Assessing Affective Domain in PAI Subjects: A Case Study of SD Negeri 19 Tanah Jambo Aye, North Aceh District

Hazal Fitri *
Islamic Religious Education Study Program, STAI Tgk Chik Pante Kulu, Banda Aceh City, Aceh Province, Indonesia.
Email: hazalsaleh17@gmail.com

Ulil Azmi
Islamic Religious Education Study Program, STAI Tgk Chik Pante Kulu, Banda Aceh City, Aceh Province, Indonesia.
Email: ulil.azmi@pantekulu.ac.id

Sarniyati Yusmanita
Islamic Religious Education Study Program, STAI Tgk Chik Pante Kulu, Banda Aceh City, Aceh Province, Indonesia.
Email: utedhpony@gmail.com

Abstract: Teachers at SD Negeri 19 Tanah Jambo Aye, North Aceh District are tasked with being able to measure the competencies that have been achieved by students. Teachers must also carry out their duties as teachers, namely evaluating assignments given over a certain period. The aim of this research is to find out: (1) Implementation of evaluation of affective learning components. 2) The process of implementing affective evaluation in the subject. 3) Assessment of PAI teaching objects. This research uses a descriptive method with a qualitative approach. The data collection techniques used were observation, interviews, and documentation studies. The research subjects were 1 teacher, 1 principal, and 35 students. Research results: (1) Implementation of student affective evaluation at SD Negeri 19 Tanah Jambo Aye, North Aceh district shows that students on average receive good behavior scores because of observations, with attitudes that have changed in class. The report is submitted to the teacher and principal. (2). According to observations from the Implementation Process, students' emotional assessment in receiving lessons from the teacher, students' attention to what the teacher explains, students' appreciation for the teacher, the desire to ask the teacher to be active in group discussion forums and the desire to learn more lessons, better than before. (3). Evaluation of PAI Subjects in class VIa results in students mastering Islamic teachings and making them a source of values, guidelines and basics of thought and behavior in applying knowledge and professions that follow, making the "intellectual capital" of people believe and fear God, noble morals, and Islamic personality. Through learning, they learn to actively participate in certain phenomena and react to them. They also learn to respect their own behavior and learn that discipline is good. They learn to change values to create more universal values, which contribute to national improvement. They also learn to be characterized by individual values or value complexes, which influence their values and personal lives.

Keywords: Evaluation; Effective Domain; PAI.

1. Introduction

The implementation of religious education and noble morals, one of which is implemented in the form of Islamic Religious Education (PAI) subjects at all levels of education, contains challenges that must be answered immediately by improving the quality of education and efforts to anticipate the impacts that arise. According to Mawardi (2012), these challenges can be grouped into two main challenges, namely external challenges (macro) and internal challenges (micro) [1]. External (macro) challenges take the form of broad challenges, namely improving the quality of human resources in facing the global world with all the benefits, problems and challenges that accompany it. Several global trends that need to be anticipated by the world of education, according to Sari & Zamroni (2019), are: first, the rapid investment and re-investment processes that occur in the industrial world, causing very rapid changes in the needs of the world of work [2]. Meanwhile, educational practices change very slowly, resulting in educational mismatch and employment tends to grow. Second, the increasingly rapid development of industry, communication and information will give rise to an increasingly large number of " knowledge workers ". Third, there is a tendency to shift educational patterns from the idea of back to basics towards the idea of forward to future basics, which relies on increasing TLC (how to think, how to learn, and how

to create) abilities. how to think emphasizes the development of critical thinking, how to learn emphasizes the ability to master and process information, and how to create emphasizes the development of the ability to be able to solve various problems. Fourth, the development and expansion of substantive democratization ideas, which include, among other things, in the world of education the emergence of demands for the implementation of school-based management and site-specific solutions, giving rise to various forms of educational practices that are different from one another, all of which offer quality education. Fifth, all nations will face crisis after crisis which cannot only be analyzed using simple cause and effect methods but requires analysis of interdependent systems.

Meanwhile, internal (micro) challenges are challenges that are limited in nature, namely related to the implementation of PAI learning in the classroom carried out by teachers to improve the quality of learning. The challenges that must be faced are several problems, as stated by Buchori (1992), which shows that PAI learning practices so far only pay attention to the cognitive aspect of the growth of awareness of (religious) values, and ignore the development of affective aspects, namely will and determination [3]. to practice the values of religious teachings. This imbalance results in a gap between knowledge and practice, between theory and practice in the life of religious values, or in practice religious education turns into religious teaching, so that it is unable to form moral individuals, even though the essence of religious education is moral education. Learning evaluation is an important part of a curriculum. Even though in the curriculum structure evaluation is in last place, evaluation plays an important role in determining the success or failure of the learning process carried out so far as well as influencing the subsequent learning process. The word evaluation comes from English "evaluation" which means the assessment process. If we reflect on its function in the learning process, it can be understood that evaluation is a continuous process of collecting and interpreting information to assess the decisions made in designing a PAI learning system.

The affective domain is the domain related to attitudes and values (Depdiknas, 2008). The instrument used in measuring the affective domain is in the form of observation, because observation in collecting data is not limited to people but can also be used in the natural surroundings or the natural environment. The affective domain is broken down into several affective levels or levels, namely (1) receiving, (2) responding, (3) valuing, (4) organizing, and (5) characterization with value or value complex (characterization by a value person value complex). Teachers at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency are required to be able to measure the competencies that have been achieved by students, teachers must also carry out their duties as teachers, namely carrying out evaluations of the assignments they have been given during a certain time. This evaluation can be carried out at certain times according to the teacher's wishes (daily or weekly tests) and can also follow the time set by the school [4]. each learning process or after several lesson units, so that the teacher can determine the decision or treatment of the student. Is there a need for improvements or strengthening, as well as determining the next learning plan both in terms of material and strategic planning? Therefore, teachers are at least able to prepare test and non-test instruments, able to make decisions regarding the position of their students, whether their mastery expectations have been achieved optimally or not. The abilities that teachers must have, which then become a routine activity, are making tests, taking measurements, and evaluating the competence of their students so that they are able to determine subsequent learning policies.

2. Background

In the intricate realm of education, Islamic Religious Education (PAI) subjects have assumed a pivotal role, serving as a focal point for shaping students both academically and in their character development. As articulated by Ahyani, Permana, and Abduloh (2020), educators grapple with challenges on both external (macro) and internal (micro) scales [5]. External challenges arise from the ever-evolving global landscape, demanding enhancements in human resource quality to meet the dynamic needs of the industrial world. Swift adaptations in educational practices are requisite to align with the rapidly changing industrial and technological paradigms. Moreover, the pervasive influence of substantive democratization necessitates diverse educational practices, contributing to the broader elevation of national education. On the micro level, internal challenges underscore a discernible gap between theoretical knowledge and practical application. The emphasis on cognitive aspects neglects the development of affective dimensions, such as the will and determination to embody religious values. This imbalance accentuates the call for a comprehensive evaluation that not only addresses cognitive growth but also cultivates attitudes and values. Learning evaluation emerges as a linchpin in the curriculum structure, playing a decisive role in determining the success or failure of the educational process. A deeper exploration of the term "evaluation" reveals its etymological roots in the English language, denoting an assessment process that incorporates considerations or grades based on specific criteria, drawing from both quantitative and qualitative information. The affective domain takes center stage in measurements related to attitudes and values, delineating intricacies across levels such as receiving, responding, evaluating, organizing, and characterizing with complex values. At SD Negeri 19 Tanah Jambo Aye, North Aceh Regency, educators grapple with the dual responsibility of measuring student competency and conducting evaluations in tandem with their teaching duties. The imperative for continuous assessment underscores the need to delve into the implementation of affective evaluation within PAI subjects. As educators confront these challenges, this research aims to illuminate three critical facets: the application of various components of affective learning, the intricacies of affective evaluation procedures in the subject, and a comprehensive

assessment of PAI teaching objectives. This exploration employs a descriptive method with a qualitative approach, leveraging observation, interviews, and documentation studies as data collection techniques. Against this backdrop, the study unfolds as a journey to grasp not only the theoretical underpinnings of educational challenges but also the pragmatic strategies employed by educators at SD Negeri 19 Tanah Jambo Aye to bridge the gap between knowledge and practice in the realm of PAI subjects. Through this research, a profound understanding of the affective evaluation process materializes, providing invaluable insights for educators, administrators, and policymakers in the ongoing pursuit of enhancing the quality and impact of Islamic Religious Education.

In a complex educational landscape, the role of Islamic Religious Education (PAI) subjects has become the center of attention, especially in shaping students not only academically but also in fostering character development and moral awareness. As stated by Ahyani, Permana, and Abduloh (2020, the challenges faced by educators include external (macro) and internal (micro) dimensions [5]. Macro challenges arise from a dynamic global landscape, demanding improvements in the quality of human resources to meet the needs of the industrial world. which continues to develop. Rapid changes in the world of work require educational practices that quickly adapt, in line with changes in industrial and technological paradigms [6][7]. In addition, the widespread influence of substantive democratization ideas require diverse educational practices, thus contributing to increasing national education as a whole. At the micro level, internal challenges in implementing PAI subjects show that there is a gap between theoretical knowledge and practical application [8][9]. The emphasis on cognitive aspects ignores the development of affective aspects, such as the will and determination to practice values religion [10].This imbalance underscores the need for a holistic evaluation that not only addresses cognitive growth but also the cultivation of attitudes and values. Learning evaluation is emerging as an important component in the curriculum structure, playing a crucial role in determining the success or failure of the educational process. A deeper investigation into the term "evaluation" reveals the root of the word "evaluation" in English which means the assessment process. Evaluation includes giving considerations or grades based on certain criteria, which are taken from quantitative and qualitative information. The affective domain focuses on measurements related to attitudes and values. The intricacies of the affective domain are dismantled into various levels, including receiving, responding, evaluating, organizing and characterizing with complex values or values. At SD Negeri 19 Tanah Jambo Aye, North Aceh Regency, educators have a dual responsibility, namely measuring student competency and carrying out evaluations in accordance with their teaching duties. The need for continuous assessment becomes clear so it is necessary to explore the implementation of affective evaluation in PAI subjects. As educators face these challenges, this research aims to highlight three important aspects: the application of different components of affective learning, the intricacies of affective evaluation procedures in the subject, and a comprehensive assessment of the teaching objectives of PAI. This exploration uses a descriptive method with a qualitative approach, using observation, interviews and documentation studies as data collection techniques. Against this background, this study unfolds as a journey to understand not only the theoretical underpinnings of educational challenges but also the practical strategies implemented. by educators at SD Negeri 19 Tanah Jambo Aye to bridge the gap between knowledge and practice in the PAI subject area. Through this research, a deeper understanding of the affective evaluation process emerges, offering valuable insights for educators, administrators, and policy makers in ongoing efforts to improve the quality and impact of Islamic Religious Education.

3. Method

This study adopts a qualitative research design within the framework of field research, employing a fruitful research approach aimed at discovering insights that cannot be attained through statistical procedures or other quantification methods. Qualitative research allows the researcher to immerse themselves in the subject, gaining a profound understanding of their everyday experiences [14]. In qualitative research, the primary instrument is the researcher themselves, emphasizing a reliance on personal engagement with the data. The researcher serves as the key instrument, with the option of utilizing additional instruments as extensions. Data collection involves observation, interviews, and documentation methods. Data analysis is an ongoing process, initiated from the first data collection point to derive interim conclusions until reaching data saturation. This iterative process is accompanied by triangulation, a technique that involves cross-checking data from various sources, using different methods and at different times. Lexy J. Moleong (2006) defines data analysis as the organization, separation, synthesis, and exploration of patterns within the data [17]. The study is situated at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency, chosen to explore the affective domain of students, an area relatively unexplored by previous researchers. The research period spanned from March to May 2023, involving school principals, PAI teachers, and 35 students in class VIa as subjects. To ensure data validity, the researcher employs the triangulation technique, continuously checking data from multiple sources and through various methods. The process involves constant refinement throughout data collection and analysis until discrepancies are resolved, confirming data credibility. Additionally, the research undergoes peer examination through discussion for input and critique. Subsequently, data categorization is based on the research questions, followed by a meticulous audit, analysis, and interpretation of each dataset. This thorough triangulation process aims to eliminate differences and confirm the reliability of the obtained information.

4. Results

4.1 Implementation of evaluation of learning components at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency
1) Definition, Objectives and Functions of Evaluation
   In education there is a systematic teaching and learning process, which consists of many components. Each component of teaching is not separate or runs independently, but must run regularly, interdependently and continuously. In the teaching system there is a systematic teaching and learning process which consists of many components. Each component of teaching is not separate or runs independently, but must run regularly, interdependently and continuously to achieve a goal. A system cannot run alone in order to achieve a goal, because the system is a unit of components that are interconnected and interact with each other to achieve an optimal expected result in accordance with the goals that have been set [26]. The teaching and learning process is basically the interaction that occurs between teachers and students to achieve educational goals. The teacher is the director and guide, while the student is the person who experiences and is actively involved in achieving the changes that occur in the student after participating in the teaching and learning process. The teacher is tasked with carrying out an activity, namely assessment or evaluation of the student's achievement in learning. Apart from having the ability to prepare learning materials and skills in presenting materials to condition students' active learning, teachers are required to have the ability to evaluate students' learning achievements, because evaluation is an important component of teaching and learning activities.
   Evaluation comes from the word *Evaluation* (English). This word was absorbed into the Indonesian vocabulary with the aim of maintaining the original word with slight adjustments to the Indonesian pronunciation to become "Evaluation" [23]. Evaluation is basically providing consideration or value based on certain criteria, to obtain a convincing and objective evaluation starting from quantitative and qualitative information [24]. An educator must know the extent to which the success of his teaching has been achieved and to improve and direct the implementation of the teaching and learning process, and to obtain this decision, an evaluation process in learning or what is also called learning evaluation is needed. Evaluation is the process of assessing student growth in the teaching and learning process. Student development achievements need to be measured, both the student's position as an individual and his position within the group. A teacher needs to be aware of this because generally students enter class with varying abilities. There are students who quickly grasp the lesson material, but there are also those who are classified as having normal speed and there are also those who are classified as slow. Teachers can evaluate the growth of students' abilities by knowing what they do from the beginning to the end of learning. Evaluation is seen from its function, namely being able to improve the teaching program, so learning evaluation is categorized into formative assessment or formative evaluation, namely evaluation carried out at the end of the teaching and learning program to see the level of success of the teaching and learning process itself, or carried out at the end of the program to provide information to potential consumers about the benefits or usefulness of the program. According to Anas Sudijono, formative evaluation is an evaluation that is carried out in the middle or during the learning process, which is carried out every time a lesson program unit or sub-subject can be completed, with the aim of finding out the extent to which students "have been formed" in accordance with the teaching objectives. which has been determined [13].

2) Evaluation Principles
   Principles are needed as a guide in evaluation activities. Therefore, evaluation can be said to be carried out well if its implementation always adheres to the following principles:
   a. Principle of Continuity (continuous/continuous). This means that evaluation is not only a semester exam or promotion activity, but must be carried out continuously to obtain certainty about something that is measured in teaching and learning activities and to encourage students to learn to prepare themselves for further educational activities.
   b. Comprehensive (overall) principle. All aspects of the student's personality, all aspects of behavior, skills, crafts are the parts that are tested, therefore the test items must be arranged in such a way as to suit these aspects (cognitive, affective, psychomotor).
   c. Principle of Objectivity. The objective here concerns the form and assessment of results, namely that the assessment of results must not include subjective factors, feeling factors, or relationship factors between educators and students.
   d. Evaluation must use good measuring tools. Good evaluation of course uses good measuring tools, valid measuring tools.
   e. Evaluation must be carried out seriously, this seriousness will be seen from the teacher's intentions, the interest given in administering the test, that the implementation of the evaluation is solely for the progress of students, and also that seriousness is expected from all parties involved in the teaching and learning activity, not on the contrary.

3) Evaluation Techniques
   Term technique can interpreted as tools . So technique evaluation means tools used _ in frame do activity evaluation . In matter evaluation , school given authority For do evaluation , esp evaluation carried out internally . Internal evaluation or often Also called evaluation yourself , implemented by inhabitant school for monitor the implementation process And evaluate the results of the programs that have been carried out implemented [15]. In the context of evaluating the results

of the learning process in schools, there are two types of techniques, namely test techniques, where evaluation is carried out by testing students, while non-test techniques, where evaluation is carried out without testing students.

4) Evaluation Steps

Evaluation is an integral part of education or teaching so that planning or preparation, implementation and utilization cannot be separated from the entire education or teaching program. The results of the evaluation obtained can then be used to improve the way students learn (formative function). Many educational experts have put forward steps for implementing evaluation. However, from many opinions it can be summarized into four main steps, namely: planning, data collection, data analysis, interpretation of data analysis results [11].

5) Reporting Assessment Results

Reporting of assessment results is presented in the form of a profile of student learning outcomes. At the reporting stage of assessment results, educators carry out the following activities:
a. Calculate/determine subject grades from various assessments (daily test results, assignments, mid-semester tests, and final semester tests or grade promotion tests).
b. Report the results of each student's subject assessment at the end of each semester to the head of the educational unit through the homeroom teacher or representative of the academic field in the form of learning achievement scores (covering aspects of knowledge, practice and attitude) accompanied by a brief description as a reflection of complete competence.
c. Providing input on the results of the moral assessment to the Religious Education teacher and the results of the personality assessment to the Citizenship Education teacher as information to determine the final semester grades of students' morals and personality.
d. Educators who assess practical exams report the results of their assessments to the head of the educational unit through the deputy head of academic (curriculum) affairs.

4.2 Process of Implementing affective evaluation of subjects at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency
1) Level affective learning outcomes *Receiving* or *attending*
   Students at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency sensitive in receiving stimulation or stimulus from outside that comes to him in the form of problems, situations and symptoms of his attitude . Students also realize that discipline must be enforced, laziness and lack of discipline must be put away.
2) Learning outcomes in the affective domain of responding level
   students at SD Negeri 19 Tanah Jambo Aye , North Aceh Regency , have a growing desire to learn more about Islamic teachings about to involve oneself actively in certain phenomena and react to them in a way that is related to learning .
3) Affective learning outcomes at the valuation level
   Students grow a strong will within students at SD Negeri 19 Tanah Jambo Aye , North Aceh Regency to apply discipline, both at home, school and in society because it is based on the belief and assessment that a disciplined life is good.
4) Level affective learning outcomes *Organization*
   Students discover differences in values so that new , more universal values are formed, which leads to general improvement. *Organizational* level affective learning results support the enforcement of national discipline launched by the government. Arranging or organizing is an affective level that is a level higher than *valuing.*

4.3 Subject Evaluation PAI at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency.

According to Zakiyah Daradjat, Islamic religious education is an effort to nurture students so that they can always understand Islamic teachings as a whole. Islamic religious education is a conscious effort made by educators in order to prepare students to believe, understand and practice Islamic teachings through predetermined teaching guidance or training activities to achieve predetermined goals. For the group assessment of religious and noble morals subjects, the competencies developed focus on cognitive and knowledge aspects and affective or behavioral aspects. Assessment of learning outcomes for the Religion subject group is carried out through [12]:
1) Observation of changes in behavior and attitudes to assess the development of students' affection and personality.
2) Exams, tests and/or assignments to measure students' cognitive aspects.

In public schools, the time allocation for teaching Islamic Religious Education is provided for 2 hours per week, where overall Islamic religious education subjects include the Al-Qur'an and Al-Hadith, faith, morals, fiqh or worship, and History also illustrates that the scope of Islamic Religious Education includes the realization of harmony, harmony and balance in human relationships with Allah SWT, oneself, fellow humans, other creatures and the environment. The position of Islamic religious education in public schools is only one program or subject or field of study which has the same position as other fields of study or subjects. So that the implementation of learning evaluation is the same as other

subjects. Evaluating the results of Islamic religious education for students can take place in writing or orally, over certain time periods and on a daily routine basis. Regarding Islamic religious education lessons, it is better for teachers to evaluate them daily because this is more objective, effective and leads to naturalistic experiences and appreciation of the child's personality, in addition to periodic evaluations which are naturally carried out at appropriate times. There are at least 3 factors regarding religion that must be evaluated in a child:

1) Students' knowledge about the Islamic religion.
2) Implementation of worship practices and amaliyah.

Understanding the spirit of religion or good daily morals or their personality [25].

5. Conclusion

Students at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency are actively learning to respond to stimuli from outside themselves. They learn that discipline is important, but it must be practiced regularly. They also learn to value their own discipline, whether at home, school, or community, because they believe that discipline is good. They learn to change values to create more universal values, which contribute to overall improvement. Organizational learning is an effective way to promote national discipline, which is emphasized more than assessment. Finally, students learn to be characterized by values or value complexes, understanding all the systems that influence their personality and influence their behavior. The implementation of affective evaluation in PAI subjects at SD Negeri 19 Tanah Jambo Aye, North Aceh Regency in the affective domain is broken down into several levels or affective levels, namely (1) receiving, (2) responding, (3) assessing (valuing), (4) organizing , and (5) characterization by a value or value complex (characterization by a value person value complex). This obtained good results.

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