

Cluster-Based Assessment to Improve Student Social Skill and Competence at SMA Muhammadiyah 10 Surabaya

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Abstract

Assessment of social skills and competencies is still often carried out conventionally and partially, thus lacking a comprehensive and objective picture. Cluster-based assessment is an alternative in developing student assessment models. This approach is appropriate and aligned with 21st-century education. This study used a qualitative method with a case study approach and formative evaluation to evaluate the effect of social cluster-based assessment in the form of a project on improving students' social skills and competencies. The subjects were 11th-grade students at SMA Muhammadiyah 10 Surabaya taking geography, sociology, and economics. The results showed that cluster-based assessment significantly improved students' skills and social skill. There are increasing in students' creativity and innovation, as well as social aspects such as cooperation, communication, tolerance, self-control, and social awareness. This assessment is a fun and meaningful learning experience that builds student motivation and engagement. The teacher stated that this assessment was unique, forcing students to think creatively but was fun and increased student motivation. This assessment model can be implemented and developed for better learning.

Keywords: Assesment, cluster-based, creativity, social

1. INTRODUCTION

In an era of globalization and rapid technological development, social skills and competencies are key competencies that young people must possess to prepare them for the challenges of both personal and professional life. Social skills, which include the ability to communicate, collaborate, and adapt to various social situations, are essential to support student success, not only in academics but also in character development and interpersonal relationships (Nurjanah, 2019). This condition makes the development of social skills an important part of the education curriculum at the high school level.

However, in many schools' learning practices, assessment of social skills and competencies is often conducted conventionally and partially, thus failing to provide a comprehensive and objective picture of student development in these areas. This assessment tradition sometimes neglects an integrated framework that encompasses multiple skill dimensions simultaneously. Therefore, a more integrated and contextual assessment model is needed so that social skills assessment can comprehensively reflect student abilities and promote improved learning

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quality (Rosnaeni, 2021).

Assessment plays a strategic role in the educational process. It serves not only as an evaluation tool but also as a vital source of information for informed decision-making for student development. Susanti & Fitriani (2022) emphasize that guidance and counseling assessments in schools serve as the basis for developing effective service programs and evaluating teacher or counselor professionalism. With appropriate assessment, student needs and development can be mapped individually, supporting the achievement of optimal learning outcomes. The cluster-based assessment approach is particularly relevant in this regard because it integrates various competency dimensions holistically (Kurniawaty, 2022).

Several studies have demonstrated assessment in various models and purposes. Research Restalia et al. (2025) shows that collaborative-based assessment can increase student engagement and cooperation. Project-based assessment is also effective in improving student achievement and interest (Wibowo et al., 2022). However, both studies only covered one subject, including several previous studies. The novelty of this study is the application of cluster-based assessment consisting of several lessons. The researchers focused on the social cluster, namely geography, economics, and sociology subjects, which were tested in an integrated manner. The assessment model was designed in groups and project-based according to the objectives of this study.

Current assessments only measure cognitive aspects; few measure social skills and competencies. Meanwhile, cooperation, communication, and tolerance are crucial components of learning. Research by Fitriasari et al. (2020) shows that thematic collaborative learning methods with specialized measurement tools can significantly improve students' social skills. This research approach provides an alternative assessment method that will ultimately yield a picture of students' social skills and competencies. This approach also addresses the needs of 21st-century education, which demands collaboration, communication, and critical thinking skills that are inseparable from the cross-subject context (Wahyuningrum, 2023).

This article aims to explore how cluster-based assessment, in the form of a diorama-making project, can be applied to improve students' social skills and competencies, as a reference for educators in developing more effective and meaningful assessment methods. One of the main advantages of cluster-based assessment is the integration of various subjects into one naturally interrelated competency cluster (Utami et al., 2020). This approach allows teachers to assess students' social skills and competencies more comprehensively and contextually. Thus, cluster-based assessment is not merely an evaluation, but a strategic instrument in developing students' overall potential and preparing them to face future challenges.

2. METHOD

This study used a qualitative method with a case study approach and formative evaluation to evaluate the effect of cluster-based assessment on improving students' social skills and competencies. The qualitative approach was chosen to gain an in-depth understanding of the natural learning processes, experiences, and contexts (Tarnoki & Puentes, 2019). The case study method was deemed appropriate because it allowed for a detailed exploration of the project-based assessment phenomenon within a specific school and social group context (Assyakurrohim et al., 2022).

This research is an application of social cluster assessment, covering geography, economics, and sociology, conducted simultaneously and using the same model. The assessment takes the form of a diorama project, conducted in groups of five students. The diorama work will take two weeks during the mid-semester assessment. The teacher will prepare several project themes, which will be selected and divided among the groups as agreed upon.

The subjects and location of the study were 11th-grade students at Muhammadiyah 10 High School Surabaya who were taking social science subjects (Geography, Economics, and Sociology), consisting of 4 classes, totaling 140 students. The sample selection used a purposive sampling technique, as the 11th-grade students had already received material that matched the assessment theme. Furthermore, the four classes had varying abilities and were not dominant in any one class. A total of 25 students were interviewed, drawn from the 4 sample classes. The interviewed teachers were the teachers of geography, economics, and sociology who also conducted the assessment.

The research instruments included a project assessment rubric, participant observation, and structured interviews with students and teachers. The student skills assessment rubric assessed product creativity, cluster interconnectedness, visualization quality, and project presentation. Meanwhile, the social skills assessment aspects included cooperation, communication, tolerance and appreciation, self-control, and social awareness (Widiastuti, 2022). The student and teacher interview rubric contained guideline questions related to student interests and the impact of assessment from the teacher's perspective.

The results of the project assessment and observations were then processed using Microsoft Excel, using a formula tailored to the assessment needs. After the numerical data was processed, a scoring category for social skills and abilities was obtained. Each group used categories A (very good), B (good), C (sufficient), and D (poor) to describe the results of each diorama. Meanwhile, interviews with students and teachers used different formulas according to the rubric used. The final results of the project assessment, observations, and interviews will demonstrate the application of the assessment to students' social skills and abilities.

3. RESULTS AND DISCUSSION

The research results focused on four aspects: data analysis of the student skills rubric, data analysis of the student social skills rubric, student interviews, and teacher interviews. Student skills demonstrate the impact of assessment on aspects of student skills during project work. Social skills demonstrate the impact of assessment on students' social aspects during project work. Interviews with several students illustrated the response to the application of assessment on students as research objects. Interviews with teachers were also conducted to obtain responses and suggestions regarding the cluster-based assessment model.

Student Skill

Overall, 22 groups received an A (very good) on the project skills assessment. On average, each group performed very well in five aspects and poorly in one aspect, and this varied between groups. However, after averaging, the scores fell into the very good category. Meanwhile, five groups received a B (good) and one group received a C (adequate). This means that the majority received an A score, with only one group receiving a C, which is adequate. Project-based assessment has a positive impact on students' skills, testing their

creativity to transform ideas into engaging and meaningful products (Angga et al., 2022). This significantly supports student development, making learning not only theoretical but also engaging and thought-provoking practice (Umam & Jiddiyah, 2020).

Table 1. Results of student skills assessment

No	Predicate	Number of groups	Explanation
1	A	22	Very good
2	B	5	Good
3	C	1	Sufficient
4	D	–	Poor

Source: Primary data

Student skills were measured through four aspects: product creativity, cluster interconnectedness, visualization quality, and project presentation. In terms of student creativity, 22 groups scored 4 and 6 received a score of 3 (good). The majority of groups successfully developed original project themes, the result of their discussions and collaboration with their group members. Several other groups were also creative but less engaging than the other groups, resulting in a score of 3. In general, project-based assessments can hone students' creativity in the project creation process (Antika et al., 2023). Ideas emerged from various groups, which is certainly a positive thing, especially since the project is an integration of several subjects.

Half of the groups were able to clearly integrate the material from economics, geography, and sociology. The remaining half had similarities, but with greater depth, resulting in distinct project outcomes. The harmonious integration of Geography, Economics, and Sociology yields holistic and expressive cross-disciplinary products. This ability to integrate is crucial for every student, in line with modern learning, which emphasizes holistic learning and the ability to integrate related subjects (Ananda & Maemonah, 2022). Cluster-based assessments in the form of projects have been shown to effectively foster this ability in students.



Figure 1. Student Project Result

Meanwhile, regarding visualization quality, students are required to think creatively, transforming their group's ideas into a beautiful diorama. The resulting diorama visualization

is clear, aesthetic, and professional, supporting understanding and scientific appeal. Furthermore, the diorama project also contains content that aligns with the theme, a creativity worthy of appreciation by teachers. This significantly supports learning objectives, honing not only cognitive and affective aspects but also students' psychomotor aspects (Sawaluddin, 2022).

The final aspect of the skills assessment is the presentation of the results of the diorama project which is displayed or exhibited together or can be called a work show. Each teacher as an assessor visits the group to see the results of their work, and each group is allowed to present briefly the purpose of their diorama. They explain with good language and structure so as to support the understanding of the work results. A total of 16 groups received a score of 4 or very good, 9 groups received a score of 3, and 3 other groups were still lacking when explaining the purpose of the diorama they made. Groups that get a score of 2 does not mean that their diorama is bad, it's just that when presenting it is still lacking.



Figure 2. Presentation of Diorama

The dioramas produced by each group demonstrated diverse creativity, indicating that this assessment could stimulate their creative ideas. This assessment model is highly accommodating for children who are predominantly psychomotor, while also enhancing skills in students who are still lacking. The projects they worked on encouraged creative thinking because they required elaboration on several subjects. This aligns with the needs of today's era, where individuals are required to be creative and innovative. This is an important asset for students in meeting the challenges of 21st-century life (Umam & Jiddiyah, 2020).

Creating cluster-based projects also creates a fun learning atmosphere and encourages students to be more creative. This is in line with findings Rati et al. (2017) that project-based learning can improve learning outcomes and student creativity. Furthermore, high school students enjoy experimenting with or exploring new things, including creating projects with interesting themes. Students also become more active and enthusiastic, supporting in-depth learning programs, one of the elements of which is active learning. Similarly, research by Anggraini & Wulandari (2021) found that the project model can increase student engagement in learning.

Social Skill

The teacher assessed students' skills by observing them throughout the diorama project until completion. Cooperation, communication, tolerance and appreciation, self-control, and social awareness were the aspects the teacher observed during the observation process. Social skills are an important value in students that need to be consistently cultivated, one way being through project-based assessment (Tutupary et al., 2023).

The data in table 2 showed that 24 groups received an A (very good) and four groups received a B (good) grade. Nearly 90% of the groups successfully completed the project and demonstrated strong social attitudes throughout the project. This confirms that project-based assessment can improve students' social skills through a series of social group diorama projects.

Table 2. Results of observation

No	Predicate	Number of groups	Explanation
1	A	24	Very good
2	B	4	Good
3	C	–	Sufficient
4	D	–	Poor

Source: Primary data

Observations demonstrated strong collaboration during the diorama creation process, with all groups demonstrating cohesiveness with their own distinct styles. Each group member had their own roles, and these were executed effectively to achieve optimal project outcomes. This harmonious collaboration demonstrated students' ability to support each other and share responsibilities, consistent with findings Fisdausyi & Riswanto (2023) that project-based learning significantly improves students' cooperative skills and social responsibility. Cooperation is an important value for all students, both at school and beyond.

Communication between students was also intensive and smooth. Although some misunderstandings occurred, these were simply part of the process, not a disruptive obstacle. Offering opinions, suggestions, and asking for assistance were evident throughout the diorama creation process. Students' ability to express their opinions clearly while listening to their peers also improved. This facilitated constructive discussions and effective negotiation of ideas, which research Sa'diyah et al. (2023) suggests are crucial aspects of developing students' social skills. They learned and applied communication skills with fellow students and with teachers.

The students were also very tolerant of the diverse opinions of their group members. Furthermore, several lessons were discussed as a single concept. The diverse opinions were able to be processed into conclusions that were later used to strengthen the resulting project. This skill is certainly positive, creating a harmonious atmosphere among group members as a whole. This aligns with the needs of integrated learning across social groups, where understanding multiple perspectives is crucial (Muklis, 2012).

Each student also demonstrated self-control and remained calm when facing project challenges. This enabled each group to work optimally to produce the desired results. Good self-control is certainly a valuable asset in the learning process, not only during assessments but also in other learning activities. Students' emotional control and responsiveness to

challenges improved, demonstrating social maturity in dealing with conflict and managing stress during the project, in accordance with the principles of collaborative learning.

Another finding was that each group demonstrated a caring attitude toward others, not only among members within the group but also among themselves. Students took the initiative to help friends who encountered difficulties during the project. This empathy and willingness to help friends demonstrated the strong social skills acquired or developed during the diorama creation process. Caring is a form of emotional development that is one of the ultimate goals of an educational process (Lestari, 2021). This refers to the educational goal proclaimed by Ki Hajar Dewantara, namely to become a complete human being (Tarigan et al., 2022).

Overall, the results of the field research revealed several interesting facts that can be used as additional references for various learning assessment models. Data analysis showed that the implementation of a cluster-based assessment in the form of diorama creation at SMA Muhammadiyah 10 Surabaya significantly improved students' social skills and competencies. Project creation as a form of student assessment has provided a glimpse into how students' skills and social interactions have become more intense during project work (Maros et al., 2023).



Figure 3. Student Display Their Project

Real-world media such as dioramas provide an optimal space for students to express their ideas. Through project creation, students develop innovative and critical thinking in a practical context (Agustian & Sanusi, 2024). This cluster-based assessment fosters original thinking from students, as they synthesize ideas from multiple subjects, resulting in a diorama project. They place a strong emphasis on the learning process, specifically the diorama design process from start to finish. Authentic assessment, which focuses on the process and the resulting product, builds self-confidence, supporting students' social maturity and creativity (Kusadi et al., 2020).

An interesting finding from this study is the enthusiasm and enjoyment felt by students. Cluster-based assessment shifts the assessment paradigm from simply measuring grades to a more active, meaningful, and contextual learning experience, making learning enjoyable and fostering students' intrinsic motivation (Guo et al., 2020). Interviews with students revealed that they really enjoyed working on projects with their friends, learning while playing, and

finding them engaging. Working in groups also made learning more lively with intense communication and collaboration, especially as each group competed to produce good work. Hamidah et al. (2023) stated that learning through real-life projects increases students' sense of ownership over their work and fosters creativity and better collaboration within study groups.

Interviews with teachers showed that the cluster-based assessment model was engaging, enjoyable, motivated students, and had a positive impact on students. The teacher examiner also stated that this assessment encouraged students to think hard to produce unique work, encouraging them to compete creatively. This reinforces the finding Zubaidah (2016) that the use of project-based learning methods helps create a fun and relevant learning environment, which in turn significantly increases student participation and engagement.

The cluster-based assessment approach integrated with the project also enables constructive and engaging real-time feedback for students. This approach significantly supports the shift in learning culture in schools toward a more humanistic and student-centered model, while simultaneously improving the quality of learning outcomes and overall assessment. Cluster-based assessment can be applied to other lessons and classes, tailored to the needs of teachers. Of course, with improvements or improvisations, it can have a positive impact on students.

4. CONCLUSION

The implementation of cluster-based assessment significantly improved students' social skills and competencies. This study confirmed an increase in students' creativity and innovation, as well as social aspects such as cooperation, communication, tolerance, self-control, and social awareness. The added value of this assessment is a fun and meaningful learning experience that builds student motivation and engagement. This assessment model emphasizes the process and provides ample space for students to explore and discover ideas. It is recommended that this assessment model be adopted sustainably, supported by teacher training and infrastructure. Further research can explore the application of project-based assessment at other levels or clusters and the development of broader assessment instruments.

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