



Article

## Assessment of Ecological Insight Islamic Education Learning

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### ABSTRACT:

Learning Islamic Religious Education with Ecological Insight is a learning process in which there are a series of learning activities related to nature. Because SMA N 1 Sidomulyo implements the maritime-based 2013 curriculum, every planning, implementation as well

Learning evaluation must include a maritime-based curriculum. The advantages of this maritime-based curriculum, in addition to adding insight into marine ecosystems, also require students to be able to play an active and creative role in the learning process both inside and outside the classroom. This research is motivated by the researchers' assumptions about the learning process

Islamic religious education with an ecological perspective at SMA N 1 Sidomulyo. This study aims to see and describe the implementation of the assessment of Islamic education with an ecological perspective at SMAN 1, Sidomulyo, South Lampung. This is qualitative field research. The data was collected through observation, interviews, and documentation. For data analysis, the researcher did it by means of data reduction, data presentation, and conclusive drawing/verification. The results of the study found that the learning assessment of Islamic Religious Education had an ecological perspective using an authentic assessment that could be carried out by means of tests and non-tests.

Keywords: Assessment, ecological, islamic, education, learning

## PENDAHULUAN

Humans are essentially students of nature or the environment because nature and the environment teach them many things. Life is a dynamic that shifts and changes all the time. Therefore every human being must be able to adapt himself to nature and its environment, as well as fellow living beings who are part of nature. In this case, nature for humans is everything, not just a place to be born, live, develop, or die. But it also has its own philosophical meaning. Nature is an educator for the creatures that live in it. He can study anything around him. Therefore the environment is a very good and complete natural laboratory, but not many are aware of and use it.

Allah created the universe including the earth and its contents, that is, long before humans were created (Harahap, 2015). It is explained in Surat Al-Baqarah verse 117: "Allah is the Creator of the heavens and the earth, and when He wills (to create) something, then (it is enough) He only says to it: "Be!" then be it.

More and more people feel that they have to know their environment, especially with the rapid development of science and technology, the changing patterns of the world's population,

and the development of human power that has changed the environment. This does not reflect actions that are in harmony with the commands of Allah SWT. In the Qur'an, Surah al-Baqarah verses 11 and 12 say: "And when it is said to them: Do not make mischief on earth." They replied: "Indeed, we are the people who make repairs. Remember, they are actually the ones who cause damage, but they are not aware."

At present, there are many environments around us that have suffered damage and disasters caused by human behavior because they do not pay attention to their relationship with the natural environment. Damage to marine and land ecosystems is caused by humans not realizing the necessity of a balanced relationship between themselves and their natural environment. As stated in the letter Ar rum: 41, "It has been seen that human hands cause damage on land and at sea, so Allah will feel for them some of the consequences of their actions, so that they return (to the right path)."

In this verse, there is God's affirmation that the various damages that occur on land and in the sea are the result of human actions themselves. This should be realized by all mankind, and therefore humans must immediately stop the actions that cause damage on land and at sea and replace them with good deeds that are useful and beneficial for the preservation of nature.

In Islam, the universe and all the potential contained therein are given to humans to be processed and utilized. Managing and utilizing it requires effort and hard work because Allah SWT does not provide finished goods but raw materials that must be processed using the potential that Allah SWT has given to humans, namely "intellect." As the Word of Allah SWT in the Qur'an says in Ibrahim verse 32: "It is Allah who created the heavens and the earth and sends down rainwater from the sky." Then He brings out with the rainwater various fruits as sustenance for you, and He has subjected the ark to you so that it may sail on the seas by His will. "And He has also subjected rivers to you."

As a result, religion and Islamic education play an important role in maintaining the balance of environmental sustainability by instilling human moral values for the environment that have been mandated by Allah SWT to humans. In this case, the Prophet Muhammad taught his friends Abu Darda' ra that in the place of learning that the Prophet Muhammad cared for, he had been taught the importance of farming and planting trees, as well as the importance of turnip farming.

As contained in Article 1 point 6 of Law no. 23 of 1997, the Environment is a spatial unit with all objects, power, conditions, and living things, including humans and their behavior, which affect the continuity of life and the welfare of humans and other living things (Undang-Undang 23, 1997).

Islamic religious education, which should have been instilled from an early age in the family, instilling good habits and prohibiting doing things that are not good, has become the responsibility of parents as educators for their children at home. In line with education in educational institutions that instill religious education at different levels. This makes some parents have to be selective in choosing, but basically, the goal of religious education is the same: to form the character of students who believe and can practice the religious teachings conveyed in schools. As expressed by Mr. Ki Hajar Dewantara, religious education is part of primary, secondary, and higher education to prepare students to carry out roles that demand mastery of knowledge and experience of religious teachings and become religious experts (Suparlan, 2016).

The relationship between learning and school institutions is not just straightforward. Sometimes obstacles must be faced by an educator at school. Judging from the different abilities of students, this requires educators to be able to understand the character of students in each class. Students who can follow the lesson well but whose behavior is not good are also a challenge for educators. Students with moderate abilities can even be said to be less able to take

part in learning like the others, but their good attitude is also a consideration for educators. For this reason, the role of educators is great in shaping the character of the nation from an early age.

The 2013 curriculum, which is now a reference in the learning process in school institutions, is the standard for implementing learning as well as evaluating it. The 2013 curriculum does not only require students' cognitive abilities; their affective and psychomotor abilities are also very influential in the learning assessment process. Thus, an educator must be able to master the class and have appropriate learning strategies to deal with students of various personalities.

The lack of students' ability to absorb information to be understood, which then interprets the learning material information conveyed by educators, is one of the important things that becomes homework for every educator. Seeing this, it is important for every educator to have a mature learning strategy to carry out their duties in the classroom. The learning strategy that educators must have is a plan to make students feel comfortable, interested, and fun in the ongoing learning process. Thus, learning will be managed properly by an educator.

A lesson plan must meet the ongoing 2013 curriculum criteria. SMA Negeri 1 Sidomulyo implements a maritime-based curriculum. The maritime curriculum is one of the academic curricula that is applied at the high school level of education. This academic curriculum prioritizes educational content. Learning is trying to master as much knowledge as possible. People who are successful in learning are people who master all or most of the educational content provided or prepared by the teacher. The aim of the academic curriculum is to impart knowledge and train students to use "research" ideas and processes. By being knowledgeable in various disciplines, students are expected to have concepts or ways that can be developed in the wider community. Schools should provide opportunities for students to realize their ability to master cultural heritage and enrich it where possible (Lazwardi, 2017).

With the implementation of the 2013 maritime-based curriculum, which is part of the academic curriculum itself, every lesson plan prepared must contain the maritime content rules. As said by Drs. Simanulang, our school was designated as one of the schools that adhere to the 2013 curriculum with maritime content, so we urge all educators in their respective subject areas to make learning administration tools with maritime content (Simanulang, Wawancara, 18 Februari 2020).

Learning devices are tools that are used as a reference by educators to carry out learning in the classroom. The arrangement of learning tools is based on the 2013 curriculum, namely the syllabus, lesson plans, and assessments. The syllabus is a reference for making learning implementation plans that contain competency standards, basic competencies, and achievement indicators.

Learning Islamic religious education with an ecological perspective, one of which is religious education, contains environmental elements. This is one of the lessons carried out to shape the character of students as human beings who are aware of the environment, either through propaganda or other media. In this lesson, educators have a specific strategy to link Islamic religious education with the environment. One of the learning strategies used is to choose a discovery learning model that is suitable for the character of students at SMA N 1 Sidomulyo.

Not only that but after the learning process takes place, of course, in the end, a learning evaluation will be carried out. At this stage, the teacher evaluates the results of the students' work. There are two types of assessment, namely testing and non-testing, so that educators can

find out how far students understand and receive information when learning takes place. Assessment is carried out not only on cognitive aspects but also on affective and psychomotor aspects, as well as assessments in learning e-evaluation.

Through learning Islamic religious education with an ecological perspective, namely in the form of guidance and care for students, they can later, after completing their learning, understand, live, and practice the teachings of the Islamic religion of which they have been thoroughly convinced, and make the teachings of the Islamic religion a way of life. for the safety and well-being of life in this world and the hereafter. Islam regulates the relationships between humans and their God, humans with humans, and humans with their natural surroundings, which concern the fields of *aqidah*, *sharia*, and morals (*iman*, *Islam*, and *ihsan*) (Nurmadiyah, 2021).

Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes (Peraturan Pemerintah, 2013). Following the assessment, a meaningful evaluation is performed. While evaluation is an assessment that has arrived at a decision about something based on government regulation number 19 of 2005 concerning the National Education Standards, articles 1 and 24 are assessed, which in turn will become input for information gathering (assessment) (Munthe, 2015).

Therefore, the assessment is carried out by educators on learning outcomes to measure the level of achievement of student competence and is used as material for preparing progress reports on learning outcomes and improving the learning process. Procedures and assessment of process instruments and learning outcomes are adjusted to reflect indicators of competency achievement and refer to assessment standards (Fatah et al., 2018).

Assessment is carried out consistently, systematically, and programmed using tests and non-tests in written or oral form, performance observation, attitude measurement, and assessment of works in the form of assignments, projects and/or products, portfolios, and self-assessments. Assessment of learning outcomes uses the Educational Assessment Standards and Subject Group Assessment Guidelines (Mustopa et al., 2021).

Assessment of the learning process uses an authentic assessment approach that assesses the readiness of students, processes, and learning outcomes as a whole. The integration of the assessment of the three components will describe the capacity, style, and learning gain of students, or even be able to produce an instructional effect (instructional effect) and an accompaniment effect (nurturant effect) from learning. The results of authentic assessments can be used by educators to plan remedial, enrichment, or counseling services. In addition, the results of authentic assessments can be used as material to improve the learning process under the improvement assessment standards. Evaluation of the learning process is carried out during the learning process using the tools: questionnaires, observations, anecdotal records, and reflection (Trisnamansyah, 2015).

Broadly speaking, the evaluation techniques used can be divided into two categories: techniques and test techniques.

#### 1. Non-test technique

There are several non-test techniques, namely: (Magdalena et al., 2021)

##### a. Multilevel scale (rating scale)

This scale describes a numerical value for a consideration result. Usually, the numbers are laid out in stages, from low to high.

##### b. questionnaire (questionnaire)

A questionnaire is often known as a questionnaire. Basically, a questionnaire is a list of questions that must be filled in by the person to be measured (respondents).

## 2. Test Technique

A test is a tool or procedure that is systematic and objective and that obtains the desired data or information about a person in a way that can be said to be precise and fast. disclosed by Amir Daien Indrakusuma (Riinawati, 2021). Muchtar Bukhori agreed, stating that a test is an experiment conducted to determine whether or not certain learning outcomes exist for a student or group of students (Lisnasari, 2022).

From the opinion above, it can be seen that the test technique is a systematic assessment technique to find out the results of the learning process that has taken place. Thus, it is possible to see how far the students' understanding of the learning material presented has progressed.

To measure students, the test is divided into 3, namely: (Zamzania & Aristia, 2018)

### 1. Diagnostic test

A good educator, of course, will feel happy when he can help his students so that they can achieve maximum progress according to their abilities. In order to find out if the assistance provided is sufficient, an evaluation is conducted. However, the information from this assessment will not be useful if it is not used as a basis for further action.

### 2. Formative test

Formative comes from the word "form," which is the basis of the term "formative evaluation," so formative evaluation is intended to determine the extent to which students have formed after following a particular program. The benefits of formative tests for students include the following: (Khafid & Nurhayati, 2014)

1. Used to determine whether students have mastered the program material thoroughly.
2. Is reinforcement (reinforcement) beneficial to students? By knowing that the test has produced a high score as expected, students will feel that they are getting a "head nod" from the educator, and this is a sign that what they already have is good knowledge. This is correct, thus motivating students to study harder.
3. Repair effort.

With the feedback obtained after carrying out the test, students know their weaknesses, so students can improve these things.

### 4. As a diagnosis

The subject matter that is being studied by students is a series of knowledge, skills, or concepts. Students can find out which subjects are considered difficult.

### 3. Summative Test

A summative evaluation or summative test is carried out after the end of the administration of a program group or a larger program. In my experience at school, formative tests can be equated with daily tests, while summative tests can be equated with general tests, which are usually carried out at the end of each quarter or the end of the semester.

## **METODE**

To describe phenomena and obtain accurate data about the Implementation of Ecological Insight Islamic Education at SMAN 1 Sidomulyo, South Lampung, this research was conducted in a natural, natural situation with a real setting. Therefore, this research was conducted using a qualitative approach.

The qualitative research used in this study intends to understand the phenomena of what is experienced by the research subjects, namely the subject's behavior, the subject's social relations, and the subject's actions, etc. natural. The purpose of this descriptive research is to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena investigated.

The research location is the place where the research is carried out. This research was conducted at SMAN 1 Sidomulyo, South Lampung Regency. The time of his research was in the 2019–2020 school year.

The data sources in this study were school principals, curriculum assistants, and Islamic religious education educators, who served as informants so they could compare the data obtained.

Data collection is done through interviews, observation, and documentation. The data analysis procedure was carried out using data reduction, data presentation, and conclusive drawing/verification. Checking the validity of the data is done using triangulation.

## **PEMBAHASAN**

Learning assessment is a measuring tool to determine the level of achievement and success in an ongoing learning process. Learning evaluation aims to measure the extent to which students understand the learning material. An educator is fully aware of the fact that each evaluation technique is used according to the purpose of the assessment. Evaluation results obtained without a specific purpose will waste time and money. Therefore, what must be formulated first is the purpose of the evaluation; because of this purpose, a technique will be developed, and therefore a test will be prepared as an evaluation tool. Don't reverse it, because without knowing the purpose of evaluating the data obtained, it will be useless.

The selected learning evaluation is determined by the evaluation objectives. It must be remembered that no assessment technique is suitable for all educational needs, each (educational) goal to be achieved is developed by a self-assessment technique adapted for this purpose. The suitability of the evaluation objectives and the technique used must be considered.

When the researchers made observations, it was seen that educators of Islamic religious education at SMA N 1 Sidomulyo were making evaluations of the learning of their respective students. Each educator has a record of the learning outcomes of their students in each class they teach (Observation, 17 February 2019).

We recapitulate the evaluation of student learning in such a way as to get a final assessment, which we will later share with students (Simanullang, Interview, 17 February 2019). In the 2013 curriculum, the assessment of students' work is very busy for educators, because the assessment of a large number of worksheets is the result of student work that must be evaluated by educators. However, this is a profitable thing for students because the assessment is an assessment of their abilities that are authentic and can be accounted for by them. (Simanulang, Interview, 05 February 2019)

From some of the results of the interviews above, it can be concluded that the assessment of the work of students is evaluated by the educator so that the final results or final grades are found, which will be conveyed to students later. Student work is carefully evaluated by subject educators so that the results will be accurate according to the regulations in the 2013 curriculum, namely, conducting authentic assessments.

Authentic assessment focuses on several aspects comprised of ipsative concepts and is conducted in two stages: before learning begins (pre-test) and after learning is completed (post-test). While the second concept uses the concept of an ability test or ability test covering three aspects, namely cognitive, affective, and psychomotor aspects.

The 2013 curriculum assessment is very good and very beneficial for students in terms of several aspects that are assessed. Not only cognitive abilities but also affective and psychomotor skills are assessed. Therefore, good cooperation between subject educators and BK educators greatly influences the current assessment (Siti Zuliyah, Interview, 17 February 2019).

Because there are so many assessments that educators have to do, sometimes it takes quite a long time to evaluate just one student. However, we always try our best for our students so that authentic and accountable results can be obtained later. (Simanullang, Interview, 05 February 2019)

The results of the assessment carried out by conducting tests show that students can achieve the KKM score that has been determined even if their scores are above average.

In addition to the test assessment carried out as an evaluation of learning in class, there is a non-test assessment carried out on the basis of learning carried out outside the classroom, namely ecotourism activities such as planting mangroves and 1,000 trees on Suak Beach. The assessment is in the form of a portfolio assessment obtained from the results of field observations conducted by students with natural reflection. The results of the assessment of student portfolios that have been carried out on worksheets. The assessment above refers to the students' reasoning and creativity to find solutions to the environmental conditions they have observed. The results of the assessment that has been carried out will be distributed to students again as a form of educational and transparent assessment.

The results of the assessment carried out by the PAI subject teacher in the class learning series. There are two types of assessments, namely test and non-test assessments. Each assessment has seen the results of the learning process that has been completed and the results obtained from each student in each class.

Our assessment is very long, both from daily life and from UTS and UAS. In each assessment carried out on each subject, we will unite it with UTS and UAS so as to produce grades in the report cards of each student (Siti Zuliyah, Interview, 17 February 2020).

According to the description above, educator evaluation is difficult and includes several aspects such as cognitive, affective, and psychomotor so that it does not harm students. Thus, the evaluation of learning can be seen specifically.

The findings regarding the evaluation of learning outcomes by Islamic Religious Education subject teachers show how far the teacher goes to support students' ability to receive and process learning information. Thus, the success of the learning process for each student can be seen.

The assessment of students' memorization and portfolio results, which are the results of the test and non-test assessments that have been carried out by the teacher on students is a series of assessment processes that include cognitive, affective, and psychomotor domains. So it's not only cognitive aspects that are assessed. In the test assessment, the value of the learning outcomes carried out in the classroom is obtained, while in the non-test assessment, the value is obtained from the learning outcomes carried out outside the classroom. Both test and non-test scores will eventually be processed into a final assessment that takes into account the assessment of attitudes, attendance, and other student disciplines that the teacher has done.

By carrying out the test and non-test assessment processes, students can find out the results of the learning process that has been carried out both in class and outside the classroom. Thus the rest can see and make benchmarks to achieve better assessment criteria for the next.

The teacher evaluates the learning outcomes of students on matters related to the assessment of learning, including conformity with authentic assessment techniques and forms, conformity with competency achievement indicators, appropriateness of answer keys with questions, and appropriateness of scoring with questions.

Some of these evaluation components are contained in the assessment process carried out by PAI subject teachers. Even though these components have been carried out by the teacher, the final result of the assessment obtained by students is not solely that; it is also seen in the activeness of students in class, the behavior of students at school, and other matters relating to morals and the behavior of the students themselves. This is accomplished by implementing an authentic assessment of the attitudes of students, which is embodied in the attitude assessment table.

Based on the findings described above, a learning evaluation is very important for educators to carry out. The purpose of evaluation is to discover the outcomes of the learning process that has occurred. Thus, students can know the learning outcomes of each subject.

In evaluating educational learning with an ecological perspective using the discovery learning model, evaluation can be carried out using tests or non-tests. Explanation of the principles of assessment in the curriculum of 13 elementary and secondary education levels, namely: (Salamah, 2018)

1. Objective, means that the assessment is based on standards (clear procedures and criteria) and is not influenced by the subjectivity factor of the appraiser.
2. Integrated, meaning that the assessment by educators is carried out in a planned manner, integrated with learning activities, and continuous.
3. Economical, means an efficient and effective assessment in planning, implementing, and reporting.
4. Transparent, meaning that the assessment procedure, assessment criteria, and basis for decision-making are accessible to all parties.
5. Accountable, meaning that the assessment can be accounted for internally and externally for technical aspects, procedures, and results.
6. Systematic, means that the assessment is carried out in a planned and gradual manner by following standard steps.
7. Educative means educating and motivating students and educators.

In the assessment process at SMA N 1 Sidomulyo, several assessments meet the curriculum 13 assessment criteria, including:

1. Assessment of the learning process, not only cognitive, but also affective and psychomotor (student participation, creativity, cooperation, and self-actualization in discovering). This can be seen from the implementation of learning by applying the steps of the discoverer learning model by demanding students to be able to actively find and solve problems critically responding to the opinions of other friends and the collaboration that is built in the ongoing learning process. Thus the assessment process carried out has met the requirements, namely: objective, integrated, transparent, and educative.
2. Assessment of learning outcomes is carried out using test techniques, namely daily tests and non-test assessments with portfolio assignments that must be completed by students by



observing the state of the surrounding environment by connecting natural events found with verses that have been memorized. Thus the assessment of learning outcomes carried out follows the 2013 curriculum standards, namely: objective, integrated, and educative.

From the results of the assessment analysis that has been carried out by the PAI subject teacher at SMA N Sidomulyo that the learning process for Islamic Religious Education has been carried out properly and successfully by the maritime curriculum that is being implemented and other provisions. This can be seen from the scores achieved by students who have reached the KKM. This shows that learning Islamic religious education with an ecological perspective is well implemented.

From the various explanations and analyzes regarding the learning assessment process above, it can be seen that SMA N 1 Sidomulyo educators have met the 2013 curriculum assessment standards. Thus subject teachers can selectively choose which assessment is appropriate to carry out on students' work results.

In Islamic Religious Education with an Ecological Insight, not only cognitive assessment is needed, but a combination of cognitive, affective, and psychomotor aspects is highly expected and changes in behavior every day are the main thing. So religion is not only understood but must be implemented in everyday life.

It is hoped that with proper ongoing learning at school, students will be able to apply it in everyday life because assessment at school is essentially an assessment made by the teacher at school only, whereas practice is an attitude that is embedded in each individual and can be applied in real life.

In the implementation of learning outside of school, the assessment system that is applied still refers to the assessment process in the cognitive, affective, and psychomotor domains. Assessment is carried out by looking at the results of each student's portfolio. Each portfolio will be assessed according to the student's reasoning, creativity, and whether or not the solution to environmental problems presented in the portfolio sheet is critical.

Thus, portfolio assessment is carried out as an effort to carry out non-test assessments carried out by teachers of Islamic religious education subjects under the maritime-based curriculum.

According to the chart above, SMA N 1 Sidomulyo is evaluated using the assessment instrument. Assessment includes test-based and non-test assessments. In the test assessment, namely the daily tests. Meanwhile, non-test teacher assessments use portfolio assessments for students with assignments to make observations, observe, and draw conclusions from the results of those observations. The assessment activities carried out went well and followed applicable regulations.

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## **KESIMPULAN**

Based on the results of research conducted on the process of assessing learning for Islamic religious education with an ecological perspective at SMAN 1 Sidomulyo, the researchers concluded that the process of assessing learning for Islamic religious education had an ecological

perspective. In this study, we used test and non-test techniques. The test assessment technique includes daily tests, while the non-test assessment is done by giving portfolio assignments. By implementing a learning evaluation referring to the maritime base curriculum, which follows the cognitive, affective, and psychomotor domains.

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