



THE DEVELOPMENT OF AFFECTIVE DOMAIN ASSESSMENT INSTRUMENTS ABOUT THE ENTREPRENEURSHIP OF STUDENTS IN HIGH SCHOOL

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Abstract

This research aims to develop and produce good affective assessment instruments, as well as meet the criteria of validity and reliability. This research uses research and development (R&D) methods. Data collection with questionnaires in the form of several statements about the entrepreneurial spirit, consisting of 5 dimensions, namely motivation to excel, creative thinking, independence, business risk-taking, and leadership. In this study, respondents were students of grade XI IPS at SMA Negeri 35 and SMA Negeri 7 Jakarta. Of the 37 items developed, 36 were conducted limited trials and final field tests. Based on the validity test with Product Moment correlation, and reliability with Alpha Cronbach it is obtained that the 36 statements are valid and reliable. Furthermore, instrument standardization is carried out with CFA factor analysis, and as many as 12 items are fit, valid, and reliable. Then, the entrepreneurial spirit level of students of SMA Negeri 35 and SMA Negeri 7 Jakarta, out of 5 categories was in the moderate category (7.04%), high (48.36%) and very high (44.60%).

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menghasilkan instrumen penilaian afektif yang baik, serta memenuhi kriteria validitas dan reliabilitas. Penelitian ini menggunakan metode penelitian dan pengembangan atau Research and Development (R&D). Pengumpulan data dengan kuesioner berbentuk beberapa butir pernyataan mengenai jiwa kewirausahaan, yang terdiri dari 5 dimensi, yakni motivasi berprestasi, berpikir kreatif, kemandirian, pengambilan resiko usaha, dan kepemimpinan. Pada penelitian ini, responden merupakan peserta didik kelas XI IPS di SMA Negeri 35 dan SMA Negeri 7 Jakarta. Dari sebanyak 37 butir yang dikembangkan, 36 butir yang dilakukan uji coba terbatas dan uji lapangan akhir. Berdasarkan uji validitas dengan korelasi Product Moment, dan reliabilitas dengan Alpha Cronbach diperoleh bahwa 36 pernyataan tersebut valid dan reliabel. Selanjutnya dilakukan pembakuan instrumen dengan analisis faktor CFA, dan sebanyak 12 butir yang fit, valid, dan reliabel. Kemudian, tingkat jiwa kewirausahaan peserta didik SMA Negeri 35 dan SMA Negeri 7 Jakarta, dari 5 kategori berada di kategori sedang (7,04%), tinggi (48,36%) dan sangat tinggi (44,60%).

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INTRODUCTION

Indonesia is a country that still needs preparation to become a superior country, especially in the economic field. To become a better country, Indonesia needs to overcome the existing problems. Entrepreneurship is an element that can make some economic problems can be solved and overcome. According to D. Usiono (2016) in his book, entrepreneurship is the science of one's behavior, values, and abilities when taking on life's challenges.

According to data from the Central Statistics Agency, the Open Unemployment Rate in Indonesia according to the highest education completed in August 2020, the number of unemployed high school graduates is 2,662,444 people (BPS, 2020). Therefore, it would be nice if high school graduates could also create a new business, even if it was just a simple business. Every student who is the future of the nation must understand entrepreneurship so as not to become graduates who increase unemployment, but can make unemployed people get jobs. Entrepreneurship is a science that has the object of expertise to create something that has never existed (Usiono, 2016).

“Entrepreneurial souls” are ordinary people who are motivated by dynamic goals (Williams, 2010). The spirit of an entrepreneur or entrepreneurship is a positive spirit that makes a person an entrepreneur, and also encourages the success of other professions. This requires education that can awaken the entrepreneurial spirit of students (Hendarwan, 2019). Entrepreneurship education has an important and positive role in the formation of an entrepreneurial spirit. This is evidenced in the journal researched by Cicik Harini and Yulianeu (2018), the journal examines the influence of attitudes, education, and the environment. In the journal, entrepreneurship education has a positive effect on interest in entrepreneurship, which of course the interest in entrepreneurship arises because the entrepreneurial spirit is increasing.

Education in improving the entrepreneurial spirit can be formal or non-formal, this is because entrepreneurship education can be done anytime and anywhere and lasts a lifetime. In formal education, the 2013 curriculum has supported so that students can explore entrepreneurship and foster an entrepreneurial spirit, by providing crafts and

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Entrepreneurship. Entrepreneurship education aims to make the nation's successors understand and be skilled as an entrepreneur, because it is more directed to the practice of entrepreneurship than just theory. Not only that, by creating an entrepreneurial atmosphere, students will feel challenged, increase curiosity and creativity, and dare to try something by seeing the risks (Barwani & Arifin, 2017).

Have motivation to excel. Someone who has an interest in entrepreneurship because he has certain motives, such as the motive for achievement. Where the motivation is to get satisfaction or fulfill needs. Having high creativity, someone who has high creativity can think differently or in new ways. There are important aspects in creativity, namely making something that didn't exist before, seeing something old (old) and thinking about something different and new, and making something old better and simpler. As well as having a leadership spirit, an entrepreneur prioritizes a democratic strategy compared to authoritarian forces (Suharyono, 2017).

In seeing the success or achievement of entrepreneurship education in students, an evaluation or assessment is carried out. Assessment is an accumulation of existing facts or information, to measure or ascertain how far the achievement of the learning objectives. Evaluation is needed by every teacher for decision making in determining teaching and learning strategies, as well as to provide feedback to students in assessing their learning outcomes (Nuriyah, 2014).

According to Wrightstone, educational evaluation is an assessment of the growth and development of students towards the values or goals that have been determined in the curriculum (Supardi, 2015). Article 25 paragraph (4) of Government Regulation Number 19 of 2005 concerning national education standards, explains that the ability of graduates includes knowledge, attitudes, and skills. So, there are three basic assessment domains, namely cognitive, affective, and psychomotor (Firdaos, 2016). Of the three domains, in assessing how far the achievement of entrepreneurship education is so that students have an entrepreneurial spirit, it can be done using affective domain assessment. It also proves that students succeed not only by measuring their cognitive domains, but also by measuring their affective domains (Maisarah et al., 2020). Dalam jurnal *Development of an Assessment Instrument of Affective Domain for Entrepreneurship in Senior High School* (Saptono et al.,

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2018),

states that mental and entrepreneurial attitudes have fundamental characteristics, and can be measured using the affective domain. With affective assessment, it is hoped that we can find out whether students have an entrepreneurial spirit, so that schools can develop more students who stand out in terms of entrepreneurship.

The instrument is an important tool in the assessment. In research, the instrument is a data collection tool by measuring to provide objective conclusions (Purwanto, 2010). In education, the instrument is used as a tool to measure learning achievement, factors that influence learning outcomes, student development, teaching success of educators, and others. In order for the assessment instrument to be practical, feasible and efficient, the instrument was developed (Rabiudin et al., 2018). In a journal written by Tri Kusumawati (2015), it is stated that by developing an affective assessment instrument it can be useful for educators to carry out affective assessments rationally and thoroughly. In addition, it makes it easier for educators to measure affective domains to their students (Epinur et al., 2016).

Therefore, the development of the instrument is very important in seeing the achievement of learning. Development is carried out to adjust the conditions of education and students, so that the instrument used is appropriate. Development of a good affective assessment instrument using operational verbs from Bloom's theory (2018), such as receiving, responding, appreciating, organizing, and characterizing according to values.

Based on PERMENDIKBUD No. 66 of 2013, the assessment technique used in this study is self-assessment, because students assess themselves (especially regarding their entrepreneurial spirit) based on statements given by researchers. In measuring the entrepreneurial spirit based on the characteristics or characteristics of an entrepreneur. The first, can take risks with courage and challenge. An entrepreneur in deciding something must be with precise and correct calculations, bravely accepting the risks that may occur after the calculation (Suryana, 2006).

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Have motivation to excel. Someone who has an interest in entrepreneurship because he has certain motives, such as the motive for achievement. Where the motivation is to get satisfaction or fulfill needs. Having high creativity, someone who has high creativity can think differently or in new ways. There are important aspects in creativity, namely making something that didn't exist before, seeing something old (old) and thinking about something different and new, and making something old better and simpler. As well as having a leadership spirit, an entrepreneur prioritizes a democratic strategy compared to authoritarian forces (Suharyono, 2017).

One school that is aware of the importance of entrepreneurship is SMA Negeri 35 Jakarta. This high school is often called the Entrepreneurship High School, because it often participates in competitions about entrepreneurship and is aware of the importance of instilling an entrepreneurial spirit in students. But the assessment of students still leads only to how well students understand the subject matter, for the affective domain it focuses on the attitudes of students in participating in learning and collecting their assignments. Then at SMA Negeri 7 Jakarta, interviews were conducted with subject teachers, for affective assessment with observations and projects. Such as giving direct questions to show the attitude of students with regard to a matter concerning the material, in order to find out what fields of interest students are interested in. So from the results of observations and interviews, it is still not oriented to self-concept assessment or the entrepreneurial spirit of students. Therefore, according to researchers, the development of an affective assessment instrument regarding the entrepreneurial spirit is very well researched in this high school.

METHOD

In this study, researchers focused on developing instruments on the affective domain instrument regarding the entrepreneurial spirit of students. This research uses research and development (R&D) methods. This development stage is a modification of the Borg and Gall development model, seen in the journal researched by Helen Sabera Adib (2015). The sample in this study was 213 students, who were students of class XI IPS 1, 2, and 3 at SMA Negeri 35 and SMA Negeri 7 Jakarta. Collecting data with a questionnaire in the form of several statements regarding the entrepreneurial spirit which is divided into 5 dimensions, namely achievement motivation, creative thinking, independence,

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business risk taking, and leadership. For testing validity and reliability using SPSS, validity using Product Moment correlation with r table of 0.314 and $\text{sig} < 0.05$. Then the reliability test with Cronbach's Alpha, declared reliable when the value obtained is more than 0.6 (Cronbach's Alpha > 0.6).

In this study, the standardization of the instrument using factor analysis techniques with Jeffrey's Amazing Statistics Program which is usually abbreviated as JASP. Factor analysis using Confirmatory Factor Analysis (CFA) method, using Maximum Likelihood Estimation (MLE) estimation. This is to prove or check whether the indicators used can measure these variables. After standardizing the instrument with factor analysis, the reliability and validity were re-tested. Reliability test with construct reliability and variance extracted formulas. A good reliability value is when CR 0.7, but if CR is between 0.6 and 0.7 (0.6 CR 0.7) then this value can be accepted with conditions. AVE value is good if > 0.5 . Then the convergent validity analysis, in this analysis, must meet two conditions, namely the CR value 0.7 and the AVE value 0.5 (Ingarianti et al., 2019).

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RESULTS AND DISCUSSION

In this development, from the initial draft that was designed by the researcher, then the initial draft was validated by 4 experts. From the expert validators, there were several inputs regarding the developed instrument, namely looking for alternative words that were easier for students to understand, modifying statements according to research needs, re-checking each indicator, and repeating the core of the statement. There are 2 numbers that have the same statement, namely for statements number 13 and 15. Therefore, the researcher deletes statement number 15, so as many as 36 statements that have been declared eligible to be tested in the limited test.

This limited trial was conducted on 30 respondents who were students at SMA Negeri 35 Jakarta. The results of this limited trial showed that all tested items were valid (36 valid items) with $N = 30$, because the r count of each item was more than 0.361 (> 0.361) and the significance value was less than 0.05. Then after the item has been declared valid, then a reliability test is carried out using SPSS with Cronbach's Alpha, it is declared reliable when the Cronbachi Alpha value is more than 0.6 (Cronbachi Alpha > 0.6). The results of this limited trial, it was found that the instrument tested was reliable.

Then, the final field test was carried out. Respondents in this test were carried out on 213 students who were students of class XI IPS 1, 2 and 3 at SMA Negeri 35 and SMA Negeri 7 Jakarta. The results of this field test showed that all of the items tested were valid (36 valid items) with $N = 213$, because the r count of each item was more than 0.134 (> 0.134) and the significance value was less than 0.05. Then after the item has been declared valid, then a reliability test is carried out using SPSS with Cronbach's Alpha, it is declared reliable when the Cronbachi Alpha value is more than 0.6 (Cronbachi Alpha > 0.6). The results of this field test, it was found that the instrument tested was reliable.

In this study the standardization of the instrument using factor analysis techniques with JASP. Factor analysis using Confirmatory Factor Analysis (CFA) method, using Maximum Likelihood Estimation (MLE) estimation. In the initial CFA analysis it was stated that the model was not good. Because some of the criteria have not been met.

Table 1. Tabel Hasil CFA Awal

Kategori	Ukuran Fit	Kriteria	Output	Keterangan
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Absolute Fit	Chi square P - Value	$\geq 0,05$	< 0.01	Tidak fit
	Goodness of fit index (GFI)	$\geq 0,90$	0.713	Tidak fit
	Root mean square error of approximation (RMSEA)	$\leq 0,08$	0.079	Fit
	Normed fit index (NFI)	$\geq 0,9$	0.548	Tidak fit
	Incremental fit index (IFI)	$\geq 0,9$	0.680	Tidak fit
Incremental fit	comparative fit index (CFI)	$\geq 0,9$	0.674	Tidak fit
	Tucker - Lewis Index (TLI)	$\geq 0,9$	0.648	Tidak fit
	Adjusted goodness of fit index (AGFI)	$\geq 0,90$	-	AJSP belum memiliki output AGFI
Parsimonious fit	Parsimonious Normal Fit Index (PNFI)	0,60 - 0,90	0.508	Tidak fit

Table 1 shows that most of the models being developed do not meet the fit criteria. In Chi square P – Value, GFI, NFI, IFI, CFI TLI, and PNFI get results that do not fit, which means that currently the model does not have a good fit. But the RMSEA results show fit, which means the model already describes the existing data.

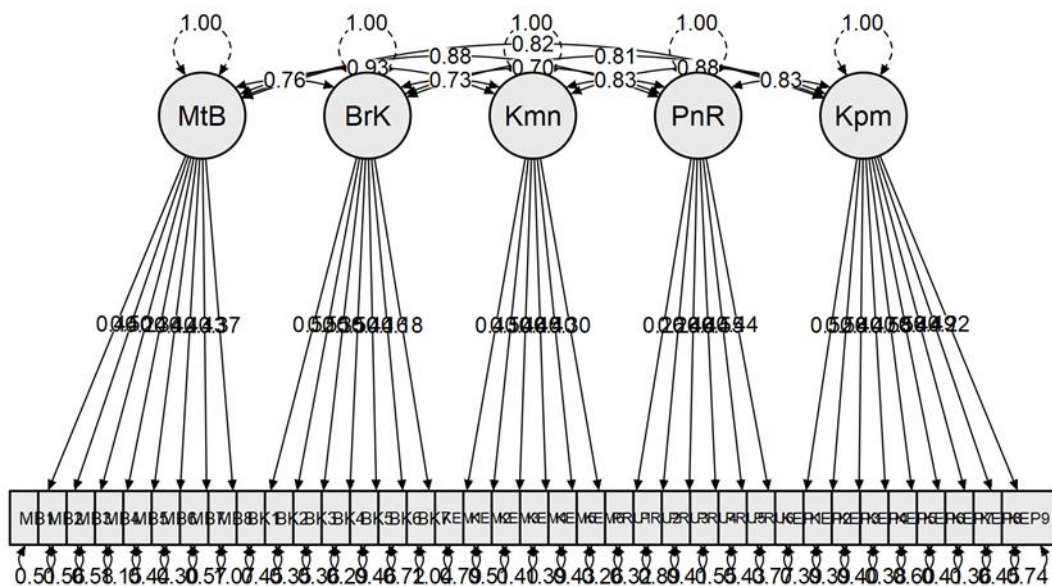


Figure 1. Early Entrepreneurial Spirit Measurement Model

Figure 1 shows a chart of the results of the first CFA factor analysis. One of the weaknesses in

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using the JASP application can be seen in the displayed image, in this application the image is automatically formed and we cannot change it. In Figure 1, the numbers above the dimensions are estimates of the factor variance of each dimension. Then the arrows from each dimension to the other dimensions show the factor covariance or correlation between one dimension and another dimension. The arrow from the dimension towards the indicator (item), shows the non-standardized coefficient in the factor loading of each indicator. And the number under the indicator is the estimated error of each indicator.

Table 2. Tabel Hasil CFA Akhir

Kategori	Ukuran Fit	Kriteria	Output	Keterangan
Absolute Fit	<i>Chi square P - Value</i>	$\geq 0,05$	0.056	Fit
	<i>Goodness of fit index (GFI)</i>	$\geq 0,90$	0.961	Fit
	<i>Root mean square error of approximation (RMSEA)</i>	$\leq 0,08$	0.042	Fit
	<i>Normed fit index (NFI)</i>	$\geq 0,9$	0.931	Fit
	<i>Incremental fit index (IFI)</i>	$\geq 0,9$	0.980	Fit
Incremental fit	<i>comparative fit index (CFI)</i>	$\geq 0,9$	0.980	Fit
	<i>Tucker - Lewis Index (TLI)</i>	$\geq 0,9$	0.967	Fit
	<i>Adjusted goodness of fit index (AGFI)</i>	$\geq 0,90$	-	AJSP belum memiliki output AGFI
Parsimonious fit	<i>Parsimonious Normal Fit Index (PNFI)</i>	0,60 - 0,90	0.579	Tidak Fit

In order for the model to be fit, the researcher re-tested the CFA analysis by removing indicators that had a standard loading factor of < 0.7 . So indicators that can be tested again on the dimensions of achievement motivation, namely MB5 and MB6. Dimensions of creative thinking, namely BK1 and BK2. Dimensions of Independence, namely KEM5 and KEM6. Then the Risk Taking dimension is PRU3 and PRU4. And on the leadership dimensions, namely KEP1, KEP2, KEP5, and KEP6.

In table 2, it can be seen that the final model has increased or is good and can be declared fit. This is because of the 8 outputs there is only 1 that is not fit, namely PNFI. For the other 7

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such as P – Value, GFI, RMSEA, NFI, IFI, CFI, and TLI already meet the existing criteria. Figure 1 shows a chart of the results of the final CFA factor analysis. Table 3 shows the final loading factor for each indicator.

Table 3. Loading Factor Akhir

No.	Dimensi	Pernyataan	Estimate	Std. Est. (all)
1	Motivasi Berprestasi	MB5 Saya selalu menetapkan suatu tujuan dan mempertimbangkan segala resiko	0.543	0.756
2		MB6 Saya selalu berusaha untuk meningkatkan kemampuan saya sendiri	0.493	0.718
3	Berpikir Kreatif	BK1 Saya dapat menjawab pertanyaan dengan lancar	0.642	0.757
4		BK2 Setiap masalah dapat saya selesaikan dengan baik	0.644	0.812
5	Kemandirian	KEM5 Saya berpikir dahulu sebelum mengambil tindakan atau keputusan	0.574	0.781
6		KEM6 Saya meminta maaf setelah melakukan kesalahan kepada orang lain tanpa diminta	0.355	0.727
7	Resiko Usaha	PRU3 Saya mempertimbangkan secara matang dalam mengambil resiko	0.582	0.748
8		PRU4 Saya merasa kegagalan merupakan awal dari kesuksesan	0.483	0.713
9	Kepemimpinan	KEP1 Saya dapat melihat persoalan dengan menyeluruh	0.553	0.721
10		KEP2 Saya berani memberikan pandangan atau visi kedepannya	0.593	0.770
11		KEP5 Saya dapat mengatur waktu dengan baik	0.623	0.733
12		KEP6 Saya dapat mengarahkan atau membagi tugas anggota	0.540	0.706

Figure 2 shows the factor variance for each dimension, the correlation between one dimension and another, non-standardized coefficients in factor loading for each indicator, and the estimated error of each indicator.

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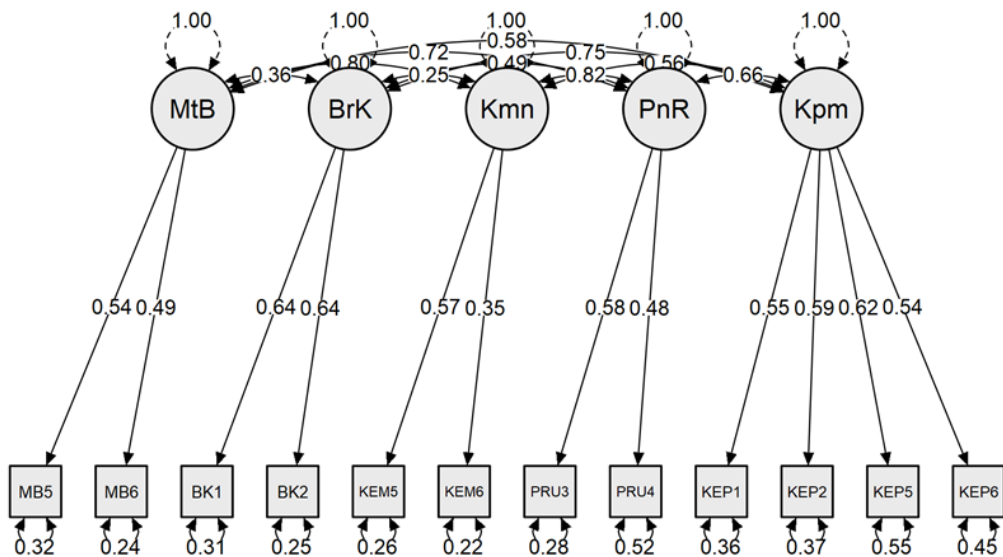


Figure 2. Model Pengukuran Jiwa Kewirausahaan Akhir

The reliability test was carried out again after standardizing the instrument with factor analysis, by calculating CR and AVE. This calculation is carried out on each dimension. Table 3 shows that each dimension is included in good reliability (CR 0.7), and consistent (AVE > 0.5).

No.	Dimensi	CR	AVE
1.	Motivasi Berprestasi	0.70	0.54
2.	Berpikir Kreatif	0.75	0.60
3.	Kemandirian	0.70	0.54
4.	Pengambilan Resiko Usaha	0.68	0.52
5.	Kepemimpinan	0.81	0.52

The last validity with the analysis of convergent validity. Validity analysis meets two conditions, namely the CR value 0.7 and the AVE value 0.5. From the results of the CR and AVE calculations (in table 3), it can be seen that each dimension meets convergent validity.

For the level of entrepreneurial spirit, 213 respondents from SMAN 35 and SMAN 7 Jakarta. From the predetermined intervals, the researchers then processed the data using SPSS to see the categories of each student. Figure 3 shows the percentage of each category, the diagram data represents the entire respondent (213 students). For very low and low categories, none. So the level of entrepreneurial spirit of students ranging from moderate to very high. In the medium category, there are 15 students or 7.04% of the 213 students. In the high category, there were 103 students or 48.36% of the 213 students. Then in the very

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high category, there were 95 students or 44.60% of the 213 students.

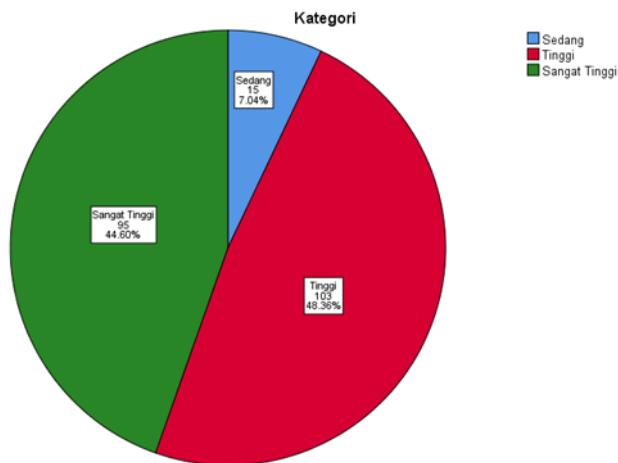


Figure 3. Presentase Jiwa Kewirausahaan Seluruh Responden

CONCLUSIONS AND SUGGESTIONS

Based on the explanation above, several conclusions can be drawn, namely:

1. Of the 37 items developed, 36 items were carried out with limited trials and final field tests. Based on the validity test with Product Moment correlation, and reliability with Cronbach's Alpha, it was found that the 36 statements were valid and reliable. Then standardized the instrument with CFA factor analysis, and as many as 12 items were fit, valid, and reliable.
2. The level of entrepreneurial spirit of the students of SMA Negeri 35 and SMA Negeri 7 Jakarta, out of 5 categories is in the medium category (7.04%), high (48.36%) and very high (44.60%).

The suggestion that researchers can give is that every educator should pay more attention to affective assessment, so that it does not only focus on cognitive and psychomotor assessments. In addition, it provides lessons that can improve the entrepreneurial spirit of students. And for other researchers, in order to focus more on indicators that can measure the variables studied, they can examine other dimensions of the entrepreneurial spirit, and can develop the characteristics of other affective assessment instruments, such as morals, values, and attitudes.

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