

The Development of Teaching Materials of Learning Evaluation Based on Whole Language Learning for Students at the Indonesian Language and Literature Education Study Program

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ABSTRACT

This study aims to foster teaching materials for the evaluation of Indonesian language learning based on the Whole Language. The research applied the research and development (R&D) method from Borg & Gall. The test subjects were 2021/2022 -semester students as many as 25 people for the experimental and 25 for control classes. Data analysis techniques in this study included analysis of data validity by experts, including material content experts, graphic design experts, and linguists, who were analyzed using descriptive statistics to obtain percentages and average figures. As for the difference test between before and after using teaching materials through the t-test. The triangulation technique used is technique, source, and theory triangulation. The research results on syllabus alignment with student needs show an average of 94% to 100% appropriate. The results of the validation of the content of the material averaged 4.33 in the good category, the average graphic design was 4.61 in the good category, and the elements of language were 4.31 in the good category. The results of product trials before use averaged 5.35. After use it became 6.01. The second stage of trials, before using teaching materials was 5.60, after using 6.01. The third stage trial was before using 5.85 and after 6.14. The difference test between before and after using teaching materials shows a significant difference between the t-test and t-table, through the t-test namely on learning motivation $6,717 > 1,686$ learning creativity $6,886 > 1,686$ and learning outcomes $6,747 > 1,686$, indicating there is a significant difference. Thus, the hypothesis is accepted, this means that the use of study material books has a significant effect on students in learning Indonesian language learning evaluation courses.

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1. INTRODUCTION

The development of teaching materials is applied as a way to identify, develop, and evaluate learning content and strategies. Development of teaching materials as an understanding of learning design. In addition, teaching materials are developed taking into account the number of students and the availability of materials. Development of teaching materials using the principle of flexibility (Sahmini, 2015). The principle of flexibility means being able to accept something new content that is not included in the topic content at the time of implementation. Teaching materials are an integral part of the curriculum delivered to students. Components that act as learning materials, during the learning process. Lesson materials are arranged in an easy-to-learn Implementation syllabus. Study the material first so that it is developed so that it is complete, and ready to be used as teaching material.

The Indonesian language learning evaluation course is one of the courses offered in the Indonesian Language and Literature Education study program. This course is a compulsory subject because the evaluation field is a class of professional skills courses for a teacher. This course is as important as any other course. This learning evaluation course is basically taught to Indonesian Language and Literature Education Study Programs. However, in this study, so far there have been no innovative efforts in order to achieve the expected goals. The learning tends to be carried out conventionally, including in the Indonesian Language and Literature Learning Evaluation course. In this case, for learning material for learning evaluation courses, in general, there are a lot of them, both theoretically and applied. However, lecturers must always innovate, so teaching materials are always in line with technological developments and advances. In this regard, at least efforts should be made, starting from innovative teaching materials to learning models that are also innovative and creative. One very important concept in the field of creativity is the relationship between creativity and self-actualization. Widyaningrum (2016) states that a person is said to actualize himself if a person uses all of his talents and talents to become what he is capable of becoming, actualizing, or realizing his potential.

In connection with this phenomenon, it is necessary to have a learning orientation that emphasizes the scientific needs and context of students regarding what they learn, because the importance of achieving learning objectives on the scientific aspects of students is a need that must be developed in an academic environment so that the learning provided is easy to understand and attracts students' interest. Along with that, learning must be carried out with various strategies, one of which is by developing teaching materials as a material that is directed at students' scientific knowledge and context. In response to these problems, educators can adopt various innovative learning models in learning Indonesian at the basic level, one of which is the whole language teaching method. Whole Language Learning is an approach to language learning by promoting "Whole" which can be interpreted as a whole. According to Hidayah (2014), Whole language is a language learning approach that presents language teaching as a whole, not in parts. Whole language is a way to bring together the perspectives of language learning, as well as the people involved in learning (Aisyah et al., 2020). In this case, language learning is directed at communicative learning objectives, both in terms of performance and competence. The language component cannot be separated, and it must be integrated starting from listening, speaking, reading and writing skills. Likewise, in terms of grammar or grammar, it must be in line with language appearance, both orally and in writing (Viora et al., 2021). Therefore, teacher skills are needed in evaluating language learning, as well as evaluating students' language skills. It is for this hope and purpose that this development research was conducted.

Evaluation is an activity of a learning process. However, evaluation should not be seen as a collection of techniques but rather a process based on principles (Rabiah, 2018). In this case, Maimunah & Mardiah (2019) categorize the general principles of evaluation that must be considered, namely determining and explaining what must be assessed, always receiving priority in the evaluation process. Ratnawulan (2014) explained that evaluation techniques must be selected according to the objectives to be achieved and whether evaluation techniques must be considered is the most effective method for determining what students want to know. Aulia et al. (2020) and Zubaidillah (2018), explain that

evaluation can be identified as a systematic process in determining the extent to which instructional objectives are achieved by students. This opinion is reaffirmed by the notion of evaluation from Muis (2013), namely, in general, evaluation in the implementation of learning is understood as an effort to collect information about the implementation of learning as a basis for making various decisions. In this regard, Hidayat & Asyafah (2019) explained that in essence, the position of evaluation in learning design is "as the final part of a series of three main components of implementing learning, namely learning objectives, learning activities, and evaluating the results of learning activities

It is expected that through this development research, it will be attempted to produce innovative textbooks in order to support the learning process of Indonesian language learning evaluation courses. According to Basuki et al. (2015) textbooks are textbooks that are used as standard references in certain subjects. Hernawan (2012) Teaching materials have characteristics, namely a source of teaching material, a standard reference for certain subjects, arranged systematically and simply, and accompanied by learning instructions. Another idea about the definition of teaching materials is as stated by Hernawan., (2016). Teaching Materials are learning materials that are arranged systematically for use by teachers or students in the learning process. Meanwhile, according to Magdalena et al. (2020) and Andi (2011), teaching materials are all forms of materials used to help teachers or instructors carry out the learning process in class. The materials in question can be written or unwritten materials. In this regard, ideal and perfectly realized teaching materials may not exist, but at least there are books or standard teaching materials.

Previous research has studied a lot about teaching materials with this whole language approach such as research, Ritonga, (2018). This research focuses on Arabic language teaching materials with a whole language approach. The conclusion of this study is that teaching materials with a whole language approach are important in order to realize users who have four language skills. In line with that, research by Wahyuni (2022), also focuses on developing whole language-based Arabic teaching materials for students of the PAI study program. The conclusion of this study is that the teaching materials developed are generally considered very good. Research by Prinanda et al. (2018) focuses on implementing a whole language approach to improve initial writing skills. The conclusion of this study is that the application of learning based on the whole language approach in the learning process can improve students' initial writing skills. Subsequent research (Ansoriyah & Rahmat, 2018) focuses on the whole language approach by making Indonesian language education student story board media. The conclusion from this study is that learning to write by applying the whole language method can create storyboards in student popular writing.

The research results only focus on developing Arabic language teaching materials, improving initial writing skills, and making student storyboard media based on the whole language. Meanwhile, the difference in research conducted by researchers is regarding the development of teaching materials for evaluating Indonesian language learning based on Whole Language for odd semester 2021/2022 students studying Indonesian language and literature education study programs. This goal itself is to describe the process of producing teaching materials for evaluating Indonesian language learning based on Whole Language Learning. However, this research specifically describes the actual picture of the evaluation process of Indonesian language learning based on Whole Language Learning in the Indonesian Language and Literature Education Study Program.

2. METHODS

The study employs the research and development (R&D) method. It is derived from the development model by Borg & Gall (Borg, W.R. & Gall, 1983) with the following procedure: (1) research and information gathering, (2) planning, (3) product initial form development, (4) initial field testing or preparation, (5) revision based on initial field test results, (6) main field testing, (7) revisions based on the results of the main field tests, (8) operational field tests, (9) revisions based on operational field tests, and (10) deployment and implementation. Testing was carried out using experimental techniques using the before-after experimental design or the One-Group Pretest-Posttest Design.

However, these ten steps are combined with various other development research steps so that the research and development process carried out can really produce effective teaching material products. However, the procedure from Borg and Gall was modified for operational needs in the field. Modifications were made mainly at the field trial stage starting from individuals, small groups, and large groups. Likewise in validation I, validation II, and validation III, as well as in the revision stages I, revision II, and revision III. However, modifications were made to the Borg and Gall development research procedure, but still referring to the 10-step research outline in the procedure pattern designed and determined by Borg and Gall. The development research procedure from Borg & Gall can be seen in the following scheme.

Testing was carried out using experimental techniques using the before-after experimental design or the One-Group Pretest-Posttest Design. The sampling technique used is non-probability sampling with purposive sampling. Class A is for the experimental class and Class B is for the control class, each of which consists of 25 people. The type of research data consists of primary and secondary data. To collect data in this study required observation techniques, questionnaires, interviews, and tests.

2.1 Product Trial Procedure

Product trials were carried out in three stages. The first stage was individual trials (4th step from Borg & Gall). In this case the teaching material products were tried on two samples, namely one student with a scientific knowledge background and one with a social knowledge background. Then in the second phase of the trial (6th step from Borg & Gall), the teaching material products were tried on a small group of 10 samples, five with a scientific background and five with a social knowledge background. The third stage of the trial (step 8 of Borg & Gall) was a large group trial, in this case the actual field trial was tested on 30 samples, 15 with scientific background and 15 with social knowledge background.

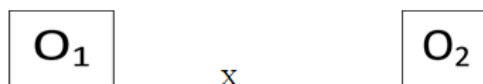


Figure 1. Pretest and Posttest Experiment Design

Tests on a limited scale are carried out using experimental techniques using a before-after experimental design or a One-Group Pretest-Posttest Design. The testing technique is carried out by comparing the results of observations on O1 with O2. O1 is the state of the results of observations before using teaching material products. While O2 is the state of the results of observations after using teaching material products. To find out the effectiveness of teaching material products, if the O2 observation results are greater or higher than the O1 observation results, it means that the teaching material product is effective. To measure this situation, a statistical test is carried out using the t-test. In the third phase of the trial, namely the operational field trial, in this case, it was carried out using a control group experimental design or Posttest-posttest control group, as shown in the following picture.

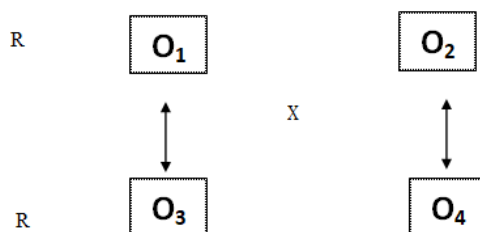


Figure 2. Posttest-Only Control Experiment Design

Upon visual examination of the image, it is evident that a preliminary step was taken before the utilisation of the Indonesian Language Teaching Materials product. This involved the selection of trial subjects, namely two groups chosen through a random process denoted as (R). The initial cohort was designated as the experimental group, wherein the participants were provided with instructional materials for learning Indonesian. Conversely, the control group, referred to as the second cohort, did not receive any teaching materials or continued using the pre-existing resources. Prior to conducting the experimental intervention, both groups had a pretest to ascertain that there were no significant differences in their familiarity with the course material on the Indonesian language. The GFI formula technique is employed to assess the readability level of the text. The Gunning Fog Index is a legibility metric utilised to assess the readability of writing, categorising it into three levels: easy, medium, or challenging. The aforementioned method was devised by the Robert Gunning Association in the year 1944. The discourse readability test was first designed exclusively for texts written in the English language. However, further developments expanded its applicability to encompass non-English languages, such as Indonesian.

2.1 Data analysis technique

Data analysis techniques in this study were applied in accordance with research development (R&D) procedures. A test is said to be valid if the test can measure what it should measure. Expert validity data analysis, among others; content experts, graphic design experts, and linguists who were analyzed using descriptive statistics to get percentages and average figures. For this reason, qualitative and quantitative analysis techniques are needed which include; percentage technique and t-test statistics. The triangulation techniques used are technical triangulation, source triangulation, and theoretical triangulation.

3. FINDINGS AND DISCUSSION

3.1 Whole Language Development of Whole Language-Based Indonesian Learning Evaluation Syllabus

The syllabus developed in this study is a syllabus that fits the needs of students in learning the Indonesian Language Learning Evaluation course which was developed based on Whole Language. Broadly speaking, teaching materials are developed as shown in the following table.

Table 1. Outline of Indonesian Language Learning Evaluation Teaching Materials

No	Basic Competence	Main Materials
1	Having competency knowledge about the scope of Indonesian Language Learning Evaluation	1. The scope of the evaluation material for learning Indonesian is based on the whole language
2	Having competency knowledge about the scope of evaluation of Indonesian language learning	1. The nature of whole language learning evaluation 2. Various forms of evaluation of learning
3	Having knowledge competence about the characteristics of a good learning evaluation	1. The characteristics of a good learning evaluation
4	Having competency knowledge about the evaluation steps of Indonesian language learning based on the whole language	1. The steps for evaluating Indonesian language learning based on the whole language: 1. Reading Aloud. Guided reading 2. Journal Writing, namely journal writing 3. Sustained Silent Reading, reading silently 4. Shared Reading, namely reading activities together 5. Guided Reading, independent reading 6. Guided Writing, namely guided writing. 7. Independent Reading, free reading 8. Independent Writing, free writing

5	Having competency knowledge about Indonesian language learning evaluation tools and instruments	<ol style="list-style-type: none"> 1. Reconstruction of Indonesian language learning evaluation tools and instruments in the form of a test 2. Reconstruction of evaluation tools and instruments for learning Indonesian in non-test form
6	Having competency knowledge about the validity and reliability of test and non-test instruments	<ol style="list-style-type: none"> 1. Validity technique of test and non-test instruments 2. Test and non-test instrument reliability techniques

3.2 Development of Learning Materials for Indonesian language Learning Evaluation based on Whole Language

After the teaching materials are developed, validation is carried out by experts, including; content expert, graphic design expert, and language expert. Content experts validate the accuracy of the content of teaching materials. Graphic design experts will validate the feasibility of graphic design or design, accuracy of images, graphs or charts, tables and various other forms of illustration. Meanwhile, linguists will validate the accuracy of spelling, diction, sentences, and paragraphs. After the experts have validated according to their respective fields, the results of the validation will be described as follows.

3.3 Validation of Material Content

The validation of the contents of the teaching materials was carried out by two experts, this was done to compare between the two experts, about how they view the contents of the teaching materials. The table below illustrates the results of expert validation one and two.

Table 2. Validation Results Done by Experts

No	Content	Expert 1	Expert 2	Average Scores	Category
1	Having competency knowledge about the scope of the Evaluation of Indonesian language learning.	4.13	4.22	4.17	Good
2	Having competency knowledge about the scope of evaluation of Indonesian language learning	4.26	4.42	4.34	Good
3	Having knowledge competence about the characteristics of a good evaluation	4.45	4.35	4.40	Good
4	Having competency knowledge about the evaluation steps of Indonesian language learning based on the whole language	4.44	4.34	4.39	Good
5	Having competency knowledge about Indonesian language learning evaluation tools and instruments	4.36	4.22	4.29	Good
6	Have competency knowledge about the validity and reliability of test and non-test instruments	4.13	4.22	4.17	Good
Average Scores		4.32	4.34	4.33	Good

3.4 Validation of Graphic Design

The validation of the graphic design of teaching materials was carried out by two experts, This was done to compare the two experts, about how they view the graphic design of teaching materials. The table below illustrates the results of expert validation one and two.

Table 3. Validation Results done by experts concerning Graphic Design

No	Validation Aspect	Expert I	Expert II	Average Scores	Category
1	Cover Design	4.79	4.21	4.54	Good
2	Design of Content	4.42	4.57	4.49	Good
3	Letter Design and Printed Quality	4.69	4.68	4.68	Good
4	Design of drawings, plans and charts	4.87	4.85	4.86	Good
5	Quality of paper and binding	4.39	4.43	4.41	Good
Average Scores		4.56	4.67	4.61	Good

3.5 Validation of Linguistic Aspects

Two experts carried out the validation of the linguistic aspects of teaching materials, this was done to compare the two experts about how they view the linguistic aspects of teaching materials. The table below illustrates the results of expert validation one and two.

Table 4. Validation Results done by experts concerning linguistic aspect

No	Validation aspect	Expert I	Expert II	Average scores	Category
1	Spell Use	4.48	4.72	4.60	Good
2	Diction Accuracy	4.47	4.52	4.49	Good
3	Effective Use of Sentences	4.32	4.28	4.30	Good
4	Use of Paragraphs	4.12	4.49	4.30	Good
Average Scores		4.29	4.34	4.31	Good

3.6 Results of Teaching Materials Evaluation of Whole Language-Based Indonesian Learning

The results of testing the teaching materials that have been produced are tested in stages, the first stage individually, the two small groups, and the three large groups. The results of the product trials are summarized on three things; student learning motivation, student learning creativity, and student learning outcomes. From the individual tests conducted on two respondents, it showed an increase before and after the use of teaching materials. For more details can be seen in the following table.

Table 5. Individual Trial Results

Effectiveness of Teaching Materials	Before Use	After Use
Students' Learning Motivation	4.16	4.67
Students' Creativity	4.34	4.68
Students' test Results	7.58	8.69
Average scores	5.35	6.01

From the results of the individual tests above, it can be seen that the effect of using Whole Language-based Indonesian Language Learning Evaluation teaching material products indicates that there is a change for the better or increasing, both in terms of motivation, creativity and learning outcomes. The second stage of testing conducted on small groups showed the following results.

Table 6. Small Group Trial Results

Effectiveness of Teaching Materials	Before Use	After Use
Students' Learning Motivation	4.77	4.81
Students' Creativity	4.49	4.86
Students' test Results	7.54	8.38
Average scores	5.60	6.01

From the results of the small group testing above, it can be seen that the effect of using teaching material products. Evaluation of Indonesian language learning based on Whole language indicates that there is a change for the better or for an increase, both in terms of motivation, creativity and learning outcomes. After conducting a differential test between classes using teaching materials based on Whole language and classes not using the t-test, the results are as shown in the following table.

Table 7. Small Group T-test Result

Assessment Aspects	Average Scores	t-Count	t-Table	Description
Effectiveness concerning motivational aspect				
Before	4.77			
After	4.81	6.142	2.130	Significant
Effectiveness concerning creativity				
Before	4.49			
After	4.86	6.198	2.130	Significant
Effectiveness concerning test results				
Pre-test	7.54			
Post-test	8.38	7.670	2.130	Significant

The third stage of testing, namely testing in large groups, can be seen in the following table.

Table 8. Large Group Trial Results

Effectiveness of teaching materials	Before Use	After Use
Students' Motivation	4.83	4.98
Students' Creativity	4.90	4.95
Students' Test Results	7.84	8.51
Average Scores	5.85	6.14

It can be concluded that the effect of using Whole Language-based Indonesian Language Learning Evaluation teaching material products indicates that there is a change for the better or an increase, both in terms of motivation, creativity and learning outcomes. After holding a different test through the t-test, the results are as shown in the following table:

Table 9. Large Group t-test results

Assessment Aspect	Average Scores	t-Count	t-Table	Description
Effectiveness Concerning Motivational Aspect				
Before	3.83			
After	4.98	6.717	1.686	Significant
Effectiveness Concerning Creativity				
Before	4.90			
After	4.95	6.886	1.686	Significant
Effectiveness Concerning test results				
Pre-test	7.84			
Post-test	8.51	6.747	1.686	Significant

Based on the table above it can be seen that, after a different test was held between before using teaching materials produced through this development research and before using, there was a significant difference between the t-test and t-table, through the t-test namely on learning motivation $6,717 > 1,686$ creativity learning $6,886 > 1,686$ and learning outcomes $6,747 > 1,686$. Thus, the research hypothesis; There is a significant difference between before using teaching materials and after using proven teaching materials. Thus, learning evaluation courses based on whole language is proven to be able to increase learning motivation, learning creativity, and student learning outcomes.

Discussion

Teaching materials are an integral part of the various components in the preparation of learning materials, so there is a need for an arrangement of teaching materials that are in accordance with clear

standards. Based on the results of research in the field, it can be seen that the use of teaching materials for Indonesian language learning evaluation courses has so far been ineffective. This can be seen in the analysis of student needs. Aryanika (2015) also argues that the obstacle in learning evaluation is the difficulty in making process assessment instruments and developing instruments. In the learning process students tend to expect practical teaching materials. In addition, the needs analysis results also show the suitability of the Teaching Materials for Whole Language Learning Based Learning Evaluation Through Borg & Gall, when compared to other teaching materials. This can be seen from the results of research on the suitability of the syllabus to the needs of students, showing an average of 94% to 100% is appropriate. Likewise, the validation results for the content of the material reached an average of 4.33 in the good category. Meanwhile, graphic design achieved an average of 4.61 in the good category and linguistic elements reached 4.31 in the good category. The results of this study were also supported by Rita (2021); the results of a large-scale trial obtained an assessment of the percentage of 88.8% with the criteria of strongly agreeing. So, from the results of expert validation and product trials, this study concluded that the Indonesian language module based on the whole language approach was very good and approved for use as teaching material.

The findings derived from the analysis of individual product trials indicated that the average rating prior to usage was 5.35. Following its utilisation, the value ascended to 6.01, indicating a considerable augmentation. The results of the second phase of trials, specifically conducted on small groups, indicated that the initial score of 5.60 improved to 6.01 after the implementation of instructional materials. This finding demonstrates a significant increase in performance. The results of the third phase study, which had a large sample size, indicated that the average score increased from 5.85 to 6.14 after the implementation of the instructional materials. There was also an observed rise in both the first phase trials and the second phase trials.

The outcomes of the difference test between before using teaching materials produced through this development research and before using, there is a significant difference between the t-test and t-table, through the t-test namely on learning motivation $6,717 > 1,686$ learning creativity $6,886 > 1,686$ and learning outcomes $6,747 > 1,686$. The results of this test showed that there was a significant difference between before using and after using the teaching materials produced. Thus, the hypothesis is accepted. This means that the use of textbooks has a significant effect on students in learning Indonesian language learning evaluation courses.

The results of observations on the level of student creativity, student learning motivation, and student learning outcomes showed a significant increase after using whole language-based Indonesian learning evaluation teaching materials produced through this research. Likewise, the results of observations through different tests, between classes that used whole language-based Indonesian learning evaluation teaching materials and those that did not use, also showed significant differences. After testing three times, namely individually, small groups, and large groups, it also showed significant differences. Whole language is an approach to language learning as a whole, not in parts and can strengthen students' understanding of a concept/ theory as a whole. Whole language provides a learning environment in which students participate in meaningful language experiences. Through the process of building language for communication, students develop the ability to listen, speak, read, and write in a natural way. Whole language can be called integrated Indonesian language learning. The trick in learning Indonesian is carried out in an integrated manner between reading, listening, writing, and speaking (Dwi, 2019). The effectiveness of the Whole Language Approach has been proven by many countries. Whole Language can be applied in the evaluation of learning Indonesian language and literature. The principles and cultivation of the learning process are characterized by progressivism and constructivism, which state that students form their own knowledge through an active role in whole and integrated learning. Yarmi, (2014) explains that there are eight components of the whole language. Start reading aloud, sustained silent reading, shared reading, journal writing, guided reading, guided writing, and independent reading, and independent writing (writing independently).

4. CONCLUSION

Based on the discussion of the results of this study, it can be concluded that the development of learning evaluation teaching materials based on whole language learning through the Borg & Gall model for students of the Indonesian Language and Literature Education Study Program has a significant effect on students. This is marked by the difference test between before and after using teaching materials. There is a significant difference between the t-test and t-table, through the t-test, namely on learning motivation $6,717 > 1,686$ learning creativity $6,886 > 1,686$ and learning outcomes $6,747 > 1,686$, indicating there is a difference significant. The effectiveness of the use of whole language-based Indonesian teaching materials in the UNJA Indonesian Language and Literature Education Study Program, which was produced through this development research turned out to be very effective. This can be seen from an increase in learning motivation, learning creativity, and increased learning outcomes. This is due to the whole language approach in the contextual and natural Indonesian Language and Literature Learning Evaluation course.

In conducting learning of the Indonesian Language Learning Evaluation subject in the Indonesian Language and Literature Education Study Program, it is better to use teaching materials produced through this development research, namely teaching materials for Indonesian Language Learning Evaluation Based on Whole Language, and it is necessary to carry out continuous research on the eye learning process Indonesian language learning evaluation lecture at the Indonesian Language and Literature Education study program, FKIP, University of Jambi. This is important in the context of improving teaching materials, improving the learning process, and researching effective learning models in teaching Indonesian language and literature learning poetry evaluation courses.

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