. Yogyakarta: Multi Pressindo.

Kusminto & Joko Budi Poernomo, M. (2012). Analysis of Performance Assessment Using Self Assessment Techniques as an Evaluation of Student Performance at Practicum of Basic Physics II Tadris Physics Iain Walisongo Semarang.
 Mehimmadeone. 2012. Embodiment of Behavior and Types. On line. available at <http://mehimmadeone.blogspot.co.id/2012/09/perunjukan-prilakudan-tipe-type.html>.

APPENDIX

1. Validation Sheet

The left image shows a validation sheet with a table of items and a Likert scale. The table has columns for 'No', 'Uraian Item', and 'Skala Likert' (1, 2, 3, 4, 5). The items are grouped into sections A through F.

No	Uraian Item	Skala Likert
		1 2 3 4 5
A. Keaktifan		
1	Menyebutkan rumus hukum Newton	5
2	Menyebutkan hukum Newton	5
3	Menyebutkan rumus hukum Newton	5
B. Kemampuan Berpikir		
4	Menyebutkan rumus hukum Newton	5
5	Menyebutkan rumus hukum Newton	5
C. Berkomunikasi		
6	Menyebutkan rumus hukum Newton	5
7	Menyebutkan rumus hukum Newton	5
D. Keaktifan Berpikir		
8	Menyebutkan rumus hukum Newton	5
E. Tidak ada item		
9	Menyebutkan rumus hukum Newton	5
F. Kemampuan Berpikir		
10	Menyebutkan rumus hukum Newton	5
11	Menyebutkan rumus hukum Newton	5
12	Menyebutkan rumus hukum Newton	5
13	Menyebutkan rumus hukum Newton	5

The right image shows a sample filling in the assessment instrument. It includes a section for 'IDENTIFIKASI DATA RESPONDEN' and a section for 'JAWABAN' with handwritten responses. The date 'Rabu, 12 November 2013' and a signature are also visible.

2. Sample Filling in Assessment Instruments

