



ANALYSIS OF THE IMPLEMENTATION OF CLASS ASSESSMENT FORMS BY ECONOMICS TEACHERS ON STUDENTS' 4C SKILLS (Study of the Economic MGMP Group in Banjar Regency)

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ABSTRACT

The aim of this research is to find out the relationship between skills in implementing classroom assessment forms and students' 4 Cs skills by economics teachers in public high schools in Banjar Regency. The research method used is descriptive analytical correlation with a quantitative approach. The sample consisted of 22 Economics Teachers at Banjar Regency Public High Schools. The research results show that There are 9 teachers with high skills in implementing forms of assessment with a percentage of 40.90%, while those with skills in the medium category are 5 teachers with a percentage of 22.73% and those with skills in the low category are 8 teachers. Next for variables students' 4Cs skills, There are 7 students who have high skills in the 4 Cs skills consisting of critical thinking, creativity, communication and collaboration with a percentage of 31.82%, while there are 9 students who have moderate skills in the 4Cs skills with a percentage of 40.90% and There are 6 students who have low skills. The results of multiple regression analysis show that the F regression value is 2.175 with $p < 0.05$. This means that the mutual correlation between teachers' skills in implementing assessment forms consisting of approximate analogies, concept maps, problem solving assignments, annotated portfolios, content outlines, and analytical memos on students' 4Cs skill achievements in class is significant. The joint correlation index obtained by R_y was 1,2,3,4,5,6, = 0.68 with a coefficient of determination $R^2 = 0.47$. So the variance in teacher skills in carrying out this form of assessment is able to explain 47.00% of students' 4Cs skill achievements in class. Meanwhile, 53.00% is influenced or explained by other variables not examined in this research.

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INTRODUCTION

The world of education through learning must keep up with the times. The implementation of 21st century learning cannot be separated from 21st century assessment. This reality requires teachers to be able to create their learning which is more based on activities/creativity/skills. Skills are the highest level, after knowing, understanding, implementing, becoming a habit, and having skills. Assessment of 21st century skills and knowledge, as a form of the world of education's response to today's education system. The results of the 21st century skills assessment will not only have an impact on students, but will also have an impact on teachers, schools, government and the nation. The Indonesian Minister of Education and Culture has made a policy to change the National Examination to a National Assessment. The National Assessment consists of three parts, namely Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey. AKM is designed to measure students' achievements from cognitive learning outcomes, namely literacy and numeracy. These two aspects of minimum competency are requirements for students to contribute to society, regardless of the field of work and career they wish to pursue in the future. AKM is intended to measure competence in depth, not just mastery of content (Asrijanty: 2020).

The change from the National Examination to AKM certainly has several reasons, namely that the national examination is considered to measure low-level thinking competencies, does not encourage teachers to innovate and the national examination is considered not to improve the quality of education. In this regard, AKM focuses on high-level thinking competencies, which aim to hone students' critical thinking skills and creativity. Apart from that, teachers are also required to improve their ability to follow more innovative educational developments, because the knowledge and skills that students will have are of course related to the abilities of teachers in carrying out the learning process.

According to Thomas Angelo (1993) there are 50 forms of class assessment that can be carried out by a teacher. The 50 forms of assessment consist of 27 forms to assess students' knowledge and skills, 13 forms of assessment to assess students' attitudes, attitudes and self-awareness, and 10 forms of assessment used to assess performance in the teaching process in the classroom. The forms of assessment focused on in this research are six forms of assessment related to students' synthesis and creative thinking skills as well as three forms of assessment related to critical thinking and problem solving. The selection of the form of assessment is based on the desired objectives in this research, namely related

to critical thinking, problem solving and creativity which also includes communication and collaboration. Based on the above, the forms of assessment carried out by teachers should be able to make students have critical thinking, creativity, communication and collaboration skills which are the output of 21st century learning.

RESEARCH METHODS

This research uses a descriptive research method, where in this research the researcher describes how big the benefits are in the variables studied. The design used in this research is quantitative descriptive research, namely systematic and mathematical research on the parts studied and their effects. The population in this study were all economics subject teachers involved in the learning process at State High Schools in Banjar Regency, totaling 22 people. The independent variables in this research are forms of class assessment consisting of approximate analogies, concept maps, annotated portfolios, problem recognition tasks, content outlines, and analytical memos taken using assessment rubrics and also questionnaires created based on the characteristics of these forms of assessment. Next, the dependent variable in this research is 4Cs skills. 4Cs skills have four indicators, namely Critical thinking skills, Creativity skills, Collaboration skills, and Communication skills.

RESEARCH RESULTS AND DISCUSSION

Respondent Description

The distribution of respondents in this study in terms of school origin or teaching place can be seen in the following picture:

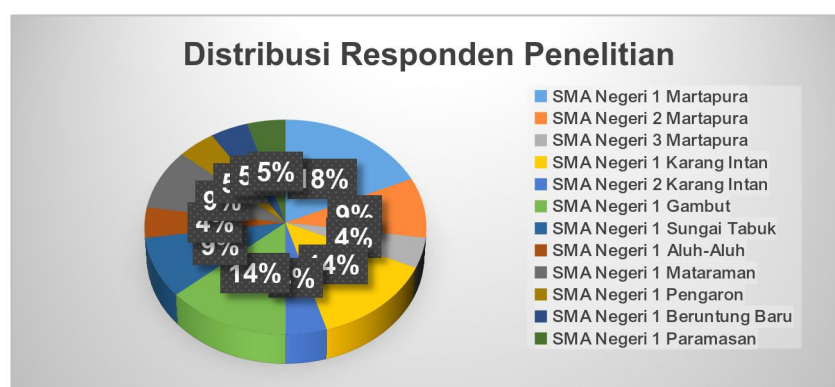


Figure 1 Distribution of Research Respondents

Source: Banjar Regency Economic MGMP Administration (2022)

Description of Research Variables

Based on the results of data analysis, a description of teachers' skills in implementing forms of assessment to determine the achievement of the 4 Cs skills of study students at State High Schools in Banjar Regency can be seen in the following table:

Table 1 Description of the Variable "Skills to Implement Assessment Forms"

Category	Skills in Implementing Assessment Forms		
	Range	Frequency	Percentage (%)
Tall	186.00 – 212.00	9	40.90
Currently	160.00 – 185.00	5	22.73
Low	134.00 – 159.00	8	36,37
Amount		22	100

Source: Processed from Research Results (2022)

Based on the contents of the table above, it can be seen that there are 9 teachers who have high skills in implementing forms of assessment consisting of approximate analogy assessment forms, concept maps, problem solving tasks, annotated portfolios, content outlines, and analytical memos with a percentage of 40 .90%, while teachers who have moderate skills in implementing forms of assessment are 5 people with a percentage of 22.73% and teachers who have low skills in implementing forms of assessment are 8 people with a percentage of 36.37%. Thus, it can be concluded in general that the 22 Economics Teachers at SMA Negeri Banjar Regency have high skills in implementing forms of assessment.

Next, we will describe the dependent variable, namely the achievement of the 4 Cs skills with indicators of critical thinking, creativity, communication and collaboration which can be observed in the following table:

Table 2 Description of the Variable "4 Cs Skills"

Category	4 Cs Skills		
	Range	Frequency	Percentage (%)
Tall	194.40 – 214.00	7	31.82
Currently	174.70 – 194.30	9	40.90
Low	155.00 – 174.60	6	27,28
Amount		22	100

Source: Processed from Research Results (2022)

Based on the contents of the table above, it can be seen that there are 7 students who have high skills in the 4 Cs skills consisting of critical thinking, creativity, communication and collaboration with a percentage of 31.82%, while there are 9 students who have moderate

skills in the 4 Cs skills. people with a percentage of 40.90% and students who have low skills in 4Cs skills are 6 people with a percentage of 27.28%. Thus, it can be concluded in general that as many as 22 Economics Teachers at Banjar Regency Public High Schools who have implemented forms of assessment have resulted in students having high 4 Cs skills.

Hypothesis testing

The hypothesis in this research states that there is an influence of skills in implementing forms of assessment on students' 4 Cs skills. To find out the effect, a test was carried out using Multiple Linear Regression Analysis, namely to find out the effect of skills in implementing various forms of assessment on 4Cs skills.

After being analyzed using the multiple linear regression test, a summary of the regression analysis is obtained as follows:

Table 3 Summary of Regression Analysis Analogy of Forecast (X1), Concept Map (X2), Problem Solving Assignment (X3), Annotated Portfolio (X4), Content Outline (X5), Analytical Memo (X6), and 4Cs Skills (Y)

Sources of Variation	Sum of Squares	db	Mean Square	F	p
Regression	636,309	6	106,052	2,175	p<0.05
Residual	731,554	15	48,770		
Total	1367.864	21			

Source: Processed from Research Results (2022)

Based on the contents of the table above, it is known that the F regression value is 2.175 with $p < 0.05$. This means that the mutual correlation between teachers' skills in implementing assessment forms consisting of approximate analogies, concept maps, problem solving assignments, annotated portfolios, content outlines, and analytical memos on students' 4Cs skill achievements in the classroom is significant. The joint correlation index obtained by R_y was 1,2,3,4,5,6, = 0.68 with a coefficient of determination $R^2 = 0.47$. So the variance in teacher skills in carrying out this form of assessment is able to explain 47.00% of students' 4Cs skill achievements in class. Meanwhile, 53.00% is influenced or explained by other variables not examined in this research.

To see the impact of implementing these forms of assessment on students' 4 Cs skills, it is analyzed in the following section. The results of a simple correlation analysis between teacher assessment skills variables and students' 4Cs skill achievements in class can be seen in the following table:

Table 4 Results of Simple Correlation Analysis of Estimated Analogy (X1), Concept Map (X2), Problem Solving Assignment (X3), Annotated Portfolio (X4), Content Outline (X5), Analytical Memo (X6), and 4Cs Skills (Y)

X	1	2	3	4	5	6	Y
1	1	0.89**	0.86**	0.92**	0.83**	0.75**	0.47*
2	-	1	0.87**	0.86**	0.80**	0.82**	0.43*
3	-	-	1	0.92**	0.85**	0.85**	0.53*
4	-	-	-	1	0.86**	0.82**	0.44*
5	-	-	-	-	1	0.83**	0.34
6	-	-	-	-	-	1	0.47*
Y	-	-	-	-	-	-	1

Source: Processed from Research Results (2022)

**→Very Significant

*→Significant

Based on the contents of the table above, it can be seen that the results of the overall simple correlation analysis of respondents between variables X1 "Estimation Analogy", X2 "Concept Map", X3 "Problem Solving Task", X6 "Analytical Memo" with Y "Students' 4Cs Skills Achievement", the coefficient between with Y of 0.53 or $p < 0.05$ is significant, X4 with Y of 0.44 or $p < 0.05$ is significant, X5 with Y of 0.34 or $p > 0.05$ is not significant and A Y of 0.47 is significant. In other words, there is one variable X that has no correlation with Y, namely variable X5 "Content Outline".

Discussion

This research reveals how much teacher skill is in implementing forms of assessment of students' 4 Cs skills. Based on the results of the frequency distribution analysis, there are 9 teachers who have high skills in implementing forms of assessment with a percentage of 40.90%, while those who have medium skills are 5 teachers with a percentage of 22.73% and those who have skills in the low category as many as 8 teachers. This means that out of 100%, only 36.37% of research respondents have low category skills in implementing forms of assessment. For students' 4Cs skills There are 7 students who have high skills in the 4 Cs skills consisting of critical thinking, creativity, communication and collaboration with a percentage of 31.82%, while there are 9 students who have moderate skills in the 4Cs skills with a percentage of 40.90% and There are 6 students who have low skills. Thus, it can be concluded in general that as many as 22 Economics Teachers at Banjar Regency Public High Schools who have implemented forms of assessment have resulted in students having high 4 Cs skills.

According to opinion Thomas Angelo in Yusuf (2017) stated that there are several assessments that can be used to assess students' knowledge, skills and attitudes, one of which is the classroom assessment. The selection of appropriate techniques in classroom assessment is closely related to the subjects to be taught, the objectives that have been formulated, the teacher/educator's ability to teach and respond, as well as the characteristics of the students. This class assessment is a formative assessment, the aim of which is not to determine grades, levels or graduation. If the class assessment is carried out well, the learning carried out will also improve and the way students learn will also improve. Such conditions will bring changes in improving student learning which will result in students having various better skills.

This research aims to find out how the skill of implementing these forms of assessment influences students' 4Cs skills. The results of multiple regression analysis show that the F regression value is 2.175 with $p < 0.05$. This means that the mutual correlation between teachers' skills in implementing assessment forms consisting of approximate analogies, concept maps, problem solving assignments, annotated portfolios, content outlines, and analytical memos on students' 4Cs skill achievements in class is significant. The joint correlation index obtained by R_y was 1,2,3,4,5,6, = 0.68 with a coefficient of determination $R^2 = 0.47$. So the variance in teacher skills in carrying out this form of assessment is able to explain 47.00% of students' 4Cs skill achievements in class. Meanwhile, 53.00% is influenced or explained by other variables not examined in this research.

The results of the regression analysis show that for the coefficient of determination the influence of variable X1 "Estimation Analogy" with Y "4Cs Skills" $R^2 = 0.22$ and the determination is 22%. This shows that the approximate analogy has an influence on the 4 Cs skills of 22.00%, while the remaining 78.00% is influenced by other factors, X2 "Concept Map" with Y "4Cs Skills" $R^2 = 0.19$ and the determination is 19.00%. This shows that the concept map has an influence on 4Cs skills by 19.00%, while the remaining 81.00% is influenced by other factors, X3 "Problem Solving Tasks" with Y "4Cs Skills" $R^2 = 0.28$ and the determination is 28.00%. This shows that the problem solving task has an influence on 4Cs skills by 28.00%, while the remaining 72.00% is influenced by other factors, This shows that the annotated portfolio has an influence on 4Cs skills of 19.00%, while the remaining 81.00% is influenced by other factors, X5 "Content Outline" with Y "4Cs Skills" $R^2 = 0.12$ and the determination is 12%. This shows that the content outline has an influence on the 4Cs skills of 12.00%, while the remaining 88.00% is influenced by other factors, and X6 "analytical memo" with Y "4 Cs skills" $R^2 = 0.22$ and the determination is 22%. This shows

that analytical memos have an influence on the 4 Cs skills by 22.00%, while the remaining 78.00% is influenced by other factors.

CONCLUSION

Based on the data obtained and the results of the analysis carried out, it can be concluded as follows:

1. Description of teacher skills in implementing forms of assessment: 9 teachers have high skills with a percentage of 40.90%, while those with medium category skills are 5 teachers with a percentage of 22.73% and 8 teachers have low skills. Teacher.
2. An overview of students' 4Cs skills There are 7 students who have high skills in the 4 Cs skills consisting of critical thinking, creativity, communication and collaboration with a percentage of 31.82%, while there are 9 students who have moderate skills in the 4Cs skills with a percentage of 40.90% and There are 6 students who have low skills.
3. The results of multiple regression analysis show that the F regression value is 2.175 with $p < 0.05$. This means that the mutual correlation between teachers' skills in implementing assessment forms consisting of approximate analogies, concept maps, problem solving assignments, annotated portfolios, content outlines, and analytical memos on students' 4Cs skill achievements in class is significant. The joint correlation index obtained by R_y was 1,2,3,4,5,6, = 0.68 with a coefficient of determination $R^2 = 0.47$. So the variance in teacher skills in carrying out this form of assessment is able to explain 47.00% of students' 4Cs skill achievements in class. Meanwhile, 53.00% is influenced or explained by other variables not examined in this research.

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