

## THE ANALYSIS OF ENGLISH LEARNING EVALUATION ON A NEW NORMAL ORDER

I Wayan Agus Ariana<sup>1</sup>, Luh Made Dwi Wedyanthi<sup>2\*</sup>

<sup>1,2</sup>IPT Markandeya Bali, Bangli - Indonesia

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### ABSTRAK

Penelitian ini bertujuan untuk mendapatkan informasi yang komprehensif mengenai evaluasi pembelajaran Bahasa Inggris pada tatanan kehidupan baru atau era new normal di kelas X SMA Hindu (UWP) Astika Dharma Desa Pempatan, Kecamatan Rendang, Kabupaten Karangasem di Bali yang berkaitan dengan perencanaan evaluasi, pelaksanaan evaluasi, dan evaluasi pembelajaran pada tatanan kehidupan baru. Adapun subjek yang digunakan pada penelitian ini adalah guru dan siswa dari lembaga sekolah beserta data evaluasi pembelajaran Bahasa Inggris. Data dikumpulkan dengan observasi, interview, tes dan dokumentasi, kemudian dianalisis secara deskriptif kualitatif menggunakan pendekatan studi kasus. Dalam penelitian ini, hasil penelitian menunjukkan bahwa perencanaan evaluasi pembelajaran Bahasa Inggris pada tatanan kehidupan baru yang ada di RPP sudah sesuai dengan SK juga disesuaikan dengan KD yang ada di silabus. Secara hirarki guru membuat tujuan pembelajaran berdasarkan standar kompetensi dan penyesuaian kurikulum darurat, menentukan waktu dalam merencanakan evaluasi, dan menyesuaikan dengan karakteristik peserta didik berdasarkan prinsip evaluasi. Pelaksanaan evaluasi pembelajaran Bahasa Inggris pada tatanan kehidupan baru sudah dilaksanakan sesuai dengan Standar Kompetensi Nasional. Kesimpulannya adalah Evaluasi pembelajaran Bahasa Inggris pada tatanan kehidupan baru di kelas X SMA Hindu (UWP) Astika Dharma Desa Pempatan telah dilaksanakan oleh guru sesuai dengan Permendikbud No 23 Tahun 2020 Perihal Standar Evaluasi Pendidikan.

### ABSTRACT

This study aims to obtain comprehensive information regarding the evaluation of learning English in the new normal order or the new normal era in class X, Hindu High School (UWP) Astika Dharma at Pempatan Village, Rendang District, Karangasem Regency in Bali related to evaluation planning, evaluation implementation, and evaluation of learning in new normal order. The subjects used in this study were teachers and students from school institutions along with evaluation data for English learning. Data were collected by observation, interviews, tests, and documentation, then analyzed descriptively qualitatively using a case study approach. In this study, the results showed that the evaluation plan for learning English in the new normal order in the RPP was in accordance with the SK and also adapted to the KD in the syllabus. Hierarchically the teacher makes learning objectives based on competency standards and emergency curriculum adjustments, determines the time in planning evaluations, and adapts to the characteristics of students based on evaluation principles. The evaluation of English learning in the new normal order has been carried out in accordance with the National Competency Standards. The conclusion is that the evaluation of learning English in the new normal order in class X SMA Hindu (UWP) Astika Dharma at Pempatan village has been carried out by the teacher in accordance with the Minister of Education and Culture Regulation No 23 of 2020 Regarding Education Evaluation Standard.

\* Corresponding author.

E-mail : [wedawid06@gmail.com](mailto:wedawid06@gmail.com) (Luh Made Dwi Wedyanthi)

## 1. Introduction

The new normal era is a change in behavior to continue to carry out normal activities but with the implementation of strict health protocols, in order to prevent the transmission of the Covid-19 virus. The new normal order or the new normal era is a transformation of new normal behavior in society to continue carrying out normal activities but with the implementation of health protocols until a vaccine is found that can cure the victims infected with Covid-19. This policy needs to be considered by various parties. At least schools that have opened face-to-face learning processes have met the requirements for the COVID-19 health protocol. The process of implementing learning greatly affects the understanding of students, where students are not satisfied with the online learning process during the pandemic because the network is not optimal in learning, but many schools carry out face-to-face learning via video conference, causing disruption in the learning process. teacher evaluation of their students.

Based on the facts and reality, that studying at home causes students to forget a lot of subject matter and it is difficult to study during the covid-19 pandemic so that several schools in the green zone area open schools and carry out face-to-face learning. Face-to-face learning is classical learning where teachers and students meet face-to-face in a room or forum in the same place. Face-to-face learning activities in this new normal order or the new normal era are indeed different from face-to-face as usual according to the rules and directions from the government.

In accordance with the goals of national education, namely forming people who believe and fear God, are ethical (civilized and have insight into the culture of the Indonesian nation), have reason (advanced, capable, intelligent, creative, innovative and responsible), (Susanti, 2013) with social communication skills. (orderly and aware of the law, cooperative and competitive) and in good health so that they become independent human beings, based on Law Number 14 of 2005 concerning Teachers and Lecturers Article 20 explains that the duties of teachers include: (1) Planning learning, implementing the learning process quality, as well as assessing and evaluating learning outcomes. (2) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and the arts. (3) act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions or family background, and socioeconomic status of students in learning. (4) uphold the laws and regulations, laws and teacher code of ethics, as well as religious and ethical values. (5) maintain and foster national unity and integrity. The law clearly emphasizes the evaluation of learning, therefore the evaluation of learning in the new normal order or the new normal era must also be analyzed.

Analysis is a process to find out the information that has been collected. The analysis also includes managing the data that has been collected to determine the conclusions that the data supports, how much it supports and how much it does not support. The purpose of the analysis is to make abbreviations from the data and conclude the messages contained in it as information that can be used as an alternative basis for making a decision. In contrast to the evaluation where is a process of providing information that can be used as consideration for determining prices and services from the objectives achieved, design, implementation and impact to help make decisions, assist accountability and increase understanding of an event.

Evaluation has a different meaning from assessment, measurement and test. Matondang et al. (2019) state that: "Evaluation is the process of delineating, obtaining, and providing descriptive and judge mental information about the worth and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena." According to this formulation, the essence of evaluation is the provision of information that can be used as consideration in making decisions. Brinkerhof explained that evaluation is a process that determines the extent to which educational goals can be achieved. According to Brinkerhof, in carrying out the evaluation there are seven elements that must be carried out, namely: 1) determining the focus to be evaluated, 2) preparing an evaluation design, 3) gathering information, 4) analyzing and interpreting information, 5) preparing reports, 6) managing evaluations, and 7) evaluation for evaluation (Matondang et al., 2019).

While the results are a very important and much needed subsystem in every education system, because evaluation can reflect how far the development or progress of educational outcomes. With evaluation, the progress and decline of the quality of education can be known, and also with evaluation, we can identify weak points and easily find solutions to change for the better in the future in this new normal order.

Without evaluation we cannot know how far the success of learning English in this new normal order or the new normal era and without evaluation also learning English there will be no change for the

better in the current situation, therefore in general evaluation is a systematic process to determine the level of success of a program. In this case, the program being evaluated is learning English in class X SMA Hindu (UWP) Astika Dharma Desa Pempatan.

From the facts on the ground, the evaluation of English learning at SMA Hindu (UWP) Astika Dharma is still following the K13 curriculum by simplifying the curriculum and simplifying the learning process in a new normal order or the new normal era. Since the issuance of the governor's regulation or Pergub on August 24, 2020 number 46 of 2020 regarding the application of health protocols in the new normal order or the new normal era, SMA Hindu (UWP) Astika Dharma has implemented face-to-face meetings in education units in their environment (*Gubernur Bali, 2020*). By applying the rule of 50% of students from 100% capacity in class, but the face-to-face hours with the teacher are also shared by 50%, and for now they have offered 100% face-to-face with relaxation of face-to-face hours adjusted and applying discipline in health protocols in the environment school.

The evaluation carried out for learning English applies the knowledge and skills achievements. However, it is also balanced with the distance learning system (*PJJ*) in the sub-discussions chosen by each teacher in learning English itself. Evaluation of English learning is still guided by the syllabus and lesson plans of the subject itself, but is adjusted to the number of face-to-face hours and the conditions in the learning process itself by adjusting the emergency curriculum. The evaluations carried out include daily evaluations, mid-semester evaluations, and end-of-semester evaluations of learning itself.

Daily evaluation is an evaluation that is given through assignments, practice questions, tests, and so on, in order to evaluate the sub-discussions of English learning given. The purpose of the daily evaluation is to find out the absorption capacity of the sub-discussion of learning English in this new normal order given. So that later it can be used as a benchmark for each student and the basis for the sub-discussion of learning English in the next sub later.

Mid-semester evaluation is an evaluation of English learning which is carried out in the sub-discussions of English learning in the middle of the semester of learning. This evaluation is carried out by giving a mid-semester or PTS assessment and then accumulating it with the daily evaluation given. The goal is to evaluate the discussion of learning in half a semester the subject matter of one semester of learning is given to the students themselves, so that it becomes a guideline or benchmark for determining learning strategies in the next new order of life.

The end of semester evaluation is an evaluation given at the end of all sub-topics in the final semester, but the evaluation at the end of the second semester is slightly different from the final evaluation in the first semester. This is because the final evaluation of learning in the second semester is an evaluation of all subjects of learning English in class X through the end of semester assessment or PAS. Therefore, all learning evaluation results from the first semester are also accumulated to get a learning evaluation at the end of the second semester.

All evaluation results are packaged in the form of a Student Learning Outcome report for the current semester, which is addressed to the principal, the homeroom teacher in question and later reported to the Education Office for evaluation results in semester units of learning. Reporting of final student learning outcomes to the education office is carried out by the school operator itself in order to facilitate reporting and avoid reporting errors.

In practice, the evaluation of learning English for the category of knowledge level in the new normal order or the new normal era can still be carried out easily. This is because teachers still use Distance Learning (*PJJ*) with an online system, and mostly use Google classroom media, WhatsApp groups, and Edmodo. Besides that, some educators still use face-to-face evaluation in the direct text category. Evaluation of learning English for skill level using online media is balanced with face-to-face in class, but in practice for face-to-face evaluation the skill level is still not optimal considering the face-to-face hours provided are still minimally applied. From the description above, it is hoped that this research will be able to change and improve the English learning system in the new normal order or the new normal era. Therefore, the researcher wants to do research on "Evaluation Analysis of English Learning in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village in the New Order of Life or the New Normal Era"

## 2. Method

The approach in this research is an attempt to achieve the research objectives. This research is evaluation research which is analyzed by descriptive qualitative with a case study approach. researchers do not use statistical techniques but in verbal form. This is in accordance with Ulber Silalahi's opinion which states that "qualitative research can be constructed as a research strategy that usually emphasizes words rather than quantification in data collection and analysis, emphasizing an inductive approach to the relationship between theory and research, which emphasizes the placement of theory creation (Ulber, 2009).

This study only examines and aims to describe the evaluation of English learning in class X SMA Hindu (UWP) Astika Dharma Pempatan Village in the New Order of Life or the New Normal Era. This research was conducted in the SMA Hindu (UWP) Astika Dharma class X in Pempatan Village, Rendang District, Karangasem Regency, Bali, carried out within 2 months.

Data collection techniques were carried out by observation, documentation, and interviews with 1 head of the institution, 1 school operator, 2 tutors and students in 2 different classes. Data collection was carried out by observing the head of the institution, school operators, concerned teachers and students from 2 different classes. Data was collected through direct interviews and the use of questionnaires. The aspects that were asked in the interview in general were: 1) the responses of students, teachers and heads of institutions towards learning English in the new normal order or the new normal era, 2) The effectiveness of learning English, 3) methods, references and steps in evaluating learning English, 4) facilities and infrastructure in the evaluation of English learning, 5) The results of the evaluation of English learning itself. The aspect of using the questionnaire is done by using learning techniques that lead to questions that have been prepared as reference material later. After all the data has been collected, it is then reduced, followed by data processing and verification of conclusions.

### 3. Finding and Discussion

This study was focused on the analysis of learning English in the new normal order in class X SMA Hindu (UWP) Astika Dharma, Pempatan village, Rendang District, Karangasem Regency, Bali. With the results of the research where the data is described using words so that the qualitative research criteria are met, the data obtained from observations, interviews and documentation are described in the evaluation of learning English in the new normal order or the new normal era at SMA Hindu (UWP) Astika Dharma Pempatan Village.

Evaluation of learning in the new normal order or the new normal era which is made and planned in accordance with the National Competency Standards and based on the Curriculum 2013 (K13) on the new order of life. In addition to basic competencies based on the K13 curriculum, teachers also plan time to evaluate, both knowledge evaluation and performance evaluation. With the teacher planning the time for evaluating students, the objectives of learning do not deviate from the material and adjust to the characteristics of their students.

The evaluation of existing learning is adjusted to the Competency Standards (SK), Basic Competencies (KD), and the indicators. In addition to basic competencies, the evaluation time is also planned because it aims to find out the extent of the abilities already possessed by students. At the time of planning the evaluation adjusted to the characteristics of children, as well as the principles of evaluation based on the aspects assessed at SMA Hindu (UWP) Astika Dharma can be seen in the following table:

**Table 1. Aspects Assessed at SMA Hindu (UWP) Astika Dharma**

No	Aspect	Sub-aspect	Average
1.	Determining learning materials	1.1 Using learning improvement materials that are in accordance with the curriculum and corrected problems 1.2 Formulating specific goal	100%
2.	Develop and organize materials, media (learning aids) and learning resources	2.1 Develop organizing learning materials 2.2 Define and develop learning aids 2.3 Choosing learning resources	100%
3.	big learning activity scenario planning	3.1 Determine the type of learning activity 3.2 Arrange learning steps 3.3 Determining the allocation of learning time 3.4 Determine ways to motivate students 3.5 Preparing questions	100%
4	Large class management design	4.1 Determine the arrangement of the room and learning facilities 4.2 Determine ways of organizing students so that they can participate in learning	100%

5.	Planning procedures, types and preparation of large assessment tools	5.1 Determine the procedure and type of assessment 5.2 Making assessment tools and answer keys	95%
6.	Large study plan document display	6.1 Cleanliness and tidiness 6.2 Use of written language	95%
Number of APKG I which were analyzed			96%

This Teacher Ability Assessment Tool (APKG) 1 was made through direct observation with the teacher concerned and assistance from the head of the institution himself to find out the early stages of planning and the results of the evaluation later.

Based on the results of APKG II observations with the SMA Hindu (UWP) Astika Dharma class X based on the aspects assessed through the following table:

**Table 2. The Aspects Assessed in APKCG II**

No	Aspect	Sub-aspect	Average
1	Doing learning	a. carry out routine class assignments b. start learning activities c. using a variety of activities in accordance with the abilities/goals, students, situations, and environment d. carry out activities in a logical and systematic sequence e. carry out individual, group, or classical learning activities f. using learning resources that are in accordance with the abilities/goals, students, situations, and environment. Using learning media in accordance with the objectives, students, situation, and environment. g. Use study time efficiently h. Ending the learning activity	99%
2	classroom interaction management	a. Show attention and be friendly, open, and full of understanding towards students b. Trigger and maintain student engagement c. Communicate effectively d. Develop healthy and harmonious personal relationships e. Respect student diversity and help students recognize their strengths and weaknesses. f. Help build student confidence	100%
3	Demonstrating special abilities in learning	a. Demonstrating special abilities in learning	90%
4	implementation of the assessment process and learning outcomes	a. Carry out an assessment at the beginning of learning b. Carry out an assessment during the learning process c. Carry out an assessment at the end of the lesson	100%

5	General impression of the implementation of Learning	a. Substance mastery b. Sensitive to language skills c. Teacher's appearance in learning d. Learning effectiveness	100%
Number of APKG II which were analyzed			98%

This APKG II analysis was made through direct observation with the teacher concerned and assistance from the head of the institution himself to determine the implementation of learning until the end of the learning process.

An oral assessment was conducted at SMA Hindu (UWP) Astika Dharma class X on individual students by directly observing activities in class such as asking questions and answering questions. In the case of teachers assessing students in writing by giving questions that must be answered by students so that feedback is obtained on the progress and abilities of students. Based on the overall assessment, it is classified as complete. The results of the analysis of the evaluation of learning English in the new normal order from the learning process and results were declared complete.

This study focuses on the Evaluation of English Learning in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village, Rendang District, Karangasem Regency, where the data is described using words so that the qualitative research criteria are met. The data obtained from observations, interviews, tests and documentation, then analyzed descriptively using a case study approach described in the Evaluation of English Learning in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village. The data obtained in this study is data in the form of narration or sentences. The scope of information analyzed from the results of interviews or interviews is supported by the results of observations and documentation regarding the Evaluation of English Learning in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village.

In this case, the teachers in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village have planned lessons in the lesson plans and are in accordance with Competency Standards (SK) as well as Basic Competencies (KD). Regarding the time in the learning process in the new normal order, it also existed before conducting an evaluation based on learning objectives, student characteristics and according to evaluation principles. In terms of completeness of teaching the SMA Hindu (UWP) Astika Dharma Desa Pempatan has planned the lessons in the standardized lesson plans for SK and KD, to determine the time it has also been well planned according to the indicators and objectives of the learning evaluation, student characteristics and evaluation principles.

Learning tools are made and planned for teachers in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village according to Competency Standards (SK), Basic Competencies (KD) so that it is easy to describe them. In addition to basic competencies, teachers also plan time for evaluation, because if the time is not determined, we will not know the ability of students to absorb the knowledge they have acquired. When planning the evaluation, it is based on the goal so as not to deviate from the material and adjust to the characteristics of the child or according to the age of the child, the principle of evaluation is by asking students to evaluate themselves in learning. Classroom management is carried out with teachers in Class X SMA Hindu (UWP) Astika Dharma Pempatan Village by preparing learning tools and by giving assignments and inviting students to do work according to the schedule. Administratively, the teacher has made class administration by making English learning programs in a new normal order or the new normal era and making lesson plans. The teacher has made and planned the learning tools in the RPP that are in accordance with the SK also adjusted to the KD in the syllabus but not in accordance with the rules in making the RPP, determining the time in planning evaluations, and planning evaluations based on learning objectives, not in accordance with the characteristics of students and evaluation principles.

Based on the results of the research above, it can be explained that in this case it means that the teacher has the ability to plan English language learning even though it is in a new normal order as an aspect of pedagogic competence that must be mastered by professional teachers. Professional teachers are teachers who have special abilities in their fields, can master various methods or techniques in teaching and learning activities and can master educational foundations to the maximum. In making a good lesson plan and being able to organize an ideal learning process, every teacher must know the elements of a good lesson plan. The elements of learning planning are identifying student needs, goals to be achieved, various relevant strategies and scenarios used to achieve goals, and evaluation criteria (Abdul Majid, 2014). Adam Khoo said that "you will not be able to achieve the desired goals without planning and scheduling a time that will lead to knowing when to do something" (Adam Khoo, 2016)

SMA Hindu (UWP) Astika Dharma Pempatan Village in carrying out English learning in a new normal order according to the procedures in class X, which then combines the material with themes. The obstacles faced in the implementation of learning English in this new normal order can already be

overcome overcome by asking fellow teachers and trying to do their own initiative. This can be seen from the results of interactions with students, teachers overcome obstacles by discussing with fellow teachers and then teachers are accustomed to doing it themselves and overcoming obstacles that occur by trying to make improvements. The obstacle faced in the implementation of learning English in this new normal order is that the teacher is not maximal in delivering material in an integrated manner or is still separated from one material to another, but in general learning English in class X in this new normal order has been carried out as planned. This means that the teacher has carried out learning very well in accordance with the aspects of ability required by a professional teacher.

Given the complexity of the teacher's task, a special requirement is needed to become a professional teacher. The teacher requirements are as follows: 1) Demanding an adequate and culturally professional training 2) Reflecting skills that are not owned by the general public 3) Must be able to develop a result and experience that has proven its usefulness, 4) Requires specific training, 5) Is a type of work 6) Have awareness in group ties as a force capable of encouraging and fostering its members, 7) Not being used as a stepping stone to find another job, 8) Must recognize their obligations in society by asking members to comply with accepted and agreed ethical codes (Suyanto & Jihad, 2002). Teachers should guide, direct students' learning activities, so that students can grow and develop well, which is not only in the aspect of knowledge but includes attitudes and skills.

Learning or teaching and learning process is a process that is regulated by certain stages, so that its implementation achieves the expected results. The stages of learning activities include initial activities, core activities, and closing activities (Abdul Majid, 2014). Based on the description above, the implementation of learning English in class X SMA Hindu (UWP) Astika Dharma Desa Pempatan can be described as being in accordance with the procedures, namely starting learning, organizing time, carrying out assessments and ending lessons.

Evaluation of learning English in the new normal order in class X Hindu High School (UWP) teacher Astika Dharma Pempatan Village, in conducting oral assessments of students individually by looking directly at activities in class, such as asking questions and answering questions. In terms of assessing students in writing by giving questions that must be answered by students so that feedback is obtained on the progress and abilities of students. The assessment carried out by the teacher in learning English in the new normal order of class X SMA Hindu (UWP) Astika Dharma Desa Pempatan teachers to students in oral form with the aim of being able to assess student activities during interactions. In addition, the teacher assesses students in writing by giving questions related to the subject matter. Based on the explanation above, it can be explained that the evaluation that has been carried out by the class X teacher of SMA Hindu (UWP) Astika Dharma Pempatan Village is in accordance with the plan or procedure, but still not optimally. Evaluation in learning English is an attempt to obtain various information on a regular, continuous, and comprehensive basis about the process and results of the growth and development that has been achieved by students through learning activity programs (Depdikbud, 1996). Assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes that are carried out systematically and continuously, so that they become meaningful information in decision making.

#### 4. Conclusion

In general, the conclusion in this study is "Evaluation of English Learning in a New normal Order in Class X SMA Hindu (UWP) Astika Dharma Desa Pempatan" has been carried out by the teacher, with the following details: 1) Planning for the evaluation of English learning in the RPP already in accordance with the SK, also adapted to the KD in the syllabus and the adjustment of the emergency curriculum. Hierarchically the teacher makes learning objectives based on Competency Standards, determines the time in planning evaluations, and adapts them to the characteristics of students based on evaluation principles, 2) The implementation of the evaluation of English learning has been carried out according to the procedures in class X in the new normal order which then combines the material with themes, 3) Evaluation of practical English learning is carried out on students to determine individual abilities and activities in class. In terms of assessing students in writing with a view to knowing in general the mastery of the material being taught. The conclusion is that the Evaluation of English Learning in Class X SMA Hindu (UWP) Astika Dharma in the New normal Order has been carried out by the teacher in accordance with Permendikbud No 23 of 2020 concerning Education Evaluation Standards.

Based on the description of the results of the research that has been carried out, the researchers suggest for school principals to improve their guidance to teachers who teach English in class X in this new order of life, considering that previously they had faced a crisis period at the beginning of the pandemic so that they carried out their duties well. , because the themes taught are not optimal and teachers can use the existing facilities optimally according to the conditions in this new normal order.

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