

Analysis the Ability of Islamic Education Teacher in Comprehending the Procedure to Make Learning Evaluation

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ARTICLE INFO

Keywords:

Ability;
Islamic Education Teacher;
procedure of creating
achievement test

Article history:

Received 2022-02-10

Revised 2022-0711

Accepted 2022-12-12

ABSTRACT

Teachers' competence in creating an achievement test is a kind of important competence in managing teaching and learning processes. This article aims to explain the analysis of Islamic religious teachers in creating an achievement test. The data were gathered through questionnaires which were distributed to 320 Islamic religious teachers who teach at various level of education. The result shows that teachers' competence in planning evaluation procedure was below 78%. Meanwhile, the highest indicator was on determining the materials for the test which done at the beginning of the test, which was 77.5%. On the other hand, the lowest percentage was on doing try out which was 26,3%. It shows that the tests which were created by the teachers still need certain improvements so that it can meet the requirements. The results of this research describe that the competence of Islamic religious teachers in comprehending the evaluation procedure was still low. It is necessary to provide knowledge and comprehension in order to implementing a properly and in accordance with appropriate procedures of an evaluation. Islamic religious teachers should deeply develop their competence in evaluation. This research is only limited to the ability in planning evaluation by Islamic religious education teachers. Furthermore, further research is needed that examines the ability of teachers in the evaluation and follow-up stages of evaluation.

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1. INTRODUCTION

Teacher is crucial component during learning process. Teacher has vital roles in forming potential human resources. Regarding this, Dalyono and Agustina stated the development of professional teacher competence to encounter golden Indonesia era is required to reach the learning success and to

increase education quality. Without teacher professional development, learning process and education quality will be stagnant. There are no innovation, no creativity, and no effective learning. As result, education paradigm should use new paradigm that is quality. Wherein quality education derived from quality and professional teacher (Dalyono & Agustina, 2016).

As for the definition of professional teacher according to expert is everybody who has competence and has responsibility to his students, both individual and classical, in school or outside of school. It means teacher must has professional competence which is a basic ability that must be possessed by a teacher, There are several expert opinions related to professional competence. One of them is according to Cooper stated there are four professional competences, that is : (a) having knowledge about learning and human behavior, (b) having knowledge and mastering his field of study; (c) Having the right attitude about himself, school, friends, and his study field; and (d) having skill related to teaching technique (Ryan, Kevin & Cooper, 1984). In addition, Darmadi also mentioned professional teacher is someone who teaches and relies on high skills in his study field as an educator. Because he thinks, professional teacher must possess an ability in conducting professional duties effectively and successfully in performing the main duty as educators, teachers, mentors, directors, trainers, assessors and evaluators of students in early childhood education through formal education, primary and secondary education.

Professional teacher is required to possess teacher competence as stated in the law of teacher and lecturer no 14, 2005 mentioned professionalism competence, pedagogic, professional and social competence (Darmadi, 2015). According to Safitri, professional teacher does not only have style and practise values obtained in society but also master the management principles, vision, mission, programs agreed and strategies which are suitable with people potency to practise those programs (Safitri, 2020). In addition, Nurlaili also stated what does professional teacher mean. She said professional teacher is teacher who has a set of competence (knowledge, skill and attitude) which is consisted of pedagogic competence, personality, social and professional competence (Nurlaili, 2018). According to Fitriawanati, professional teacher is competent teacher (Fitriawanati & Kurniawan, 2020). As result, it has been requirement that professional teacher is expected to be able to comprehend various procedures in learning, including the process to make learning evaluation.

In evaluating or reviewing the quality of a teacher, it can be seen from the way he teaches, the way he behaves, and his attitude in front of his students. Because there are many facts occurred in field where teacher does not practise what he said to the students, for example the teacher of Islamic education asks the students to perform five times prayer on time, however the teacher still talks with the other teacher when it calls to pray (Azan). As result, this behavior does not indicate teacher professionalism because the quality of a teacher can be seen from his behavior, the implementation of knowledge taught in daily life. Dewi mentioned that the quality of a teacher can be seen from teaching performance that defined as result achieved by teacher to achieve school's objectives. The result of teacher's performance can be seen from responsibility in practising duties, moral possessed that is reflected from obedience, comitment, and loyalty in developing student potency as an effort to advance school (Dewi, 2018). Thus, Rowikarim also mentioned the quality of a teacher can be seen from the competence related to mastery of learning material, the skill to teach, profesionality to perform duty, commitment and high motivation to pay attention to the students (Rowikarim, 2017).

In addition, teacher's effort to pay attention to the students can be seen from students development process, wherein a teacher is required to possess skill and ability related to his field (Nursyamsiyah, Habibullah, & Aminullah, 2021), because teacher's education background is not always similar with education experience in certain time period. Therefore, the differences of education background can influence teacher's activity in performing learning process. Teacher's education background includes teacher's education level which has been run, whether teacher graduated from bachelor degree, masteral degree or doctoral degree or certification teacher. Regard to this issue, Safari has done a research and she found teacher's education background has significant influences to student's achievement (Safari, 2019). However, because there are many teachers needed in school, education

background is often ignored. Nevertheless, a teacher should be able to be professional in his field. The evidences of professionalism such as teacher should be able to comprehend the procedure to make learning evaluation, because there are phenomena found in the field where teacher are not able to comprehend the procedure to make learning test so, this phenomena will be a problem and it will be impacted to students.

Besides the requirement to comprehend the procedure to make learning test, teacher has roles as facilitator functioned to assist students during learning process so, they are able to follow learning process, as result learning can run well. The similar statement delivered by Rahmawati in her research that the result of data analysis revealed the role of teacher as facilitator influences the effectiveness of students learning (Rahmawati & Suryadi, 2019). In addition, teacher duties is not only limited to transfer of knowledge to the students, but also assist students to form the knowledge. In the same way, Nurrita mentioned information or knowledge which is transferred from teacher to students in form of learning material can increase and form students knowledge (Nurrita, 2018). Therefore, a teacher is required to comprehend students thinking way and students point of view. As result, a teacher must be professional, creative, and fun by positioning himself as loving parents, as friend to tell complain, facilitator who is ready to serve students according to their talent and interest.

Aside from the role of teacher as facilitator, teacher has role as evaluator wherein teacher has data and information about students' success in following every learning activities. Quoted from (Bonner, Torres Rivera, & Chen, 2018), it stated that teacher is expected that teacher make decision or assessment based on data, because decision based on data will increase the quality of students' education. Besides, assessment is also needed to reveal whether learning delivered comprehended by students, how methodoly is used, whether learning media is suitable to use, and whether learning strategy used well. Similarly, Novianti mentioned in her research that teacher as an evaluator conducts learning evaluation continously to find out students learning success and able to boost students learning dicipline if students learning is not success yet (Novianti, Firmansyah, & Susanto, 2020). Thus, assessment is not only aimed to assess students, but also it also evaluate teacher. It means teacher must be ready with other alternatives, if the way used is not effective to strive students' learning success. While students success must be striven continously.

Similarly, teacher should be good evaluator in one learning process. This activity is intended to discover whether objective formulated has been fulfilled or not, and whether learning material taught is proper. It is synchronous with Sabaniah statement that teacher's role as evaluator aimed to give evaluation to find out how far students are able to master learning material delivered by teacher (Sabaniah, Ramdhan, & Rohmah, 2021). In addition, evaluation can assist teacher to discover the successful goal achievement, student's mastery on learning material, and effectiveness of teaching method used during learning process. The other goal of evaluation is to find out student's rank in the class, like what has been stated by Sulistiyawati that assessment is basic attribute used to determine top student (Sulistiyawati & Supriyanto, 2021). Then, the element of education assessment is cognitive. The evaluation of cognitive is activity conducted to evaluate students knowledge mastery. The assessment of cognitive aspect is done through several steps: arranging the plan of assessment, developing evaluation instrument, conducting assessment, utilizing the result of assessment and reportinh the assessment result in form of number with scale 0-100 and description (Rosyidi, 2020).

Therefore, to obtain maximum result in every evaluation indicator, a professional teacher must be able to design right learning plan, both in long term and short term. It is similar with (Widodo & Rofiqoh, 2020) assumed a professional teacher in millenial era or Alpha Generation does not only need to master four teacher competences, that is pedagogic competence, personality, professional, and sosial but also be a part of rapid advancement of information technology, because the substance of learning is on individual knowledge of a teacher. On the other hand, teacher requires to be able to design learning process and to design suitable learning evaluation according to demand of learning evaluation.

Islamic religious education teachers are teachers in the field of Islamic religion who are placed in public schools. Its function and duty is to provide Islamic religious knowledge to students in accordance with their competence as teachers. The competence of the past religious education teacher starts from planning, implementing and evaluating as well as following up. The data in the field found that there were some Islamic religious education teachers who did not understand the evaluation procedure. To answer this problem, the researcher is interested in doing this research. The question of this research is how the ability of Islamic religious education teachers in understanding the procedures for making learning outcomes tests that they give to students at school.

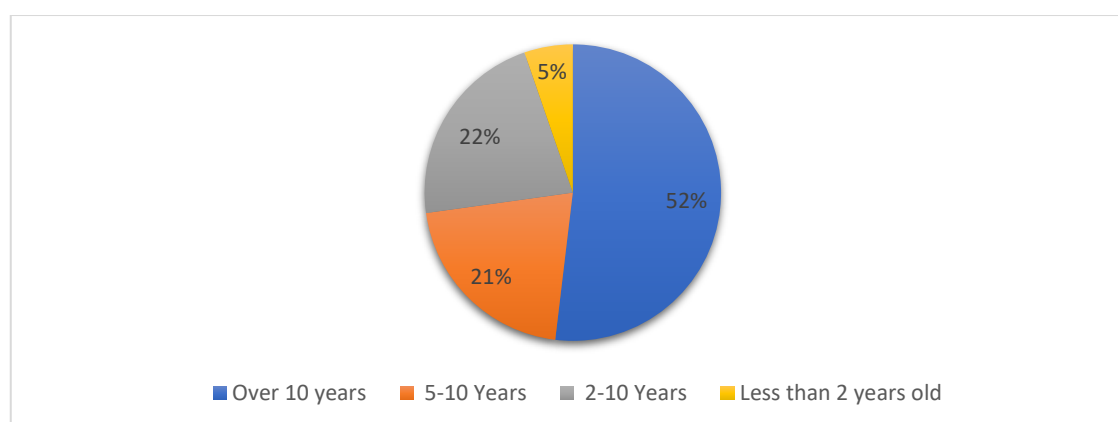
2. METHODS

This research applied quantitative analyses approach. Instrument utilized is questionnaire shared through google form distributed through *WhatsApp*. Questionnaire shared is responded by 320 respondents. After that, it is analyzed through quantitative analysis. According to Creswell's opinion, quantitative research is an approach to testing objective theory by examining the relationship between variables. These variables, in turn, can be measured using instruments, so that the total data can be analyzed using statistical procedures. (Creswell, 2015)

3. FINDINGS AND DISCUSSION

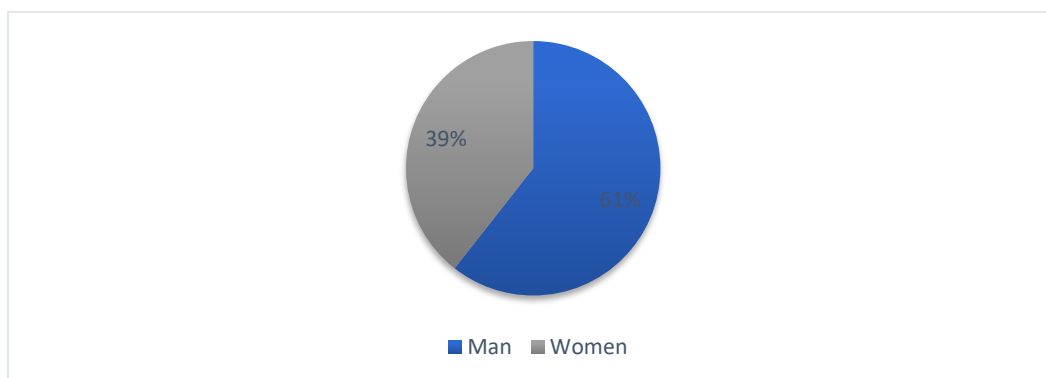
Teachers ability during learning process has huge contribution to knowledge accepted by students. Therefore, it has been requirement for a teacher to have professional capability in this study field. It is synchronous with Jamaluddin statement that teacher must be expert in his field because professional educator is very meaningful for the establishment of superior school (Jamaluddin, 2020). In the same way, Kasmin mentioned the role of quality teacher has been proven and have big impact to students success, wherein quality teacher defines as individual who masters and applies all kind of ability and knowledge (Razila Kasmin, Mohd Faiz Baharan, Noraizan Mohsin, Norliza Kila, & Mashita Abu Hassan, 2019). As result, the teacher performance in performing duties and responsibilities which will give big impact to the reach of educational institution goals (Jaya, 2022).

Furthermore, survey was conducted by researcher aims to analyze teacher's capability, both public school teacher and private school teacher, wherein questionnaire in form of google form shared through Whatsapp responded by 320 respondents. It revealed several informations about teacher capabilities, first if it is reviewed from teaching and working experience, 51,9% of respondents which are Islamic education teachers have more than 10 years teaching experiences, 20,9% has working experience for 5-10 years.



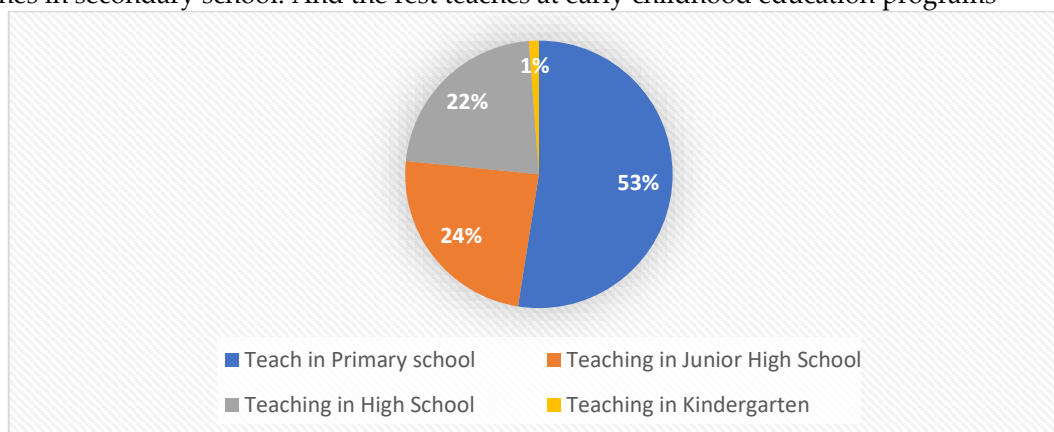
Graphs: 1 Percentage of teachers in terms of work experience.

21,9% respondents have 2-10 years of working experiences, and the rest of them is less than 1 year. In term of gender, 60,6% is man and 39,4% is woman



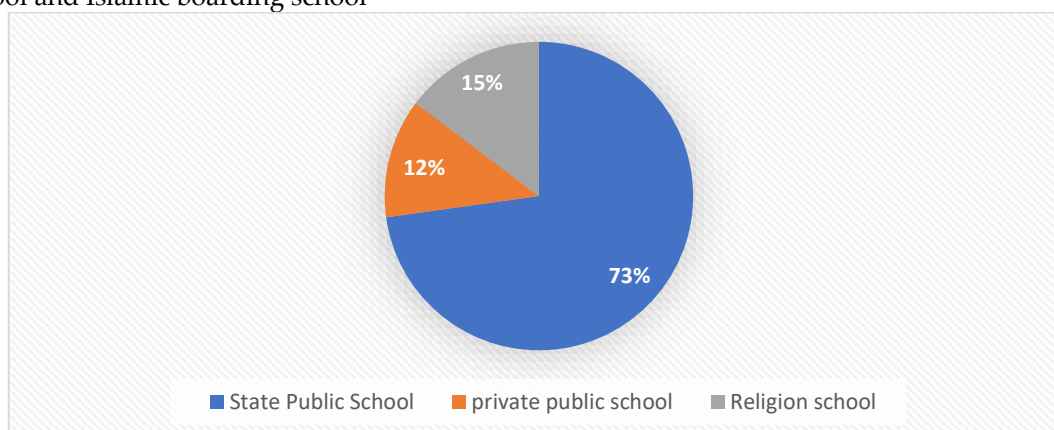
Graphs: 2 Percentage In term of Gender.

Regard to education unit, 52,5% teaches in elementary school, 24,1% in primary school and 22,2% teaches in secondary school. And the rest teaches at early childhood education programs



Graphs: 3 Percentage Regard to Education Unit.

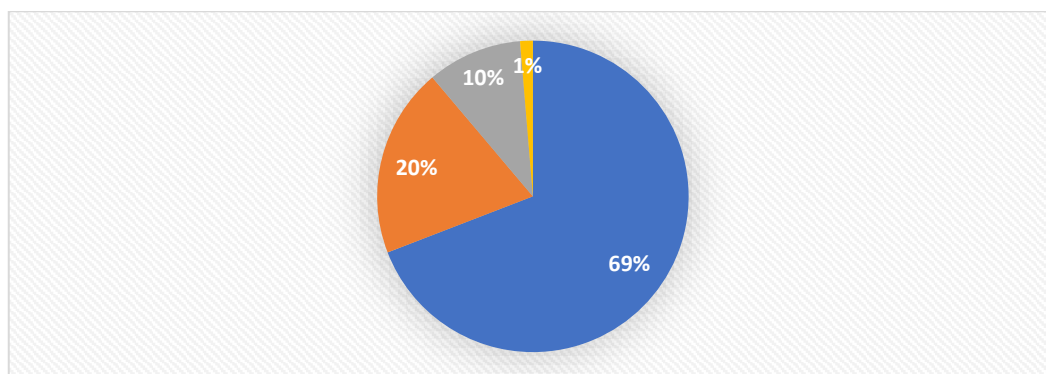
In term of educational institution, it can be explained that 72,8% respondent teaches in public school, 12,5% teaches in private school, and the rest teaches in Islamic public school, Islamic private school and Islamic boarding school



Graphs: 4 Percentage In Term of Educational Institution.

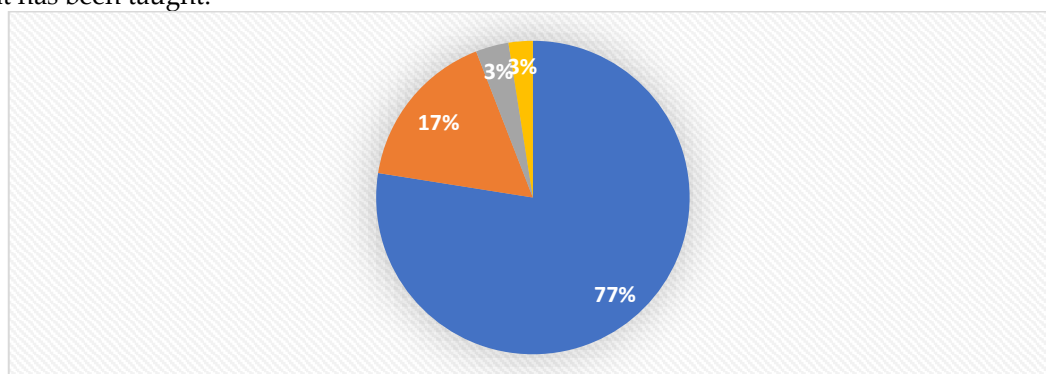
Procedure to conduct evaluation of Islamic education is begun with first to last step which can be explained as followed: if it is analyzed from process before making test, 68,1% respondent always

determines the learning objective first, 19,4% answers often, 9,7% mentions seldom, and 1,3% says never



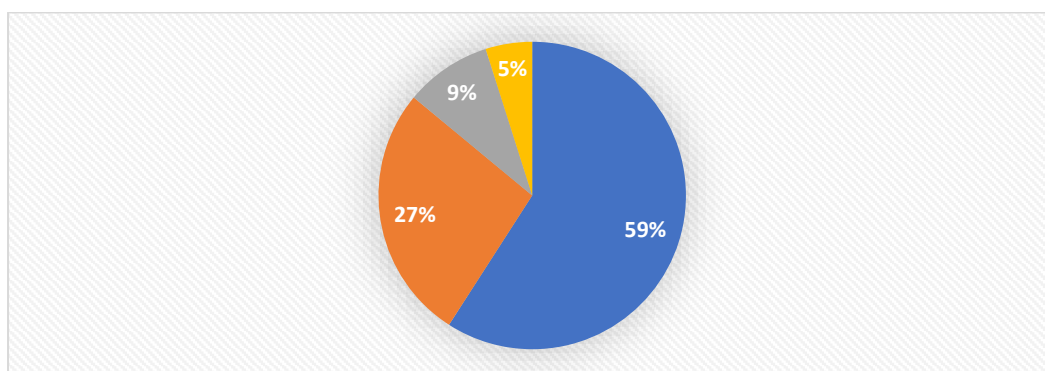
Graphs: 5 Percentage teachers who set learning goals at the beginning.

In term of determining the test material before making test, 77,5% states always determine test material which must be mastered by students, 16,6% says often, 3,4% seldom, and 2,5% mentioned never. Before making learning test, some teachers do crosscheck whether test material is suitable with what has been taught.



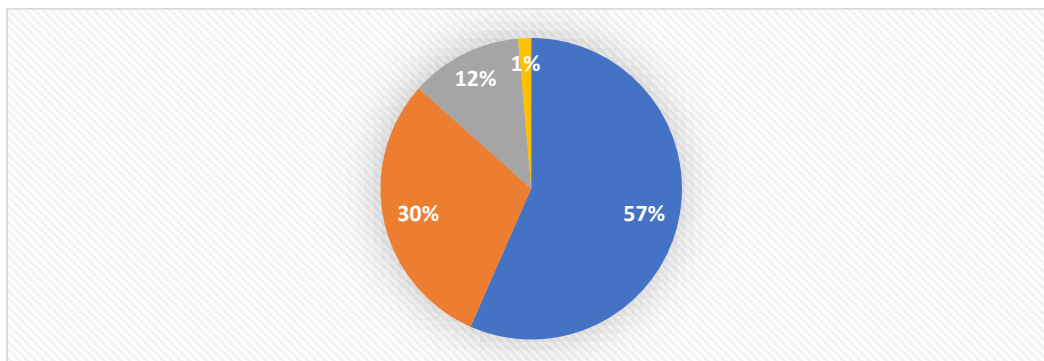
Graphs: 6 Percentage of teachers who determine the test material before making a learning outcome test.

Making learning test begins by arranging test grid, 59,1% teacher states they always make test grid, 26,9% teacher often makes test grid, 9,1% is seldom making instrument grid, and 4,9% mentioned that they never make test grid.



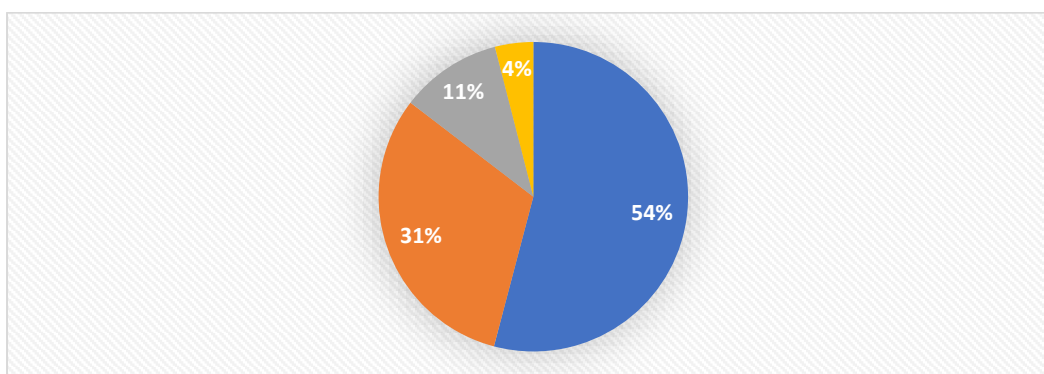
Graphs: 7 Percentage of teachers who compose learning outcomes test grids..

In arranging the grid of learning test, the first step is determining the objective of learning test. 56,6% respondent always determines test goals, 30% states often, 12% mentions seldom, and the rest is never. In writing test grid, teacher sets learning test scope which will be given to students.



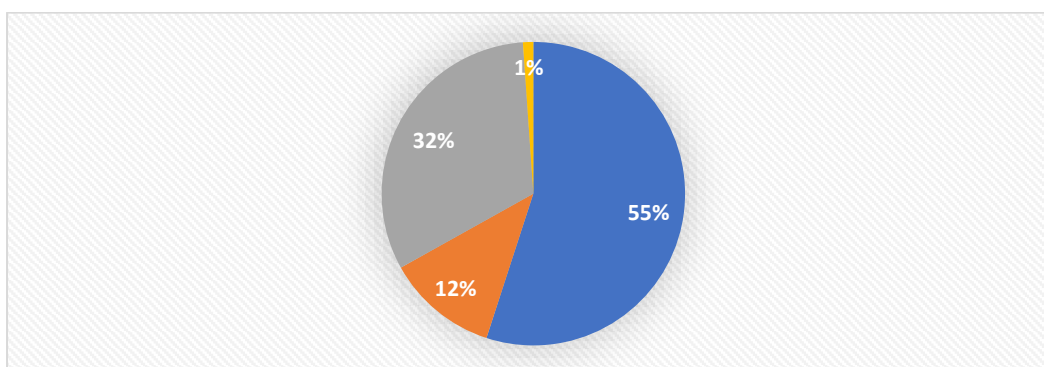
Graphs: 8 Percentage of teachers who set the purpose of holding learning outcomes tests.

In arranging test grid, 54,1% teacher mentions always determine test scope, 31,3% answered often, 10,6% stated seldom, and the rest said never set test scope that will be given to students.



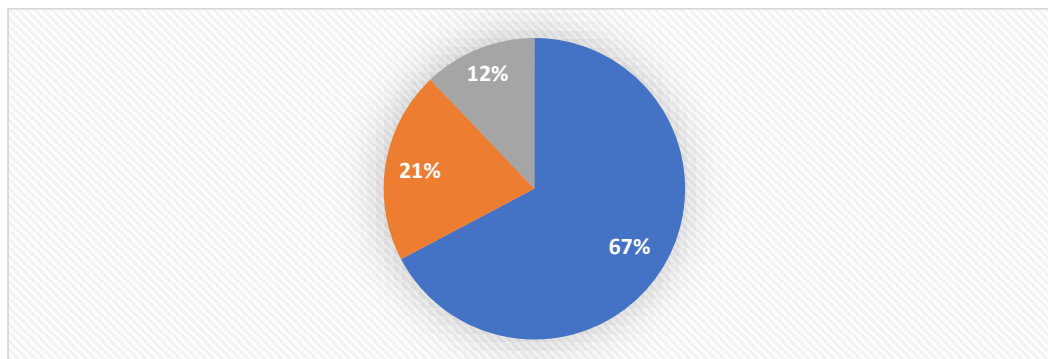
Graphs : 9 Percentage of teachers who determine the scope of the learning outcomes test.

In arranging test grid, teacher specifies indicators of students achievement. 55% teacher says always, 11,9% claims often, 32% says seldom, and the rest says never determine indicators of students achievement.



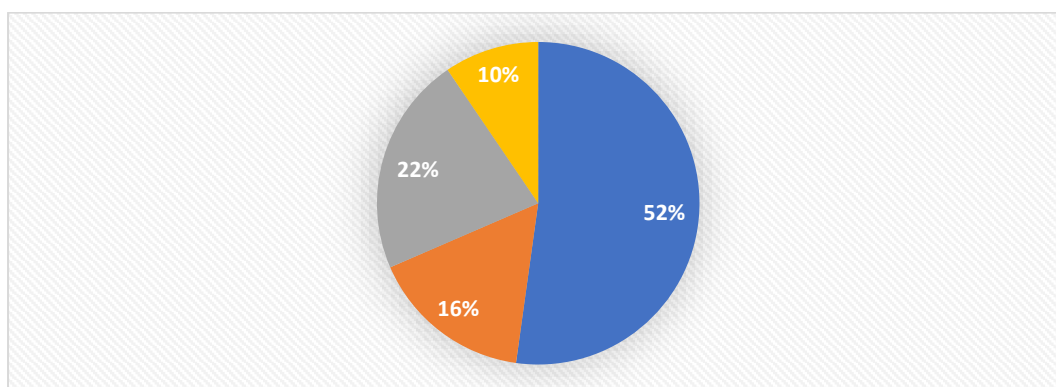
Graphs: 10 Percentage of teachers in determining student achievement indicators.

In arranging test grids, teacher sets the test form which will be used for learning test, wherein 67,2% claims always, 20,6% mentions often, and 12,1% says seldom, as result there is no teacher who answers never determining test form which will be used in learning evaluation.



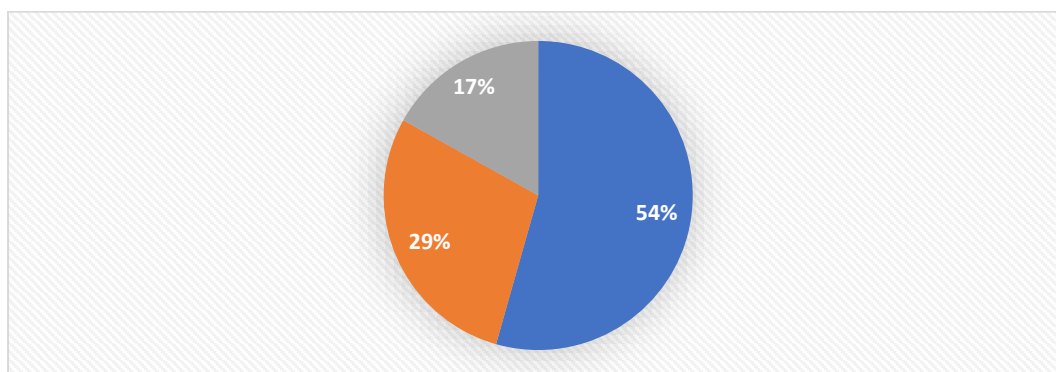
Graphs: 11 Percentage of teachers in determining the form of learning tests.

Teacher learns test form which will be given to students before making test questions. And 52,2% teacher always learns test form, 16,3% teacher answers often, 22% says seldom, and the rest mentions never learning test form which will be given to students.



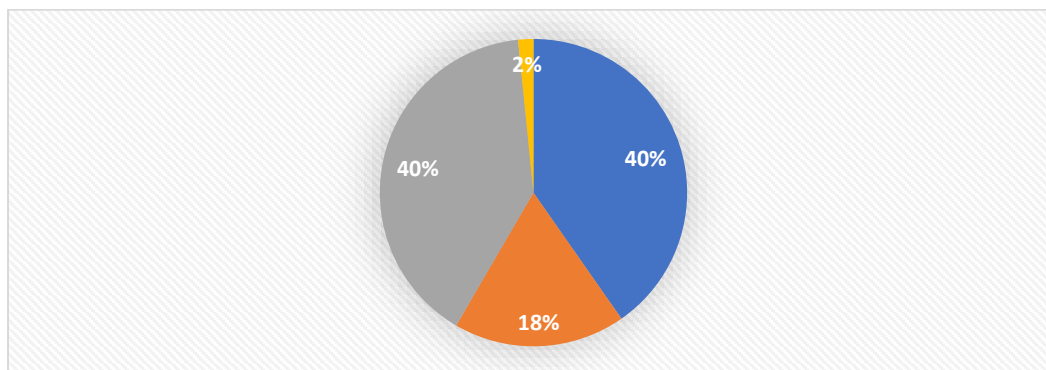
Graphs: 12 Percentage of teachers in studying the form of tests that will be given to students.

Before making test, teacher first assesses, considers and specifies the advantages and disadvantages of test form given to students, 54,4% answers always, 28,7% says often, 16,9% mentions seldom. As result, there is no teacher who does not evaluate, consider, and specify he advantages and disadvantages of test.



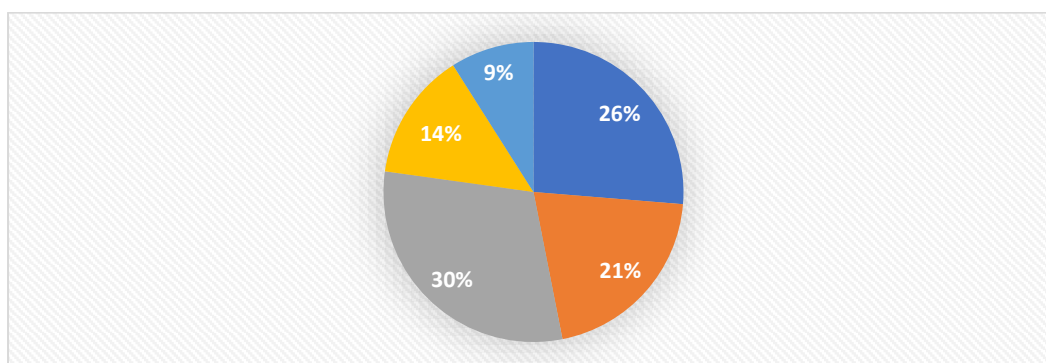
Graphs: 13 Percentage of teachers in assessing, considering, and assigning +/- form of test.

In specifying the form of test questions, teacher refers to advantages and disadvantages of each test form. 40,3% teacher always set the form of test question, 18,1% says often, 40% states seldom, and the rest answers never determining the form of test question used.



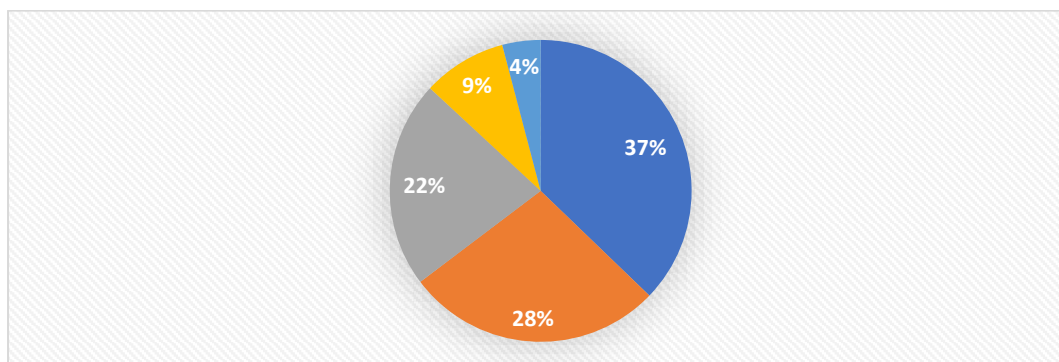
Graphs: 14 Percentage of teachers in determining the form of test questions used.

Before the set of test is examined to the students, questions will be tested first to discover the characteristic of test. 26,3% always does it , 20,6% often conducts it, 30,3 seldom practises it, 13,8% mentions sometimes and 9% says never



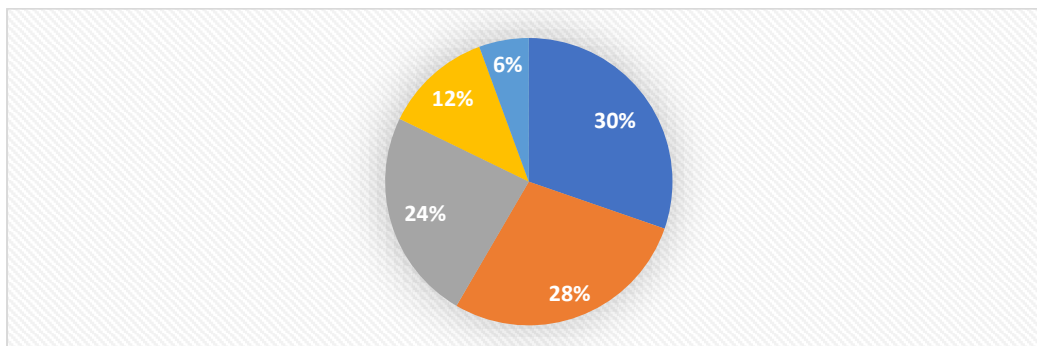
Graphs: 15 Percentage of teachers in conducting a tryout of the test device to be tested.

Before examining test questions, teacher first examines difficulty level of test questions, 37,2% claims always examining difficulty level, 27,5% states often, 22,2% mentions seldom, 9% says sometime and 4,1% answers never examine difficulty level of test questions.



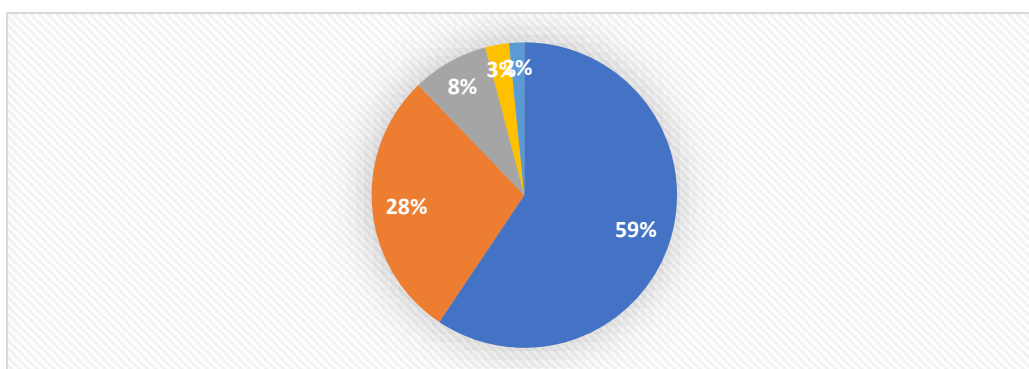
Graphs: 16 Percentage of teachers in testing the level of difficulty of the test questions that will be used.

Before questions test is examined to the students, teacher checks discrimination index of questions. 30,3% teacher always examines it, 28,1% often does it, 23,8% seldom conducts it, 12,2% does it sometimes and 5,6% teacher do not examine discrimination index of test questions.



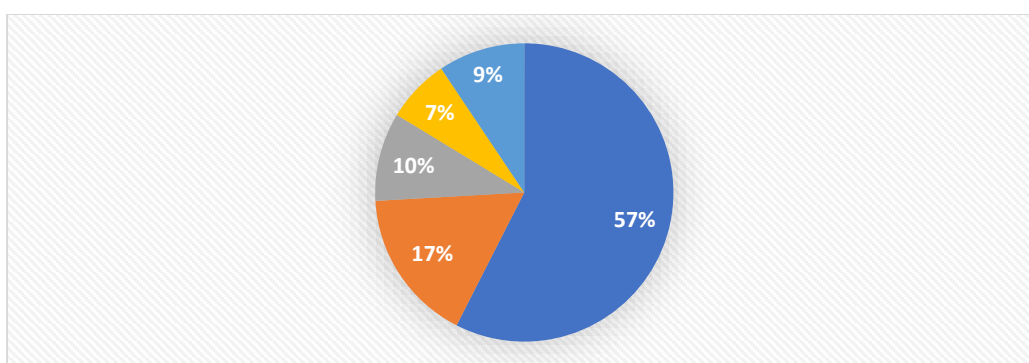
Graphs: 17 Percentage of teachers in conducting the discrimination index test or discriminatory test items.

Through test questions made, teacher attempts to assess learning achievement level, and 59,4% always conducts the assessment to learning achievement level, 28,4% answers often, 8,1% says seldom, 2,5% sometimes and 1,6% never conducts assessment.



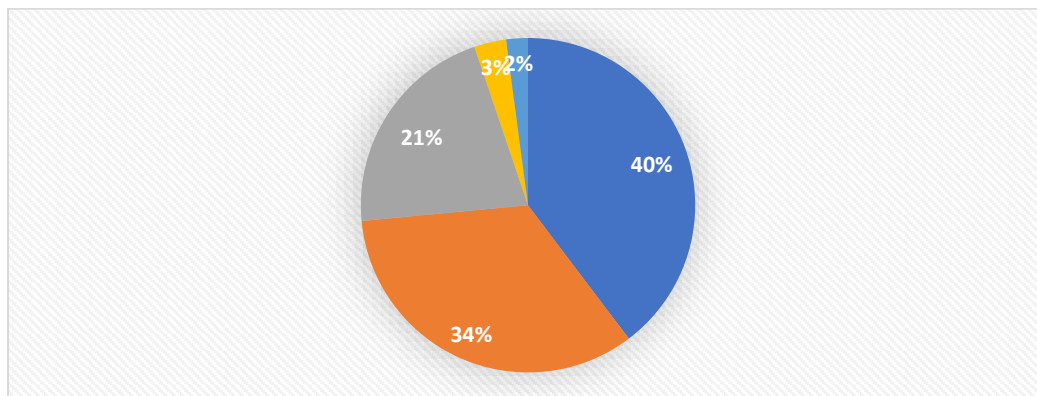
Graphs: 18 Percentage of teachers in measuring the level of achievement of learning objectives.

In specifying the number of test questions which will be used, teacher refers to learning objectives. 57,5% says they always refers to learning objectives, 16,6% mentions often, 9,6% states seldom, 6,9% states sometimes, and 9,4% tells never guide to learning objectives.



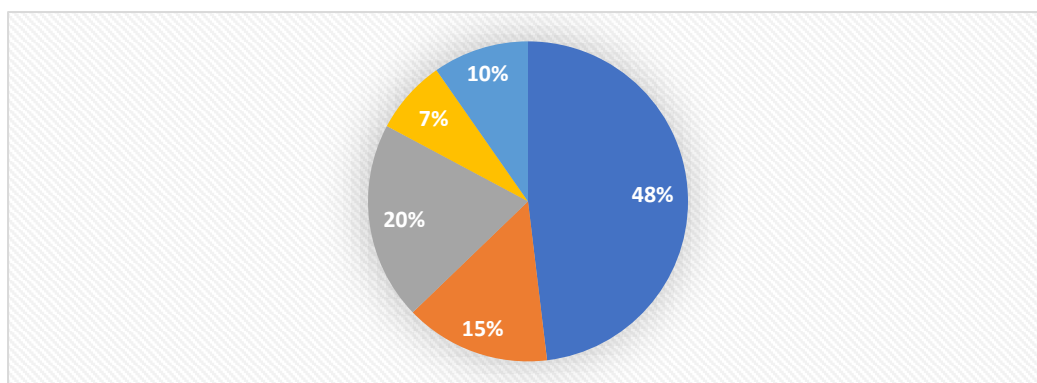
Graphs: 19 Percentage of teachers based on learning objectives.

In compiling the questions which will be tested, teacher refers to technique and the compilation provision (arrange) of test questions. 39,7% teacher always do it, 33,8% teacher answers often, 21,3% teacher mentions seldom, 3,1% teacher says sometimes, and 2,1% teacher never do it.



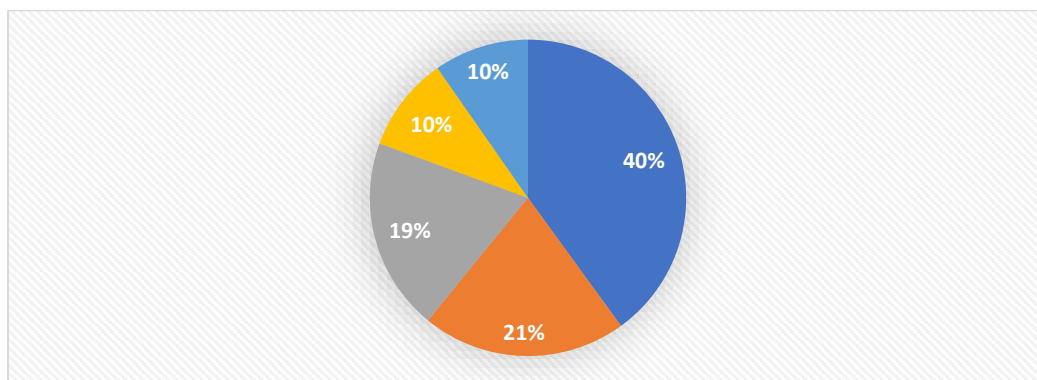
Graphs: 20 The percentage of teachers who are guided by the techniques and provisions of compiling (assembling) test questions.

In selecting technique to compile questions, teacher remarks test form and difficulty level of test questions. 48,1% is always care about it, 14,7% is often care about it, 20% teacher answers seldom, 7,5% mentions sometimes care about it, and 9,7% never notices it.



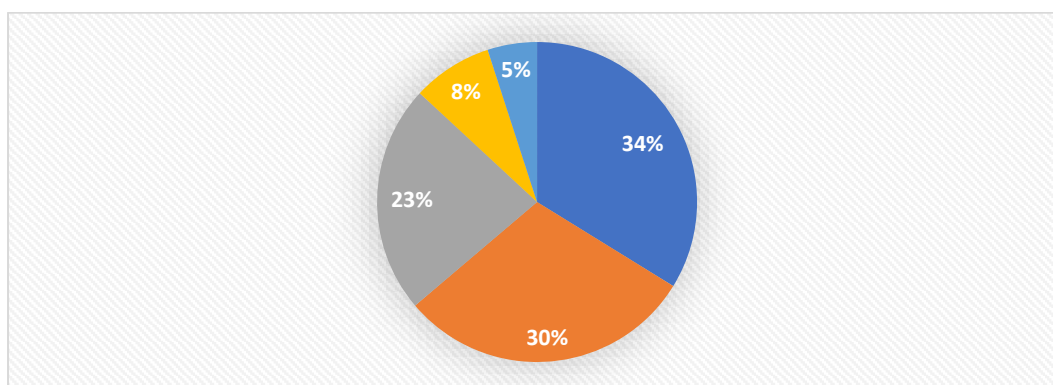
Graphs: 21 Percentage of teachers in paying attention to the form and level of difficulty of the test questions.

Moreover, validity and reliability test are also conducted at the last step of making test, finishing the set of test. 40% teacher always conducts validity and reliability test, 20,9% teacher often do it, 19,7% seldom does it, 9,7% teacher sometime do it, and 9,7% teacher never practices it.



Graphs: 22 Percentage of teachers in conducting validity and reliability tests in the finishing stage of learning outcomes test kits.

Then, the utilizing the result of validity and reliability test to determine the questions, wherein 33,8% states always use it, 30% mentions often, 23,1% answers seldom, 8,1% says sometimes, and 5% never does.



Graphs: 23 Percentage of teachers in conducting validity and reliability tests to determine questions.

There are twenty three questions which contains in this survey wherein the most popular or the most dominant answer is the option always, As result it revealed more than fifty percent respondents has been indicated able to understand the procedure to make test. It also indicated teachers are good to run their duties as teacher during learning process in the school, both in public school and in private school (Tina Gerdt-Anderson, Mette Tndvik Hansen, 2022). In addition, the result of this survey has been able to use as guideline in evaluating teacher's ability that teaches at school, like what has been stated before that evaluation defines as vital component and steps which must be done to find out the learning effectiveness (Zainal, 2020). Moreover, it is synchronous with Khotimah statement that evaluation is an assessment process on every activity or activity used to collect several informations or data and it is done using certain assessment standard. Evaluation is used to discover the result of every duties done. (Khotimah, Priyono, & Mustiningsih, 2020). As result, it can be claimed that evaluation is an activity placing a basic value on the basis of judgement. Although, judgement activity is not independent activity, but the process to make judgement is based on information which is requirement to make decision. As consequences, decision obtained is objectivs decision so, there is no party who perceives loss. In conducting an evaluation, at least there are three important thing related to evaluation which must be noticed, that is: 1) obtaining information 2) forming judgment, and 3) making decision. By adding preparation and elaboration steps in stage 3 so, the process of evaluation will be done in the following steps: preparing evaluation, obtaining information needed, forming judgment and using it during decision making and preparation of evaluation report. (Junaidin, Sugiyono, Yoyon Suryono, 2022)

The first step is determining the what should be evaluated and what kind of information is needed to conduct evaluation. After that, specifying and selecting tools to gather information. There are two crucial steps: determining technique to collect information and choosing instrument that will be utilized (Novrianti, 2021). In addition, the first step is choosing right technique and there are several techniques which can be used by teacher to collect information about himself and students, that is: inquiry, observation, analysis, and testing. Afterward, the second step is choosing the best tool and technique to collect information. It is done after specifying technique to conclude information. Technique refers to the obtaining of information. Meanwhile, instrument is tools which are utilized to obtain information. Then, there are some types of instrument which can be utilized as data collection tools, that are: test, check list, assessment scale and questionnaire.

One of instrument which can be used is test. Test contains several question which can be used as guideline to evaluate student's learning outcomes, wherein test questions must be developed based on instructional goals. Nisrokha mentions instructional goal is essentially the change of behavior which is expected from students (Nisrokha, 2018). The first goal, require short answer wherein students ask to sequence the name. Meanwhile second goal will be better if it is tested using essay question which students explain or describe something, as consequences it can be examined through objective test such as true-false or multiple choice. In evaluation steps, there is something called formative evaluation wherein formative evaluation can be used to evaluate the success of teaching process and implementing remedial test to learning process. Then, the success rate of achieving goal is expressed in form of questions given to students during test. In the same way, Meidianawaty mentioned formative evaluation is integral aspect of giving feedback and also giving identification for further learning needs (Meidianawaty, 2019).

Moreover, there is summative assessment functioned to discover student's success rate during learning process. Through summative assessment, teacher is able to classify students to low group, average, and high according to position in group.

Summative evaluation is conducted after the end group program or bigger program. In school experience formative test is equal to daily test, while summative test is similar with final exams. As for the advantages of summative test are: a). To determine score b). To specify whether a students is able to follow the group to accept the next program c). To fill in note related to students learning achievement which will be useful for parents, guidance party, school counselor and other parties if students move into other school.

4. CONCLUSION

Capability possessed by a teacher is vital factor to produce quality students, because it likes physic formula states bigger thrust, bigger pressure applied. The same condition occurs in education field wherein more quality teacher teaches in school, more quality student is produced. In developed countries having best education quality such as Finland where a teacher is not enough with bachelor degree or masteral degree, but the average of teacher graduated from doctoral degree which indicates Finland government is very selective in selecting teacher taught in school, that is why Finland goverment ensures teacher's welfare. In contrast, Indonesia has many differences with it, because Indonesia goverment less selective in selecting teacher and goverment is not concern teacher's welfare, it explained the necessity of quality teacher in education field, because the progress of a country is on young generation, and destiny of young generation depends on teacher at school. Then, it is appropriate if teachers teaching in school are quality teacher which will produce quality students. Survey conducted by writer using questionnaire in form of google form shared through Whatsapp with 320 total number of respondents wherein questionnaire consisted of twenty three indicators in form multiple choice, that almost fifty percent of respond in every indicator mentioned the answer always and there is only little number of respondent mentions never. It revealed the teachers of Islamic education has been able to understand the procedure to make learning test. However, number fifty percent is not enough to produce quality students so, it is expected all teachers especially Islamic

education must be able to comprehend procedure to make learning test so, students have good quality in term of knowledge, attitude and akhlak.

Implication is a consequence or direct result of the findings of a scientific research. With this research, readers, especially policy makers, can provide follow-up actions in the form of increasing the ability of teachers in assessment through the provision of technical guidance and workshops on assessment. In addition, Islamic religious education teachers should always be able to improve their abilities with various literacy and activities related to assessment. In addition, for future researchers to continue research related to the ability of teachers to develop and implement HOTS-based evaluations.

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