



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 Objects 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 Business

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).

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 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.

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

RESULTS 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.

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 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

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.

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. Berdasarkan beberapa pendapat di atas dapat diambil pengertian bahwa faktor kognitif mempunyai peranan penting bagi keberhasilan anak dalam belajar karena sebagian besar aktivitas dalam belajar selalu berhubungan dengan masalah mengingat dan berpikir.

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.

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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