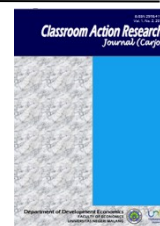




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# Classroom Action Research Journal



## Application of Based Class Based Assessment to Improve Cognitive Skills in Class X Business Communication Subjects Online Business and Marketing at SMK Islam Batu

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### Abstract

The purpose of this study was to determine the level of cognitive skills of students in the Business Communication class X BDP 1 SMK Islam Batu by applying the Class-Based Assessment test True or False a Google Form-based In this study, researchers used validation calculations from material experts and percentages to determine the feasibility of the contents of the assessment instrument. So that the assessment instrument is feasible to be used as material for evaluating student assessments. As for the results of the student learning evaluation of the calculated percentage, it shows that the level of cognitive skills possessed is high. This shows that the application of the Class-Based Assessment Google Form-based True or False can improve cognitive skills in the Business Communication class X BDP 1 SMK Islam Batu.

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## INTRODUCTION

Assessment in education is as important as the learning process. The learning evaluation process becomes very important when the learning process is seen as a process that changes student behavior. Assessment is the process of collecting, analyzing, and interpreting information to determine how well a student has achieved learning objectives. A good assessment system can provide an overview of the quality of learning to help teachers plan their learning strategies. For students themselves, a good grading system can motivate them to continuously improve their skills.

Manual evaluation with evaluation instruments has many weaknesses. First, manual evaluation takes a lot of time and money to build equipment. Second, selecting test items from a basic question can be very tedious both in terms of selection and creation. Third, the evaluation check process using printing equipment can be time consuming and tedious because it is very complex. Fourth, the process of assessing scores and providing feedback to respondents is often complex, time-consuming, and tedious. Fifth, manual psychological assessments often cause anxiety for test takers. Students often feel uncomfortable because of their surroundings, other test takers, and their environment. This situation needs to be addressed immediately. It is necessary to create an evaluation mechanism that allows things to happen such as: 1) The process of making research equipment is very simple. 2) The process of selecting test items from the questionnaire is easy to do. 3) Checking test results is easy to manage; 4) The value processing and feedback process is easy to manage; and 5) The risk of test takers as a result of the evaluation process is not too high or at a reasonable level.

At this time, researchers consider computer evaluation. function hypertext has a dynamic database system that is used as an evaluation support function. Assessment with computer assistance is expected to provide accurate and fast assessment results. The costs and time required to prepare and run the test can be used as efficiently and effectively as possible. Processing of test results can be made more accurate and faster, thus enabling students to make decisions about learning outcomes with more accurate results. This means that researchers can provide feedback faster, more efficiently, and more effectively. All of this should ultimately improve the quality of the learning process.

Specifically, the problems to be solved in this research are 1) designing online learning assessments, 2) implementing online learning assessments using dynamic web, and 3) students' perceptions of online learning assessments. Assessment plays a very important role in learning. The accuracy of data about student skills or student learning disabilities is highly dependent on the accuracy of the evaluation tools and evaluation process. Therefore, evaluation tools must be structured as carefully as possible to ensure consistency of measurement with what is being measured. In addition, researchers need to test the evaluation tool. If necessary, it should be tested several times to properly meet the requirements of effectiveness, reliability, selectivity, difficulty and other evaluation tools.

An assessment instrument is a series of measuring instruments in the sense of an assessment that is often used in the data collection process so that it plays an important role as a basis for analysis and interpretation for decision making. Assessment instruments are an important part of an education system. Where

assessment serves as an individual evaluation system, and as a way to compare performance across the spectrum and across populations. Therefore, the purpose of the assessment is to collect relevant information about student performance or progress, or to determine student interest in the learning process. Arikunto (2010), the definition of an assessment instrument is a tool that is always used by the researcher in organizing and accommodating his activities for the systematic data collection process in providing evaluations and improving students' cognitive abilities.

Cognitive ability is a process that occurs internally in the central nervous system when humans are thinking. According to Abdurrahman cognitive abilities develop gradually, in line with physical development and the nerves that are in the center of the nervous system. One of the influential theories in explaining cognitive development is Piaget's theory. Cognitive is a process that occurs internally in the central nervous system when humans are thinking. This cognitive ability develops gradually, in line with physical development and the nerves that are in the center of the nervous system. Meanwhile, according to Ahmad Susanto that cognitive is a thought process, namely the individual's ability to connect, assess, and consider an event or events. Cognitive abilities are the basis for a child's ability to think. So the cognitive process is related to the level of intelligence (intelligence) that marks a person with various interests, especially aimed at learning ideas.

To improve students' cognitive abilities, teachers must have good evaluation skills because one of the competencies that must be mastered by teachers is the ability to evaluate learning, this competence is in line with the duties and responsibilities of teachers in learning, namely evaluating learning, including carrying out assessments of learning processes and outcomes. One way that can be taken to improve student learning achievement is to implement a classroom-based assessment system, which is a process of collecting, reporting, and using data and information about student learning outcomes to determine the level of achievement and mastery of students towards predetermined educational goals. . (Arifin. 2009: 180). With this class-based assessment, it is hoped that it can improve students' abilities in finding, developing and expressing the knowledge they see in the form of concrete results of their work. This allows flexibility between the learning process and the assessment system provided by the teacher. 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. In accordance with the description above, the researchers took the research title "**Application of Class Based Assessment Instruments Based on Google Forms to Improve Students' Cognitive Skills in Business Communication Subjects Class X Online Business and Marketing at SMK Islam Batu.**"

## **METHOD**

### **A. Research Object and Subjects**

Subjects in this study were students of class X Online Business and Marketing in the odd semester of the 2021/2022 academic year with a total of 36 students. The research was carried out at the Batu Islam Vocational School which

is located on Jalan Barat Stasion Brantas, Batu City, East Java. While the object of this research is the cognitive skills of students in the subject of communication through the application of Class Based Assessment with the type of test True or False.

## **B. Research Design**

In this study, the researcher designed a research based on a design that had been determined in the CAR (Classroom Action Research), which used a Class Based Assessment test True or False. According to Wardani (2007), classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance as teachers so that student learning outcomes increase. This research is designed in the form of a cycle that will be carried out in 4 (four) stages called the spiral model starting from planning (plan), implementing action (act), observing (observing), and reflecting (reflect) (Kemmis and Taggart in Suharsimi , 2010).

### **1. Planning (Plan)**

In this planning stage, the researcher determines the focal points of events that require special observations, then makes an observation tool or assessment instrument, namely the Class-Based Assessment in the form of a True or False, which helps researchers record the facts that occurred. during the action.

### **2. Implementation of Actions (Act)**

In this stage, the actions taken are as follows:

- a) Make a list of questions related to the subject matter provided that there are true and false statements
- b) Giving questions to students to be answered by answering true or false to the statements presented
- c) The process of answering questions is carried out individually by students in accordance with the understanding of the material
- d) Students who have finished answering questions, confirming or reporting to the supervisory teacher or teacher teaching Marketing subjects

### **3. ObservationIn,**

Not only researchers but teachers also act as observers on the provision of assessment instruments towards students. However, the teacher is not fully an observer, the teacher only observes how students answer the questions given through the validation sheet. Overall observations were carried out by researchers through the results of teacher validation, data obtained through assessment instruments, and other supporting data.

### **4. ReflectionFrom,**

Researchers can reflect on themselves by looking at the validation results, the results of the assessment instrument answers, and other data during the learning process. Then the results of these observations are collected and analyzed whether the provision of a Class-Based Assessment test True or False can improve cognitive skills in Business Communication subjects for class X Online Business and Marketing.

### **C. Appraisal Tools/Instruments Used Assessment**

Instruments are tools that are always used by the researcher in organizing and accommodating his activities for the systematic data collection process in providing evaluations. The following are the instruments used by the researchers:

1. Test questions, which are Class Based Assessment test True or False that refers to the Business Communication subject for class X semester 1 with KD 3.4 Analyzing Products and Services and KD 4.4 Perform Product and Service Recommendations. The number of questions given is 15 statements consisting of true and false statements to find out and improve cognitive skills .
2. Validation sheet, is an observation format by the teacher which contains items about content, language, presentation, suitability of the material, and other data related to the assessment instrument given. This validation sheet is used by teachers and researchers to find out whether the instruments given to students are valid, easy to understand, and in accordance with the material or KD. So from the validation results, researchers can obtain information that can be used to collect and analyze data

### **D. Data Collection Techniques Data**

Data obtained in this study were the results of students' answers to the questions given, the results of teacher validation, documentation, and other supporting data. These data are in the form of numbers which can be obtained from the percentage level of correct and incorrect answers by students, as well as the percentage of validation results by teachers to determine students' cognitive skills in the Business Communication subject class X semester 1.

Data collection techniques used by researchers in this study These are as follows :

#### **1. Test technique**

Data about students' cognitive skills in Marketing subjects were collected through a test in the form of a True or False Google Form-based This test will be given to students at the end of the Marketing lesson as a reflection of students whether students understand the material that has been given in accordance with the KD that the researcher has mentioned above. There are 15 questions, provided that there are true and false statements for students to answer according to their knowledge and understanding.

#### **2. Use of validation sheets Validation**

Sheets are used to collect data about the content, language, and presentation of questions, as well as the suitability of the material filled out by the Business Communication subject teacher. The results of the validation, the researchers used to analyze data regarding whether the questions in the assessment instrument were in accordance with the material, easy to understand, and could be applied to evaluate student learning outcomes.

### **E. Data Analysis**

After all the data has been collected, the next step is an analysis of all the data obtained during the study. According to Sudijono (2001), the purpose of data analysis is to answer research problems that have been formulated.

To find out whether the questions with the True or False that the researcher made are feasible or not to be used, and to determine the level of students' cognitive skills through the application of the Class Based Assessment, the data from the validation results and the results of student learning evaluations can be processed and analyzed using the percentage formula. (Sudijono, 2004), which are as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

F = Frequency being searched for the percentage

N = Number of Cases (number of frequencies/number of individuals)

P = 100%

percentage figure

= Fixed number

For the analysis of the validation results are categorized into 5 interpretation criteria, namely as follows:

Table 1.0 Percentage of Validation Results

Percentage	Interpretation Criteria
81% - 100%	Very Eligible
61% - 80%	Eligible
41% - 60%	Fairly Eligible
21% - 40%	Not Eligible
0% - 20%	Very Not Eligible

Then the data analysis of the results of the evaluation of student learning to categorize the level of cognitive skills of students, is grouped into 4 assessment criteria, namely very high, high, moderately high, and low. The presentation can be seen in the following table:

Table 1.1 Percentage Cognitive Skill of Student

Score	Criteria Assessment
76% - 100%	Very high
56% - 75%	High
40% - 55%	Fairly high
40% and below	Low

## RESULT AND DISCUSSION

This research was conducted to find out how the cognitive skill class X students in Business Communication subjects for KD 3.4 Analyzing Products and Services and KD 4.4 Performing Product and Service Recommendations. This study uses an evaluation tool in the form of a True or False which is distributed to

students via WhatsApp. The object of this research is the students of class X BDP 1 SMK Islam Batu, with a sample of 47 students or respondents. The research was conducted once a day according to the schedule for Business Communication class X BDP 1. The following are the results and discussion of the results of students' answers via Google Form.

### 1. Instrument suitability with assessment standards.

In this study, respondents or students amounted to 47 students. Prior to that, the researcher sent a Google Form link to the Business Communication subject teacher. After that, the Business Communication subject teacher sent a Google Form link to the class X BDP 1 group for students to fill out and answer questions on the Google Form.

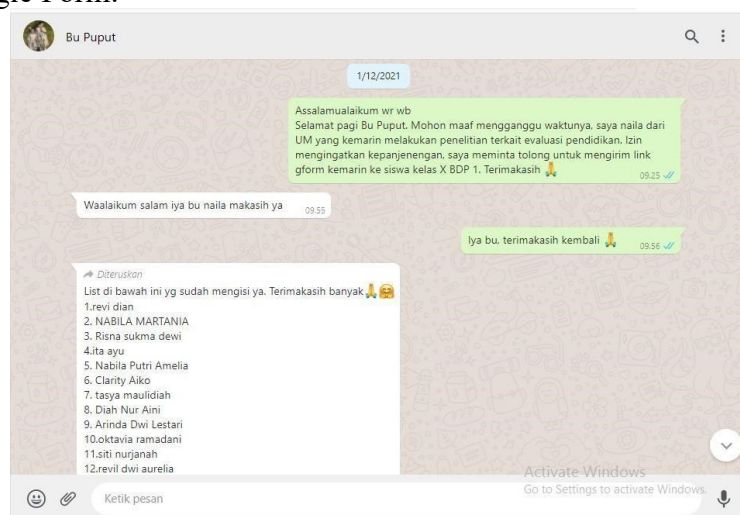


Figure 1.0 Proof of Submitting Google Link Form

The suitability of the instrument is carried out by providing a validation sheet to the material expert from the Business Communication class X BDP 1 teacher to validate the test questions that the researcher made. The validation sheet is prepared based on the assessment standards according to the BNSP and the Assessment Guide for Vocational High Schools by the Ministry of Education and Culture. The following are the results of the analysis of the validation sheet that has been carried out at the Batu Islam Vocational School.

**LEMBAR VALIDASI**

Judul Penelitian : Penerapan Instrumen Class Based Assessment Berbasis Google Form untuk Meningkatkan Kognitif Skill Siswa pada Mata Pelajaran Komunikasi Bisnis Kelas X Bisnis Daring dan Pemasaran SMK Islam Batu

Mata Pelajaran : Komunikasi Bisnis  
 KD : KD 3.4 Menganalisis Produk dan Pelayanan  
 KD 4.4 Melakukan Rekomendasi Produk dan Pelayanan

Sasaran Penelitian : Kelas X Bisnis Daring dan Pemasaran  
 Validator : CHELVIDA DWI PUTRI SULARY  
 Hari/tanggal : SELASA, 20 NOVEMBER 2021

**A. Tujuan**  
 Mengukur kevalidan instrumen penilaian yang berbentuk True or False untuk mata pelajaran Komunikasi Bisnis Kelas X

**B. Petunjuk**  
 1. Objek penilaian adalah soal True or False untuk mata pelajaran Komunikasi Bisnis kelas X.  
 2. Dimohon Bapak/ibu memberikan tanda centang (✓) pada kolom penilaian sesuai dengan penilaian Bapak/ibu terhadap soal True or False dengan skala penilaian sebagai berikut:  
 1: Tidak Baik      4: Baik  
 2: Kurang Baik    5: Sangat Baik  
 3: Cukup Baik  
 3. Dimohon Bapak/ibu memberikan kesimpulan dengan melingkari LD (Layak Digunakan), LDP (Layak Digunakan dengan Perbaikan), atau TLD (Tidak Layak Digunakan).  
 4. Dimohon Bapak/ibu memberikan kesimpulan dengan melingkari V (Valid), CV (Cukup Valid), Kurang Valid (KV), atau Tidak Valid (TV).  
 5. Dimohon Bapak/ibu memberikan revisi (jika perlu) pada bagian saran validator, sehingga dapat digunakan peneliti untuk memperbaiki instrumen penilaian.

**C. Kriteria Penilaian**

Aspek	Butir penilaian	Alternatif Penilaian				
		1	2	3	4	5
Isi/materi	1. Butir soal sesuai dengan tujuan pembelajaran yang ingin dicapai					✓
	2. Butir soal sesuai dengan KD					✓
	3. Kebenaran isi (fakta, konsep, dan teori)					✓
	4. Isi materi yang ditanyakan dapat					✓

Figure 1.1 Validation Sheet (1)

		mengukur kognitif skill siswa				
Penyajian	1. Penyajian soal sudah sistematis					✓
	2. Penyajian soal sudah urut sesuai subbab materi					✓
	3. Penyajian pengerjaan soal jelas					✓
	4. Soal berbentuk pernyataan dengan pilihan jawaban benar atau salah					✓
	5. Butir soal tidak menimbulkan penafsiran ganda					✓
Bahasa	1. Bahasa yang digunakan pada soal sesuai dengan kaidah bahasa Indonesia yang baik dan benar					✓
	2. Kalimat soal tidak mengandung arti ganda					✓
	3. Bahasa yang digunakan sederhana dan mudah dipahami oleh siswa					✓
Tingkat Kesulitan	1. Kemungkinan soal dapat dijawab oleh siswa					✓
	2. Kategori soal LOTS (Lower Order Thinking Skills)					✓
	3. Kategori soal HOTS (Higher Order Thinking Skills)					✓
Realistik	1. Keterkaitan soal dengan situasi dunia nyata (terlalu dengan kondisi)					✓
	2. Mampu mendorong siswa untuk menerapkan di kehidupan sehari-hari					✓
	3. Relevan dengan permasalahan mengenai produk dan pelayanan					✓

Kesimpulan validasi soal :  
 (LD) / LDP / TLD  
 (V) CV / KV / TV

Saran Validator : Untuk dapat memperbaiki butir soal akan coba dicari / ditambah butir soal yang berkaitan (jika perlu) sehingga siswa akan lebih tertarik untuk

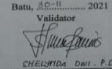
Batu, 20-11-2021  
 Validator  
  
 CHELVIDA DWI P.D.  
 NIP. ....

Figure 1.2 Validation Sheet

Based on the validation results above, a percentage of each value can be made, which if 5 = 100%, 4 = 80%, 3 = 60%, 2 = 40%, and 1 = 20%. So that the percentage values and the feasibility of the questions on the indicators are obtained as follows: Table 1.2 Results of Feasibility Percentage Validation.

Aspects of	Assessment Items	V1	Percentage	Description
Content/material	1. The questions are in accordance with the learning objectives to be achieved	5	100%	Very Eligible
	2. Items in accordance with KD	5	100%	Very Worthy
	3. Content truth (facts, concepts, and theories)	4	80%	Worthy
	4. The content of the material asked can measure students' cognitive skills	5	100%	Very Worthy
Presentation	1. Presentation of questions has been systematic	5	100%	Very Worthy
	2. The presentation of the questions is in order according to sub chapter	5	100%	Very Worthy

	material			
	3. Instructions for working on questions are clear	5	100%	Very Worthy
	4. Questions in the form of statements with correct or incorrect answer choices	5	100%	Very Worthy

The number of indicators or assessment items on the validation sheet is 18 items. So if each indicator gets a value of 5, then the highest value obtained is 90. In the validation results, the overall value is 86. The following are the calculations obtained from the validation results above:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{86}{90} \times 100\% \\
 &= 96
 \end{aligned}$$

Based on the results of data processing from the validation results obtained an average percentage value of 96%, with a percentage between 81% - 100% is included in the "Very Eligible" assessment criteria.

It can be concluded that the results of both the physical and content analysis of the assessment instrument in the Business Communication class X BDP 1 subjects that have been compiled by the researchers have shown conformity with the average percentage value of the whole which reached 96%. Overall, the instrument used in evaluating students' abilities in the Business Communication class X BDP 1 which is used as a reference in the 2013 curriculum assessment with the True or False can and is feasible to use. Given that SMK Islam Batu has implemented the 2013 curriculum as a reference in learning, it is important to know whether the instruments used so far in evaluating the abilities of students are in accordance with the standards for assessing student learning outcomes. The suitability value is obtained through viewing, comparing, and analyzing the assessment instruments on the subject of Business Communication class X BDP 1 physically and content with the characteristics of the assessment on aspects of content/material, presentation, language, level of difficulty, and realistic. So it can be stated that the suitability of the assessment instrument for business communication subjects in class X BDP 1 at SMK Islam Batu with the learning outcomes assessment standard used is categorized as very good and feasible to use.

## 2. Student learning

Outcomes Learning outcomes are certain competencies or abilities both cognitive, affective and psychomotor that are achieved or mastered by students after participating in the teaching and learning process (Kunandar, 2013:62). Meanwhile, according to Susanto (2013: 5) are the changes that occur in students, both concerning cognitive, affective, and psychomotor aspects as a result of learning

activities. Seeing from the data on the value of student learning outcomes obtained through filling out the Google Form link that has been shared by the tutor where the link was obtained from the researcher, the number of respondents obtained was 46 out of 47 students of class X BDP 1 at SMK Islam Batu. Before seeing the results of respondents' answers, here is a table of correct answers or according to the questions on the Google Form that have been shared:

Table 1.3 Correct Answers True or False

No	QUESTION	ANSWER
1	Goods are physical products that can be seen and tangible so that they can be transferred from the seller to the buyer	TRUE
2	Goods can certainly be held because they are tangible, so when a clothing factory finds a defect in its product, it will be easier to observe and find a solution problem.	TRUE
3	service does not cause any interaction between the service provider and the customer.	FALSE
4	A potential product is a basic product that fulfills the most basic product function or minimally functional product design.	FALSE
5	Tangible, Reliability, Responsiveness, Assurance, and Empathy are dimensions of service quality.	TRUE
6	When shopping at the supermarket, Rahma experienced confused about what product to buy. Then the employee swiftly helped Rahma to find the product. This reflects that employees apply the service quality dimension in the form of reliability.	FALSE
7	Service is any action or activity offered by one party to another, which is essentially tangible and results in ownership.	FALSE
8	Service quality is said to have good quality if fewer services are received by customers.	FALSE
9	Service quality is an effort to fulfill consumer needs and desires as well as delivery accuracy in balancing consumer expectations.	TRUE

10	Good customer service will affect the level of sales of a company.	TRUE
11	The purpose of excellent service is to create a good market share for goods/services.	FALSE
12	When providing service to customers, employees make mistakes so that customers protest. What employees should do is be a good listener and apologize to customers.	TRUE
13	Andi works as a receptionist at a well-known hotel in Malang. He is always polite and friendly when a customer comes to check in. This means that Andi is guided by the service element in the form of action.	FALSE
14	Manufacturers may enter into agreements with distributors and dealers to provide services. Is an alternative in providing services after the sale transaction according to Phillip Kotler.	TRUE
15	One way to deal with consumer complaints is the speed in responding.	CORRECT

Based on the answer table for all the questions given, it can be obtained the number of correct answers and the value of each student. To find out student scores, it can be calculated by the formula:

The following are the results, the number of correct answers, and the score of 46 students based on the answers to the 15 True or False given: Table 1.4 Answer Results, Number of Correct Answers, and Student Values

Full Name of	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Question 15	Number of Revis	scores
Dian Mega	True	True	False	True	True	True	False	False	True	True	True	True	True	True	answer	11	73
Dwi Lestari	False	Arinda	correct	False	True	True	False	False	True	True	False	True	False	True	_	14	93
Ericho	Really	True	False	True	True	True	True	False	True	_	_	_	False	False	False	9	60
Prasilia	True	True	False	True	True	True	True	True	True	True	True	Oliv	Putra	Vicky	True	10	67
Martania	True	True	False	True	True	False	True	False	True	True	True	True	True	Really	Really	11	73
Risna	Really	Really	Really	Really	Really	True	False	Ben	Sukma	Dewi	Nabila	Really	True	False	True	8	53
Fadilatunfebitha	Really	Really	Really	Really	Really	Really	Really	Really	True	True	True	False	True	Really	Really	7	47
Ita	Really	Really	Really	Really	True	Really	False	Safitri	Really	Really	True	True	Really	True	Nabila	9	60
Amelia	Putri	Ayu	False	True	True	True	True	False	True	True	True	True	True	_	_	10	67

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Aiko	True	True	False	True	True	False	False	False	True	True	True	True	True	True	True	11	73
Helga	False	True	False	Elysia	True	True	True	True	True	Nathania	Clarity	E	Really	Really	True	11	73
Tasya Maulidiah	True	True	False	True	True	False	True	False	True	True	True	True	True	True	True	11	73
Oktavia Ramadani	False	True	False	True	False	False	True	True	False	True	True	False	False	Really	True	8	53
Diah	True	True	Aini	Nur	Really	Really	Really	Really	Really	Really	Really	Really	Really	True	_	8	53
Siti	Really	Really	Really	Really	Really	Really	Really	_	Nurjanah	Really	Really	Really	Really	Really	True	8	53
Revil Dwi Aurelia	Really	Really	Really	Really	Really	Really	Really	False	Really	Really	Really	Really	True	Really	Really	9	60
Rindi	Really	Really	Really	Really	Really	True	True	True	True	True	Maulidya	True	True	Sifa	9	60	Noor
Udin	True	True	False	True	False	False	True	False	True	True	True	True	False	True	True	11	73
Vinka	True	True	False	True	True	True	True	False	True	True	True	True	True	True	True	11	73
Nofalia	True	True	False	True	True	False	Andini	Citra	Putri	Vanesa	True	False	True	True	True	6	40
Nisna	True	True	False	True	True	True	_	False	True	True	False	_	True	_	True	10	67
Melvia	True	False	False	False	True	False	False	False	True	True	False	True	True	False	True	13	87
Alfanora	Diah	Holishah	Putri	False	True	False	False	False	True	True	True	True	True	True	True	13	87
Giska	True	True	False	False	False	Lorenza	Novia	False	True	True	True	True	True	True	_	13	87
Fiolina	True	True	False	True	False	True	True	True	False	True	True	True	True	True	True	8	53
Rama A.	True	False	False	False	True	True	False	False	True	True	False	False	12	Revelation	Good	Friska	80
Fadhilatun	True	True	False	True	True	True	True	False	True	True	True	True	_	_	_	10	67
Vebiansyah	True	False	False	False	True	True	True	False	False	True	False	True	True	False	True	10	67
Refiana	True	True	False	True	True	True	Nasihin	Yoga	Ahmad	Really	Really	Really	Really	True	Really	10	67
Aprilia Rahmatas	Really	Really	Really	Wrong	Really	Really	Wrong	Wrong	Really	Really	Really	Really	True	True	True	11	73
Nurissabillah	False	True	False	True	False	True	False	True	True	True	False	Aurel	Vir	Azzahra	Zulfah	9	60
Sania	Really	Really	Really	Really	Really	Really	_	Really	False	Really	Really	Really	True	Really	True	7	47
Putra	False	Rony	Ananda	False	True	True	False	True	True	True	True	True	True	True	True	11	73
Dina Resti Meylinda	Really	Really	Really	Really	True	True	Really	False	Really	Really	Really	Really	True	True	True	9	60
Setiyowati	True	False	True	False	True	False	False	True	True	True	False	Intan	Ayu	True	True	9	60
Rizka Is Agustin	True	True	False	True	True	True	True	False	True	True	False	True	True	True	True	11	73
Dewi Sinta	True	True	True	False	True	False	True	False	True	True	False	True	True	Really	True	11	73
Freza	Karisma	Windi	Eka	Really	Really	True	True	False	True	True	True	True	True	True	_	9	60
Pinkan	True	True	False	True	True	False	True	True	_	False	True	False	False	True	False	8	53

Handy Atdio Firdaus	True	True	False	True	True	False	True	False	False	False	False	Eka	Ananda	Really	Really	8	53	
Dio Fathlul Ulum	Really	Really	Really	Really	Really	Really	Really	Really	Really	Really	Really	True	—	—	—	Riswa	8	53
ArielP	True	True	True	False	True	True	False	False	False	False	True	True	False	Really	False	7	47	
Silfina	False	Really	True	True	True	True	Really	False	True	True	True	True	True	False	Really	True	9	60
Firdaus	True	True	Ardio	True	Handy	Aulia	Margareta	nda	True	False	True	True	False	True	—	9	60	
Khafid	Really	Really	Really	Really	True	True	Really	False	Really	Really	True	True	True	—	True	9	60	
Martania	True	False	False	True	True	True	True	False	True	False	False	True	False	8	53	444	Total	
<b>Nabila</b>																Ahmad		
<b>Average</b>																2,957		

In True or False , there are 15 questions answered by 46 students. So that if all students answer the question correctly, the highest number is 690, with the average value of all students who answer is 2,957. Based on the average value, the percentage of student learning outcomes can be calculated to determine the level cognitive skills , which are as follows:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{2.957}{4.600} \times 100 \\
 &= 64\%
 \end{aligned}$$

From the results of these percentages, it can be concluded that the level of cognitive skills of students in class X BDP 1 SMK Islam Batu in Business Communication subjects reached 64%, which means that the level of cognitive skills of students is in the "High" category.

According to Abdurrahman (2012:131) cognitive abilities develop gradually, in line with physical development and nerves that are in the center of the nervous. One of the most influential theories in explaining cognitive development is Piaget's theory. Meanwhile, according to Susanto (2011: 48) that cognitive is a thought process, namely the individual's ability to connect, assess, and consider an event or events.

Looking at the understanding and percentage data above the cognitive skill level of students, it is known that they have reached the "High" category which is in accordance with the calculations that have been carried out by the researcher. The high and low levels of students' cognitive skills can also be seen from the questions given and answered by students. Based on the answers according to the questions that the researchers gave to the students of class X BDP 1 via Google Form, the percentage of correct answers to each question can be calculated, as follows:

Table 1.5 Percentage of Students' Correct Answers Each Question.

NO	QUESTION	PRESENTATION
1	Item is a physical product which can be seen and tangible so that it can be transferred from the seller to the buyer	97.8%
2	Of course goods can be held because they are tangible, so that when a clothing factory finds a defect in its product, it will be easier to observe and find a solution to the problem.	95.7%
3	Services do not cause interaction between service providers and customers.	63%
4	Potential products are basic products that fulfill the most basic product function or minimal product design can function.	26.1%
5	Tangible, Reliability, Responsiveness, Assurance, and Empathy are dimensions of service quality.	91.3%
6	When shopping at a supermarket, Rahma is confused about what products to buy. Then the employee swiftly helped Rahma to find the product. This reflects that employees apply the service quality dimension in the form of reliability.	21.7%

The results of data analysis scores for student learning outcomes in the Business Communication class X BDP 1 SMK Islam Batu show the average value in each assessment domain is in the category of good learning outcomes and students' cognitive skill levels are included in the "High" category. Good learning outcomes are obtained from measurements with good test instruments as well. So it can be said that the assessment instrument used is appropriate and according to standards based on the results of the implementation of learning.

## CONCLUSION

An assessment instrument is a series of measuring instruments in the sense of an assessment that is often used in the data collection process so that it plays an important role as a basis for analysis and interpretation for decision making. To improve students' cognitive abilities, teachers must have good evaluation skills because one of the competencies that must be mastered by teachers is the ability to evaluate learning, this competence is in line with the duties and responsibilities of teachers in learning, namely evaluating learning, including carrying out assessments of learning processes and outcomes. Therefore, this research uses an evaluation tool in the form of a True or False which is distributed to students via WhatsApp. The object of this research is the students of class X BDP 1 SMK Islam Batu, with a sample of 47 students or respondents.

Based on the results of data processing from the validation results obtained an average percentage value of 96%, with a percentage between 81% - 100% which is included in the "Very Eligible" assessment criteria. Meanwhile, the cognitive skill students in class X BDP 1 SMK Islam Batu in Business Communication subjects reached 64%, which means that the cognitive skill students was in the "High" category.

From the validation results and the level of cognitive skills obtained from existing calculations, it shows that good student learning outcomes can be obtained from measurements with good test instruments as well. So it can be said that the assessment instrument used is appropriate and according to standards based on the results of the implementation of learning.

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