

Implementation of Standardized Assessment Management to Improve the Quality of Islamic Education

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ABSTRACT

This study is based on an effort to improve the quality of education by implementing assessment standard management in the teaching and learning process. The focus of this research is the implementation of assessment standard management to improve the quality of Islamic education for high school graduates in South Tangerang. While the purpose of this study is to describe the planning, implementation, evaluation, problems faced, and standard assessment solutions to improve the quality of high school graduates in South Tangerang. This research uses a qualitative naturalistic approach and descriptive method. Data collection techniques are conducted utilizing interviews, observations, and documentation studies. The results of this study are as follows: (1). Management of assessment standards was prepared through the planning stage, which describes the Learning Implementation Plan. (2). Organizing describes the role of principals, educators, educational personnel, learning load management, attitude value determination, knowledge value determination, and skill value determination. (3). The implementation stage outlines the principles of value, assessment procedures, assessment techniques, assessment time, learning completion, and competence of graduates. (4). The evaluation phase outlines the assessment standards, class increase criteria, implementation and reporting of assessments by education units, and remedial, enrichment, and graduate criteria. (5). The problem faced is that educators have difficulty in determining Minimum Completion Criteria, Class Ascension Criteria, and Graduation Criteria. (6). Efforts are made to conduct a lot of socialization and training on assessment standards and assessment guidelines, especially related to Minimum Completion Criteria, Class Increase Criteria, and Graduation Criteria.

Keywords: Implementation, Assessment Standard, quality of Islamic Education.

1. INTRODUCTION

Education is one of the determinant quality and competitiveness of the nation. This is because human resources are produced by the teaching and learning process. Indonesia is one of the developing countries that still care about the outcomes and quality of education. According to HDI (Human Development Index) or HDI (Indonesia Development Index), in 2019 Indonesia's HDI is at the level of 71.92, meaning that children who 2019 are 7 years old have hopes to enjoy education for 12.95 years or almost equivalent to the education period to finish diploma level. (Indonesian Central Bureau of Statistics in 2019).

Indeed, the equalization and improvement of the quality of education is the mandate of the 1945 Constitution, article 31, paragraph (1), which reads: "Every citizen is entitled to an education." Paragraph (2), reads: Every citizen must follow basic education and the government must pay for it. While paragraph (3), reads: The government strives and organizes a national education system that increases faith and piety and noble morals to educate the life of the nation, which is regulated by law. National development in the field of education is an effort to improve the quality of education in Indonesia, which in turn can improve human resources (Human Resources), to realize a superior, advanced, fair, and prosperous human being, a Safe and comfortable country To improve the quality of national education, the government made Government Regulation No.19 of 2005, which relates to 8 National Education Standards, namely: 1) Content standards. 2) Standard process. 3) Standard facilities and infrastructure. 4) Standards of educators. 5) Standard evaluation system. 6) Standard competency of graduates. 7) Standard funds. 8) Management standards.

Education assessment standards are one of the important National Education Standards. In the teaching and learning process, educational assessment is one component of the curriculum, so the assessment can not be separated from other components of the curriculum. (Mulyasana, D., 2018). Because Indonesia has a large population and is spread across various islands, it is necessary to standardize assessment for all students in Indonesia. The government has established a National Education Standards agency, one assigned to producing the education assessment standards outlined in the Law, Government Regulations, and Ministerial Regulations. The regulations have been revised several times, following the time requirement.

In the standard of education assessment, there are three types of assessments, namely: (1) Assessment conducted by educators on an ongoing basis to see the results of the teaching and learning process, progress, and improvement of educational results. (2) Assessment conducted by the education unit that aims to assess the achievement of graduate competency standards. (3) Assessment conducted by the government that aims to assess the achievement of graduate competence.

Educational assessment standards are criteria regarding mechanisms, procedures, and instruments for assessing students' learning outcomes. (Ardilla, C. Noor., Siti F. Deskom., 2018). Education assessment as a process of gathering and processing information to measure the achievement of student learning outcomes include authentic assessment, self-assessment, portfolio-based assessment, replay, daily replay, midterm test, semester-end test, competency level exam, competency level quality exam, national exam, and school/madrasah exam. Regulation Number 66 the Year 2013. In the teaching and learning process, assessment must be done to find out the ability of students, whether they have met the Graduate Competency Standard or not. Arifin., et. al., (2018), stated: "The objectives of education assessment are as follows:

- a. To know the level of mastery of learners to the material that has been given.
- b. To know the proficiency, motivation, talents, interests, and attitudes of students to the learning
- c. program.
- d. To know the level of progress and conformity of learners' learning outcomes to the standard of
- e. competencies and basic competencies that have been set.
- f. To diagnose the advantages and weaknesses of learners in participating in learning activities.

- g. The excellence of learners can be used as a reference to provide assistance or guidance.
- h. For selection, namely selecting and determining the students according to a certain type of education.
- i. To determine the class increase.
- j. To place learners according to their potential.

By conducting educational assessments, educators can find out whether the teaching and learning process conducted so far effectively provides satisfactory results or not. Therefore, educators should have professional skills to carry out assessments, because, with assessments, educators can know the achievements achieved by students. (Pidarta, M., 2018). Educators, in their function as assessors of learners' learning outcomes, should always follow the learning outcomes of learners. Information from educator assessment results can be used as feedback to improve and also develop the teaching and learning process. Thus the teaching and learning process will be better and optimum.

One of the problems that arise in the assessment is the issue of the UN (National Exam). National Examination is a national system of evaluation of primary and secondary education standards, and the quality of education level between regions conducted by the Education Assessment Center of the Ministry of Education. In recent years, the National Exam has become a controversy in the community. On the one hand, some people agree the National Exam is held, arguing the National Exam can improve the quality of education nationally. (Arifin, Zainal., 2018). On the other hand, some people do not agree to hold a National Exam by arguing, education in big cities already has very adequate facilities and infrastructure, while in remote areas lack facilities and infrastructure, how can be equated with a national assessment? The peak of this problem occurred in 2006, as many as 187 thousand junior high school students and 168 thousand high school students were declared not to pass the exam. This causes many learners to get frustrated.

The government hopes that with the National Exam, schools and educators will be encouraged to improve the learning process in their schools so that students can pass the National Exam properly. (Aziz, M. Bachtiar., 2018). Likewise, students are encouraged to learn to the fullest, as a result, many students are stressed about facing the National Exam. But in its development, the National Exam is often used for purposes outside of education, for example for political purposes for holders of power or economic interests for a handful of people. Therefore, in the implementation of frequent frauds, such as leaking exam questions, deliberate and facilitated cheating, and manipulating the results.

On the other hand, the National Exam is also a problem in the assessment and evaluation of the teaching and learning process, because the assessment is based only on the final score of the National Exam. Assessment of exam results can not show the competence of students. In addition, the National Examination System also affects the implementation of the teaching and learning process in schools. More assessments focused on the National Exam resulted in the neglect of assessment in the teaching and learning process. (Fattah, N., 2012). Although there could be students who are good at doing daily tasks, but incorrect when answering the national exam questions, and as a result, they did not pass.

In the National Exam, the assessment is emphasized only in one aspect, namely the cognitive aspect. While the affective and psychomotor aspects are often overlooked. The assessment is only done at the end of education, so it does not reflect the ability of the entire student. As a result, there are many complaints from the community and schools, because there

are students who have been perceived by the community and schools as clever children, but why in the National Exam got a bad result? (Kurnia, Zuliandan., Kastina,Vina., 2017). On the other hand, some students have been perceived as less clever children but got a better results. A more serious consequence is the decrease in the morality of learners because the assessment is generally focused on improving academic performance, neglecting the most important aspects, namely faith and laughter to God Almighty, as well as noble morals. Whereas the purpose of national education is to emphasize the development of the potential of learners to become human beings who believe and trust in God Almighty and noble character.

The national exam problems that are more emphasized on cognitive problems are not aligned with what students do while studying in the laboratory. (Mulyasa, E., 2018). In the classroom, students are engaged in observation, analyzing, formulating hypotheses, and conducting experiments, while the State Exam question does not in the slightest allude to the problem, all it takes is memorization of the material in the book.

In addition, there are more specific educational assessments related to educators, namely as follows:

- a. Some educators raise the rapport value of students with the aim that their students can achieve the minimum requirement criteria, even though there are still many students whose value has not reached
- b. Educators do not change teaching methods, whereas from the value of learners it is seen that the level of material understanding of learners is very low, resulting in low learning outcomes.
- c. The learning strategy of educators is not following the characteristics of the learners, so the learners become saturated, as a result of which the value of the learning outcomes becomes ugly.
- d. The exam questions given by educators do not match the materials that educators have given during class learning. Akibatnya, the value of learners' learning outcomes becomes low.

While the problems of education assessment related to parents are as follows:

- a. Parents are passive towards their child's education. They just accept all the programs provided by the school without knowing how they are doing them.
- b. Parents do not want to confirm their child's learning outcomes, whether the value obtained is pure value or manipulation.
- c. Parents give money to certain parties in the school so that their children can go to class and be accepted to their favorite universities, even though the value of their children's learning outcomes is poor.

Meanwhile, education evaluation problems related to institutions are as follows:

- a. Schools and other institutions are static and do not develop programs. It has been proven that the program has not achieved maximum results.
- b. There is no distribution of programs that are adjusted to the National Standard of Education, so the existing program is simply continuing the past program, then repeated.
- c. The difficulty of meeting the National Standard of Education to the maximum is because of the lack of adequate facilities and infrastructure.

Moving on from the above problems, the author is interested in researching educational assessment. The author chose three high schools, namely SMA Negeri 4, SMA Negeri 8, and SMA Negeri Waskito south Tangerang city, with the following arguments:

- a. The three high schools have implemented assessment standards.
- b. The three high schools are located nearby, making it easier to research, and have almost the same culture and challenges.
- c. The three high schools became my favorite schools.

2. METHOD

Research with a qualitative qualitative approach. (Moleong, Lexy., 2017). Which serves to collect data obtained through, interviews, observations, documentation studies, which are a collection of valid data and will be processed, while in qualitative research, the researcher is the key instrument.

As for this research using primary data sources and secondary data sources, namely as follows:

- a. Primary data is data obtained directly from competent sources in the field and is conducting and involved in research in the field where activities take place. Primary data is also obtained from individual informants who summarize the results of interviews by researchers. While primary data includes interview notes, field observations, and from informants.
- b. Secondary data is data collected from informants, but obtained, through research activities from existing data sources. This data will be used to complement the data obtained from primary information in the form of, sources from the literature as literature, and from references to previous research, as well as from books, which are in accordance with the focus of this research. (Sugiyono., 2018).

3. RESULTS AND DISCUSSION

3.1. Planning the quality of Islamic education assessment standards

From the results of the study, it is known that the three high schools, namely SMA Negeri 4, SMA Negeri 8, and SMA Waskito south Tangerang city, are planning educational research standards by first drawing up a Learning Implementation Plan. (Fitria, F. Wida., Triana, D. Dewi., 2017). Before teaching the teacher should arrange RPP in preparation for teaching, both written and mental preparation, mental situations that want to be built, and a conducive learning environment.

According to Permendikbud No. 65 of 2013 on Process Standards stated that: Learning Implementation Plan is a plan of face-to-face learning activities for one or more meetings. The learning Implementation Plan was developed from the syllabus to direct students' learning activities to achieve Basic Competencies. RPP serves as a handle for educators in teaching in the classroom. A learning Implementation Plan is created by educators so that the teaching and learning process is following the Standard of Competency and Basic Competencies. Learning Implementation Plan contains a projection of what will be done during the teaching and learning process. If Learning Implementation Plan is well prepared, then the teaching and learning process will not stray far from the Learning Implementation Plan.

Every educator is obliged to prepare a Learning Implementation Plan well, completely, and systematically so that the teaching and learning process can take place effectively, efficiently, inspiring, fun, challenging, and creative. (Mahdiyansyah., 2018). RPP is organized by sub-theme and is conducted in one or more meetings. RPP is developed every semester with the aim that RPP is ready at the beginning of the learning implementation. Educators are obliged to develop RPP in collaboration with the Teachers Working Group (KKG), under the coordination and supervision of the Education Department supervisors.

While the principles of Learning Implementation Plan development according to the curriculum 2013 are as follows:

- a. Student differences. Learners are human beings who have individual differences (unique), each has different potentials, intellectuals, talents, potentials, and motivations for learning. Therefore, in developing RPP should see learners as individuals who have differences.
- b. Direct students to be active. Educators in the drafting of the Learning Implementation Plan must have the principle that later in the teaching and learning process will be able to make students more active.
- c. Student center Educators in designing a Learning Implementation Plan should make students become the center of teaching and learning activities to encourage students to be more passionate, creative, initiative, initiative, innovative and independent.
- d. Developing a culture of reading and writing. The teaching and learning process must be designed in such a way that it can make learners love to read and write.
- e. Provide feedback and follow-ups. A Learning Implementation Plan should pay attention to the principle of providing feedback and follow-up that is positive, strengthening, and enrichment.
- f. Integrated thematic learning contains the principle that learners find out rather than be informed, the focus of learning is directed at the theme closest to the student's life, there is a theme that becomes unifying several basic components related to various concepts, skills and attitudes, and unlimited learning resources of the book.
- g. Implementation of ICT. In the process of preparing of Learning Implementation Plan for curriculum 2013 must use and integrate information and communication technology systematically, effectively, and efficiently following the situation and conditions of the school.

3.2. The steps of Learning Implementation Plan preparation are as follows

- a. Announce identity.
- b. Formulating learning objectives.
- c. Determine the learning materials.
- d. Determine the learning method.
- e. Establish learning activities.
- f. Closing activities.

3.3. Organizing educational assessment standards

The organization of educational assessment standards conducted by all three high schools in Tangerang includes assessment of attitudes, knowledge, and skills. Attitude assessment has been done to know the behavior of students in interacting with the surrounding environment, both inside the school and outside the school. While the assessment of the actual knowledge is a combination of dimensions of knowledge classified into factual, conceptual, procedural, and metacognitive with the dimensions of cognitive processes that are hierarchically arranged ranging from remembering, understanding, applying, analyzing, assessing, and creating. Meanwhile, skill assessment is conducted to measure the ability of learners in actualizing the knowledge of learners who have obtained in carrying out the given tasks following the indicators of competency achievement that have been determined. Skill assessments include the domain of thinking and acting. (Nurhayati, Ela., et al., 2018) These domains include reading, writing, counting, and composing skills. While the skills in domain acting include parsing, modifying, creating, and using.

Organizing educational assessments is carried out to regulate the assessment of learning outcomes conducted by educators, educational units, and the government so that the teaching and learning process is following the principles of educational assessment standards to obtain better results.

3.4. Implementation of educational assessment standards

In carrying out the third standard of education assessment of high schools in the city of South Tangerang carried out executions on the planning of educational assessment standards. The frequency and timing of assessment implementation are based on mapping the planning conducted by educators following semester programs and annual programs. (Kurniasih, Imas., 2014). The final assessment of learning is conducted in the form of daily assessments and midterm assessments. Daily research is only conducted after the teaching and learning process is completed following of Learning Implementation Plan. A midterm assessment is conducted after the teaching and learning process lasts for 8-9 weeks.

The implementation of education assessment standards is an effort to realize RPP that has been made before. The implementation of this standard of educational assessment is very important because no matter how good a plan will be in vain if not implemented properly. (Widiyoko, E. Putro., 2011). Therefore, it takes significant, hard work, and cooperation from all parties. The implementation of educational assessment standards must be following the principles of educational assessment standards stipulated in Permendikbud No.20 of 2017 on Assessment Standards, as follows:

- a. Valid means the assessment is based on data that reflects the measured ability. Therefore, the instruments used need to be structured through the procedures as described in the guidelines to have proof of validity and reliability. (Musfiqon., Nusdyansyah., 2015).
- b. Objective means that the assessment is based on clear procedures and criteria without being influenced by the subjectivity of the assessor. Therefore, to improve the objectivity of assessment, educators use rubrics or guidelines in providing an assessment of students' answers to details of descriptions and practice or performance tests.
- c. Integrated, means assessment by educators is one component of learning activities. In this case, the assessment results are used as a basis for improving the learning process

organized by students. If the assessment results show that many students had failed, while the instruments used already met qualitative requirements, then the learning process is not good. In such cases, educators must improve their learning plans and implementation.

- d. Open, means that assessment procedures, assessment criteria, and decision-making basis can be known by interested parties. Therefore, educators inform students of assessment procedures and criteria. In addition, interested parties can access assessment procedures and criteria as well as the basis for the assessment used.
- e. Systematic means that the assessment is done in a planned and gradual manner by following the standard steps. Therefore, the assessment is designed and carried out by following established procedures and principles. In class assessments, for example, teachers of mathematics subjects prepare an assessment plan together with drawing up a syllabus and of Learning Implementation Plan.
- f. Based on criteria, means the assessment is based on the measure of achievement of the specified competency. Therefore, the assessment instrument is prepared by referring to the competencies that have been determined. In addition, decision-making is based on established achievement criteria.
- g. Accountable means that the assessment can be accounted for, both in terms of techniques, procedures, and results. Therefore, the assessment is conducted by following scientific principles in the assessment and the decisions taken to have an objective basis.

3.5. Evaluation of educational assessment standards

Evaluating the standard of assessment of the third high school in the city of South Tangerang includes the criteria of class increase, implementation, and reporting of assessment by the education unit, remedial and enrichment, as well as the criteria of graduates. Remedial is done if there are students who have not reached the criteria of completion of learning. (Dian, T. Putu., 2018). While enrichment learning is done when there are students who have achieved the criteria of completion of learning faster than the time provided. Educators must know the extent to which the subject matter provided is understood by the learners or the extent to which the objectives of the managed teaching and learning process activities can be achieved.

Evaluation is a systematic collection of reality to determine whether in reality there is a change in the learner and establish the extent of change in the learner. (Bloom, B.S. Ed. Et al., 1956). There are four levels in conducting training evaluations, namely: (1) The most extraordinary level (first), namely the reaction level. (2) Learning level. (3) Evaluation directed at the growth of student behavior. 4) The impact of training on institutions, namely changes in behavior in the work.

In the 2013 curriculum, it is explained that to assess the progress of learning learners are conducted an authentic assessment that includes attitudes, knowledge, and skills. (Diah, D. Kadek., 2018). Attitude starts from a person's feelings, likes, or dislikes) related to a person's tendency to respond to something/ object. Attitudes also show a person's expression of the values or views of life that a person has. One's attitude can be formed, from a person of bad character to a person of noble character. Assessing the attitude of learners can be done utilizing observation, self-assessment, peer assessment, and journal assessment.

The instrument used to assess the knowledge of learners is to conduct written tests, observations, assignments, and self-assessments. These tests require learners to formulate their answers, express opinions, think logically, and conclude. (Darmiyani, Sri., 2017). Thus the ability of learners can be seen through the disclosure of original ideas, the correctness of concepts, and the accuracy of the use of terms/facts/procedures used when expressing opinions, asking, or answering questions.

Students who always speak using good and correct sentences following Indonesian language rules show that they have good grammar knowledge and can practice it in everyday speech, both verbally and in writing. While the competency of skills is divided into two parts, namely abstract skills, and concrete skills. (Daryanto., 2013). To know the competency skills of learners, assessment can be done by using: performances, products, projects, written, and self-assessment. Such assessments are more objective and concrete compared to other assessments.

Assessment of the dimensions of skills includes the skills of learners, both learned in school and from other sources in the same point of view/theory. Group Basic Competency, skills are formulated to achieve core skills competencies. The development of basic competency formulations pays attention to the characteristics of learners, initial abilities, and characteristics of a subject. Domain skills are gained through observation, questioning, trying, reasoning, studying, and creating.

3.6. Problems with Islamic education assessment standards

The three high schools in South Tangerang city face almost the same problem, namely, educators have difficulty in determining minimum completion criteria. (Mulyasa, H. E., (2018). Class ascension criteria, and graduation criteria.

Specifically, the problems faced related to the standard of education assessment are as follows: (1). Assessment standards and assessment guidelines are not all understood by principals and educators. (2). Assessment standard training and assessment guidelines have not all been followed in detail by principals and educators. (3). Many students do not understand the question of national exams so do not get the maximum score, which is following the Kriteria Minimal Completion.

a. Characteristics of Learners

Pay attention to the characteristics of students for new students (grade VII), namely by looking at the average grade of elementary school reports, elementary school test scores, and the results of entrance selection of new students at the junior high school level. (Hero., et. al., 20181). Students of grades VIII and IX should also be considered the average score of the previous semester's report card.

b. Subject Characteristics (Complexity)

The characteristic of the subjects (complexity) is the level of difficulty of each subject, which is determined through the expert judgment of subject educators set through the forum Of Teacher Deliberation Subjects (MGMP) at the school level, taking into account the results, and depth of KD. (Widiyoko, E. Putro., 2018). analysis of the number, the breadth, and the need for prerequisite knowledge.

c. Condition of Education Unit (Carrying Capacity)

The condition of the education unit (carrying capacity) includes the following: (1). Educator competency value (2). The number of students in one class. (3). School accreditation predicate. (4). Feasibility of school infrastructure facilities. “

Class Ascension Criteria. (Yusuf, Muri., 2018). Determining the increase in the class of learners is carried out through a meeting of the teacher council by paying attention to various aspects that have been agreed upon by all citizens of the education unit, such as adherence to discipline, minimum attendance, and other regulations applicable in the education unit.

The requirements for class increase for junior high school students are as follows:

- a. Have completed all learning programs in two semesters in the following school year.
- b. Have a good attitude following the criteria set by the education unit.
- c. Peserta was educated to at least get good grades in extracurricular education scouting following the criteria set by the education unit.
- d. Do not have the value of knowledge competency and /or competency skills under or have not completed more than, two subjects. Graduation and graduation criteria of students from the Education Unit are conducted through teacher council meetings.

The requirements that must be met by students to be declared graduated from the Education Unit in Primary and Secondary Education are as follows:

- a. Have completed all learning programs.
- b. Obtain a good minimum attitude value.
- c. Have passed the School Exam, Madrasah, and Equality Education.
- d. Have taken the National Examination of all subjects as scheduled.

Solutions in dealing with the problem of educational assessment standards.

The efforts made by the three high schools in the city of South Tangerang in dealing with the issue of educational assessment standards are as follows: (Yusuf, Muri., 2018).

- a. Conducting more intensive socialization concerning assessment standard regulations and assessment guidelines, especially related to Minimum Completion Criteria, Class Ascension Criteria, and Graduation Criteria.
- b. Conducting a lot of training on assessment standards and assessment guidelines that have not been taken seriously.
- c. Give a more intensive explanation to students about the Minimum Completion Criteria, and conduct Try Out questions of school exams and national exams so that students can obtain maximum scores following the Minimum Completion Criteria.

What is done by the three high schools in the city of South Tangerang is correct, namely by increasing socialization and pieces of training related to the regulation of assessment standards and assessment guidelines. (Zainal, Arifin., 2018). Because determining the Minimum Completion Criteria, Class Ascension Criteria, and Graduation Criteria is not easy, a comprehensive understanding, seriousness, and objectivity of educators are required. In addition, in the 2013 curriculum, educators also had difficulty implementing it. The many aspects that must be assessed are the main obstacles felt by educators.

4. CONCLUSION

From the overall exposure in this study can be drawn several conclusions, among others as follows:

- a. The three high schools in South Tangerang city are planning assessment standards by drawing up a Learning Implementation Plan. Before teaching educators should develop of Learning Implementation Plan as a preparation for teaching, both written and mental preparation, mental situations that want to be built, and a conducive learning environment.
- b. The three high schools in South Tangerang city organized assessment standards by arranging mechanisms, procedures, and instruments for assessing students' learning outcomes, including authentic assessment, self-assessment, portfolio-based assessment, daily replay, midterm replay, and semester-end replay.
- c. The three high schools in South Tangerang city carried out the implementation of educational assessment standards by carrying out executions on the planning of educational assessment standards. The frequency and timing of assessment implementation are based on mapping the planning conducted by educators following semester programs and annual programs. Assessment for learning and assessment as learning aim to improve the teaching and learning process.
- d. The results of the assessment are emphasized as feedback for educators as well as students. The final assessment of learning is conducted in the form of daily assessments and midterm assessments. A new daily assessment is conducted after the learning process. Four aspects must be assessed, namely spirituality, social, knowledge, and skills.
- e. Therefore, the socialization and training of assessment standard rules and assessment guidelines are very important to be implemented in a planned, earnest, and intensive manner so that they can be understood and implemented by principals, educators, and students. Teaching is completed following of Learning Implementation Plan. A midterm assessment is conducted after the teaching and learning process lasts for 8-9 weeks.

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