

EVALUATION OF LEARNING IN PRIMARY SCHOOLS TO IMPROVE THE QUALITY OF EDUCATION

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ARTICLE INFO

Article history:

Received April 9, 2023

Revised April 15, 2023

Accepted April 25, 2023

ABSTRACT

Abstract: The purpose of this study is to improve teacher professionalism and student achievement in elementary schools. This will also affect the educational institution. In general, evaluation is an effort made to determine the level of success and weakness of an educational process (with all components involved in it) in achieving the aspired educational goals. The purpose of education is to form human beings. Therefore, to find out whether the purpose of this education has been achieved or not, an evaluation is needed. Evaluation is useful to find out the quantity and quality of someone who needs to be evaluated. In addition, in the evaluation, it is necessary to pay attention to several principles such as objectivity, continuity, and comprehensive or whole. This research method uses the library research method (literature study) with a qualitative approach. The results of this study show that the evaluation of learning outcomes in elementary schools covers three domains, namely the cognitive, affective, and psychomotor domains.

Keywords: Evaluation; Education; Primary School

Introduction

One part of the teaching and learning process in the world of education that cannot be separated is evaluation. The learning process is the responsibility of the teacher in developing all the potential that exists in students. One of the components targeted by the education quality ranking is the learning system in the classroom.

The main purpose of the learning process is to change student behavior based on goals that have been planned and compiled by the teacher before the learning process takes place. The behavior change includes an intellectual aspect. Therefore, evaluation is seen as the input obtained from the learning process that can be used to determine the strengths and weaknesses of various components contained in a teaching and learning process.

Evaluation is a process of planning to obtain information or data; Based on this data, then try to decide. Evaluation is one of a series of activities in improving the quality, performance, or productivity of a lem-baga in implementing its program. Evaluation will be obtained about what has been achieved and which has not, and subsequently, this information is used for the improvement of a program. (Setyosari, 2020)

Evaluation has an important role in measuring the progress and development of students. Evaluation has a considerable share in the teaching and learning process. One of the important compounds to see success in education is evaluation. Therefore, schools try to organize and maximize learning effectiveness to achieve a goal by planning and organizing learning experiences, both in terms of attitudes, knowledge, and skills of students. The learning experience gained by students cannot be separated from the intervention of institutions. (Fitriani Rahayu, 2019)

Miftha Indasari in her research shows that implementation in schools, not infrequently the evaluations carried out are not prepared and planned based on the grid so not a few teachers often have difficulty in identifying specific competencies included in remedial learning programs (Indasari, Lia, & Isroqmi, 2018)

Education evaluation is part of the mandatory education implementation process. Education evaluation is an activity to control, guarantee and determine the quality of education for various components of education in each path, level, and type of education as a form of accountability for the implementation of education (Anwar, 2022)

According to the regulation, the educational evaluation process must be carried out by the teacher as the person in charge of the student learning process. In the series of educational evaluation processes, teachers must evaluate learning which is part of the series of educational evaluation processes. (Government Regulation No. 19 of 2005)

But, in the field, teachers in elementary schools (SD) in applying evaluations are limited to students doing questions without any development or design during their implementation, then in the process of learning students use lectures without learning models, so that learning becomes monotonous and very boring for students. This causes the increase in student achievement to be very slow, especially in elementary schools that are far from the city.

Poorly planned evaluations will certainly produce inaccurate information related to student learning success. Therefore, teachers in carrying out learning evaluations need to pay attention to aspects of authentic assessment consisting of attitude assessment (affective), knowledge assessment (cognitive), and skill assessment (psychographics). (Subrata & Rai, 2019)

Based on the description above, this research is very important to be carried out on the evaluation of learning both for teachers and on the learning process in elementary schools, and how is the evaluation of education in elementary schools in improving the learning process better and increasing student achievement?

Research Method

The approach in this study is qualitative, and the method used is a literature study. Data collection techniques by reviewing various literature sources derived from various

documents. The main nature of this document data is not limited to space and time, allowing researchers to know things that have happened in the present or past. In detail, documentary material is divided into several kinds, namely autobiographies, personal letters, books, diaries, memorial clippings, government or private documents, and data on servers, flash disks, and websites. (Magdalene, Mulyani, Fitriyani, & Delvia, 2020)

The author collects literature sources in the form of documents, both from books, journals, seminar results, and discussions with experts relevant to the research. After the data is collected, data analysis is carried out. Discussions are carried out on information derived from documentation in the form of writing, recordings, and images, commonly known as content analysis research. (Suharsimi Arikunto, 2013)

Result And Discussion

The Nature of Educational Evaluation

One important component for seeing success in education is evaluation. The success or failure of Islamic education in achieving its goals can be seen after an evaluation of the output produced. If the results are what is stipulated in the objectives of Islamic education, then the educational effort can be considered successful. But if the opposite happens, then the evaluation is considered a failure. Therefore, evaluation can be interpreted as an effort to determine the level of educational success which includes all its components in achieving predetermined educational goals. (Fitriani Rahayu, 2019)

To assess and evaluate something, a measure or criterion is needed as an assessment standard. The learning process assessment standards are related to the implementation of learning in educational units to achieve graduate competency standards. The learning process in educational units must be held interactively, inspirationally, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence by the talents, interests, and physical and psychological development of students. Each educational unit must plan the learning process, implement the learning process, assess learning outcomes, and supervise the learning process for the implementation of an effective and efficient learning process. (Yayu Nurhayati R Rosyadi, Barlian, & Sauri, 2021) (Fan, 2022)

Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously by the teacher with the aim of obtaining certainty about the success of student learning and providing input to the teacher about what he does in teaching activities. In other words, the evaluation carried out by the teacher aims to find out whether the learning material delivered has been controlled by students or not. (Idrus L, 2019)

Educational evaluation is always associated with learning outcomes, but the concept of evaluation has a very broad meaning. Evaluation is a process that determines to what extent educational objectives can be achieved. According to Mugiadi in Sudjana explained that program evaluation is an effort to collect information about a program, activity, or project. The information is useful for making decisions, among others, to im-

prove the program, improve follow-up program activities, stop an activity, or disseminate the ideas underlying a program or activity. (Lazwardi, 2017) (Hia, Triatmaja, Fauzi, & Solin, 2022)

Etymologically, "evaluation" comes from the English word evaluation, which means value or price. Value in Arabic is called iqamah or al-taqdir' which means judgment (evaluation). Whereas Maccolm and Provus in Tayibnapis define evaluation as what differences exist with a standard to find out if there is a difference. (Magdalena, Fauzi, & Putri, 2020)

According to Kurniawan, the concept of evaluation in education has a double meaning, namely:

1. Evaluation is placed as one of the educational epistemology activities that are useful for "knowing" how much results are obtained in the educational process.
2. Evaluation is placed as an axiology of Islamic education that is useful for "giving value" in every component and process of education. (Sumardi, 2020)

This evaluation is carried out systematically through the process of collecting and analyzing data that can be accounted for, to determine the success rate of a program. The definition of evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, work points, processes, people, objects, and others) based on certain criteria through assessment.

Based on several discussions about evaluation theory, it can be concluded that evaluation is an activity to collect information that is useful for making decisions and as a benchmark for the extent to which goals can be achieved.

Evaluation Objectives

In general, the purpose of learning evaluation is to determine the effectiveness and efficiency of the learning system at large. The learning system in question includes objectives, materials, methods, media, learning resources, the environment, and the assessment system itself. In addition, learning evaluation is also aimed at assessing the effectiveness of learning strategies, assessing, and improving the effectiveness of curriculum programs, assessing and improving learning effectiveness, helping learners learn, identifying students' strengths and weaknesses, and providing data that helps in making decisions. (Magdalene, Mulyani, et al., 2020)

Student learning outcomes can be expressed in three aspects, commonly referred to as domains or domains, namely cognitive, affective, and psychomotor. Assessment is carried out to determine the success of achieving educational goals. In a limited scope, a learning assessment is carried out to determine the success rate of students. While in broad scope, learning assessment is carried out to determine the level of success and weakness of a learning process in achieving the educational goals to which it aspires. (Umami, 2018)

Furthermore, decision-making about learning outcomes is a must for a teacher to know the success or failure of students in the learning process. The unsuccess of the learning process was caused, among others, as follows:

1. The ability of learners is low.
2. The quality of learning materials does not match the age level of the children.
3. The amount of study materials is too much so it does not match the time given.
4. Components of the learning process that are less by the objectives that have been set by the teacher himself. (Idrus L, 2019)

The objectives of the evaluation include encouraging students to be more active in learning continuously and also encouraging teachers to further improve the quality of the learning process and encouraging education managers to further improve the facilities and quality of student learning. In this regard, optimization of the evaluation system has two meanings, the first is an evaluation system that provides optimal information. Second is the benefits achieved from the evaluation. The main benefit of evaluation is that it improves the quality of learning. (Andini Aqmarani, 2020)

In any evaluation activity, the first step that must be considered is the purpose of the evaluation. The determination of evaluation objectives depends largely on the type of evaluation used. More fully, the objectives of learning evaluation, are: (Sudjana, 2017)

1. Describe the learning skills of students so that they can know their advantages and disadvantages in various fields of study or subjects they take.
2. Knowing the success of the education and teaching process in schools, namely how far it is effective in changing the behavior of students towards the expected educational goals.
3. Determine the follow-up of the assessment results, namely making improvements and improvements in terms of education and teaching programs and implementation strategies.
4. Provide accountability from the school to interested parties

Thus, the purpose of the evaluation is to improve the way, learning, make improvements and enrichment for students, and place students in a more appropriate learning situation according to their level of ability. Another purpose is to improve and explore and expand the lesson, and the last is to notify or report to the parents/guardians of students about the determination of class increase or determination of graduation of students.

Evaluation of Education in Elementary Schools

The learning process is the responsibility of the teacher in developing all the potential that exists in students. One of the components targeted to improve the quality of education is the learning system in the classroom. One way that can be done to find out the results that have been achieved by educators in the learning process is through evaluation. The evaluation carried out by this educator can be in the form of an evaluation of learning outcomes and an evaluation of learning.

Learning evaluation at the elementary school (SD) level can be known to teachers by evaluating students, namely knowing the characteristics of their intelligence, one of which is that the evaluation is carried out indirectly on students, in the form of:

1. Ability to work in numbers,

2. The ability to use language well, (c) the ability to pick up on something new (quickly follow other people's speech), (d) the ability to remember,
3. Ability to understand relationships (including capturing cuteness), and
4. The ability to fantasize. (Mupidah & Taupikkurahman, 2022)

Therefore, education needs to be increased in intensity and quality at all levels of education, through integration into all subjects in schools. Learning developed by teachers places students in a learning climate that allows them to combine a wide spectrum of daily learning experiences (outside the classroom) with a variety of experiential specs of learning in the classroom in a natural setting.

Elementary school (SD) is the foundation of the first education, which will become a foothold in higher schools. This is what causes elementary school students must be equipped with strategic process skills. If students' interest in carrying out the evaluation process is lacking, then teachers will also find it difficult to measure their abilities. The assessment or evaluation process must provide evidence of data that can show results in meeting learning objectives by looking at student achievement in learning consistently with learning objectives. (Latifah & Damayanti, 2022)

Success in achieving instructional goals will determine once success in achieving the goals of the institution. To determine the level of achievement of these educational goals, it is necessary to evaluate the learning processes and outcomes in educational units, both basic education units, secondary education units, and higher education units.

The evaluation is carried out by teachers, schools, and the government. Evaluation conducted by teachers to measure the achievement of competency standards and basic competencies as required in the syllabus or subject curriculum. The evaluation is conducted by the school to measure the achievement of graduation competency standards for all subjects and is the final assessment to determine graduation from school. While the evaluation carried out by the government aims to assess the achievement of graduate competencies nationally in certain subjects in the group of science and technology subjects (Hambali, 2019)

Therefore, the function of assessment and evaluation of learning processes and outcomes is very important to be carried out in educational units to determine the success rate of schools in carrying out the teaching-learning process. Therefore, teachers as professional teaching staff must know and understand how the procedures carry out the assessment and evaluation of the correct learning process and outcomes.

There are several factors in education, and factors of the educational process are grouped into two categories as well, namely internal and external factors. Internal factors include psychological, sociological, and physiological ones that exist in students and educators. While included in external factors are all factors that affect the process of teaching and learning outcomes in addition to student and teacher factors. (Widodo, 2021)

In the learning process, teachers also measure learning processes and outcomes, the results of which are in the form of numbers that reflect these achievements and learn-

ing processes and outcomes. The number 60, 85, or 100 obtained from the results of measuring the process and learning outcomes are quantitative and cannot provide any meaning because it has not stated the level of quality of what is measured. This measurement result is commonly referred to as the raw score. The new measurement numbers have meaning when compared to certain criteria or benchmarks. (Sumardi, 2020)

According to Sudjana, program evaluation models can be grouped into six categories, namely:

1. An evaluation model focused on decision-making.
Program evaluation as input for decision-making is used to answer the question: what types of decisions will be made on the program and what types of decisions will be made during the preparation and implementation of the program?
2. Model evaluation of program elements
Program evaluation in this category is done to answer the following questions: which parts of a program are systemic that should be evaluated, and to what extent are the parts
3. Evaluation model of the type/type of program activities.
The evaluation model that falls into this category focuses on finding answers to the following questions: what kind of data is needed in program evaluation? And which types of activities are carried out in the program evaluation? This model includes the types of data and types of activities used in program evaluation and includes evaluation feasibility models, system role models, hierarchical models between processes and objectives, and independent work continuity models.
4. Evaluation model of the program implementation process
This evaluation model helps program builders and evaluators to understand the program implementation process by answering the following questions: how to evaluate program implementation? What activities occur in the process of implementing the program? And what models are used in the evaluation of program implementation? The six models included are the appraisal model, data management, natural process model, monitoring evaluation, progress evaluation, and transaction evaluation.
5. Model of evaluation of the achievement of program objectives
The evaluation model associated with testing results as the achievement of objectives is most often performed in almost all evaluation models. The differences can be categorized into models that prioritize learning outcomes (behavior change) and those that focus on specific program objectives. The models are the tylerian model, the learning evaluation model, and the program special purpose model.
6. Model evaluation of program outcomes and effects
Evaluation of program results and effects related to activities to determine the results of educational programs both anticipated and unanticipated, to assess direct/indirect program results and their consequences both beneficial and unfavorable. Some models are related to the nature of program results and some relate to procedures for testing program results (DR HA Rusdiana, 2021)

The ability of teachers to plan to learn by analyzing lesson plans in one and/or certain groups of subjects/themes which include: formulation of learning objectives and teaching materials, selection of learning resources/learning media, learning methods, and assessment of learning outcomes (Siregar, 2022)

Based on the research, it was explained that there are 4 dimensions of evaluation, namely context evaluation, input evaluation, process evaluation, and product evaluation which results in the conclusion that overall the 4 dimensions can increase knowledge, work skills, and skills. (TaufiqurrahmanSaad Fitriah, & Hidayat, 2022)

The definition of evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, work points, processes, people, objects, and others) based on certain criteria through assessment. While in companies, the definition of evaluation is the process of measuring the effectiveness of strategies to achieve goals for the company. For example, project evaluation. The things evaluated in the project are the goals and construction of the project, whether it has been achieved or not, whether it is according to plan or not, if not, what makes it unattainable, and what must be done to be appropriate. The results generated from the evaluation are qualitative. (Mahirah B, 2017) (Larasati, 2020)

According to states that learning outcomes are changes in individual behavior that include cognitive, affective, and psychomotor domains. These behavior changes are obtained after students complete their learning programs through interaction with various learning resources and learning environments. "Learning outcomes are behaviors that can be observed and show the abilities that a person has. Student abilities that constitute changes in behavior as a result of learning can be classified in certain dimensions". In general, learning outcomes can be grouped into three domains, namely: cognitive, psychomotor, and affective domains (Rusmono, 2017) (Yeni, Putri, & Setiawati, 2022) (Pang, 2020)

Based on this research, then, according to the author, there are several aspects of the learning process and outcomes assessed:

1. Evaluation of the Learning Process

To assess and evaluate something, a measure or criterion is needed as an assessment standard. The learning process assessment standards are related to the implementation of learning in educational units to achieve graduate competency standards. The learning process in educational units must be held interactively, inspirationally, fun, and challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence by the talents, interests, and physical and psychological development of students. Each educational unit must plan the learning process, implement the learning process, assess learning outcomes, and supervise the learning process for the implementation of an effective and efficient learning process.

a. Curriculum/materials

Kurikulum or subject matter is related to its characteristics, namely the ease of difficulty in accessing subject matter, easy difficulty in learning or taught by teachers, the narrow width of the subject matter taught

b. Strategies and methods of teaching teachers

Teaching strategies and methods are approaches and ways chosen by teachers in delivering subject matter to achieve the learning objectives that have been formulated. The selection of teaching strategies and methods by teachers requires many considerations, including learning objectives, students, subject matter, teaching and learning activities, learning media/resources, and learning evaluation. Although teachers choose teaching strategies and methods by considering the components as mentioned above, their implementation is largely determined by teacher competence.

c. Educational facilities/media/learning resources

Means are everything that is used in the learning process. Facilities can be in the form of media and/or learning resources. Learning media is everything used by teachers as tools in delivering teaching material. Media can be textbooks, OHP, LCD, library, or E. Learning. While learning resources are everything that is used as an object of study in the learning process. Learning resources are designed and some are not designed. Designed learning resources such as textbooks, LKS, modules, and textbooks. Meanwhile, learning resources that are not designed are social environments and physical environments around students.

d. System Administration

The administrative system is intended to be the preparation of learning schedules by schools, annual programs, semester programs, and Learning Implementation Plans (RPP) prepared by teachers.

e. Student learning activities

Learning will be successful when followed by intensive learning activities. Learning activities can be in the form of physical activity or mental activity. Physical activities such as taking notes, drawing, summarizing, typing, arranging, paying attention, doing tasks, and others. Mental activities such as remembering, explaining, applying, connecting, describing, and judging. These two activities can only be separated theoretically, but in practice run simultaneously and synergistically.

2. Evaluation of Learning Outcomes

Learning is a mental process because the person who learns needs to think, analyze, remember, and draw conclusions from what is learned.

Therefore, in learning, teachers need to encourage student learning activities to understand and explore the subject matter that has been delivered by the teacher. The learning paradigm must be shifted from teacher-centered to student-centered. Students are no longer treated as consumers of information but are empowered into be-

coming producers of information. Teachers act as learning agents, namely as facilitators, motivators, inspirers, learning to engineer and trigger the spirit of learning, supervisors, evaluators, and guides.

To find out whether there are changes in students as a result of a learning process carried out by teachers at school, it is necessary to evaluate learning. Evaluation of learning outcomes in schools covers three domains, namely cognitive, affective, and psychomotor domains. The cognitive domain is the ability to think, the affective domain is the ability to behave and the psychomotor domain is motor ability.

Based on the urban above, then a person can be said to be successful in learning if there is a behavior change (respond). Thus, if there is no change in response, there is no act of learning. Actions (behaviors) in which there is a change in response are sometimes actions that lead to decline and sometimes lead to development. In this case, the act of learning manifests a change in response that leads to the process of development.

Conclusion

Evaluation can be interpreted as an effort made to determine the level of success and weakness of an educational process. In the process of implementation, the evaluation must apply several principles, techniques, and procedures that must be followed for good results to be obtained, as well as evaluation in the learning process in elementary schools.

Evaluation of learning outcomes in elementary school covers three domains, namely cognitive, affective, and psychomotor domains. The cognitive domain is the ability to think, the affective domain is the ability to behave and the psychomotor domain is motor ability. Evaluation of learning processes and outcomes is a work procedure carried out by teachers to assess student learning processes and outcomes in the form of sequential and patterned steps.

Acknowledgments

I would like to thank my parents who always support and encourage everything I do.

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