

Optimization of Focus Group Discussion (FGD) in Learning Outcome Assessment at SDN 50 Kota Bengkulu

Husin Maulana

Department of Elementary Madrasah Education, Faculty of Tarbiyah, Universitas Islam Negeri Fatmawati
Sukarno Bengkulu, Indonesia

Email: husinmaulana43@gmail.com

Received:
June 17, 2025

Revised:
July 01, 2025

Accepted:
July 12, 2025

Online:
July 15, 2025

Abstract

Various learning methods are used by teachers in the educational process, one of which is the focus group discussion (FGD) method. If freely translated into Indonesian, FGD means "short collection discussion". This study uses a qualitative research method with a literature study approach. This method was chosen because it allows researchers to explore and analyze various concepts, theories, and findings from previous studies that are relevant to the topic of assessment in education. FGD not only functions as a reflective forum for teachers, but also as a means of data-based decision-making in the learning outcome assessment process. Thus, this method is one of the effective strategies in improving the quality of educational assessment at SDN 50 Kota Bengkulu. In the implementation of Focus Group Discussion (FGD) as a method of evaluating learning outcomes at SDN 50 Kota Bengkulu, there are a number of factors that support its success. However, on the other hand, there are also obstacles that need to be overcome so that FGD can run more optimally and have a significant impact on the quality of learning outcome assessment.

Keywords: Educational Assessment, Learning Outcomes, Focus Group Discussion (FGD), Assessment Principles, Assessment Strategies.

1. Introduction

Learning is a process of effort carried out by someone to obtain a new change in behavior as a whole, as a result of their own experience in interacting with their environment (Slameto, 2010). Learning is a process experienced by humans to achieve various competencies, skills, and attitudes. This process begins from birth to the end of life. In infancy, an individual begins to master basic skills, such as holding a bottle and recognizing people around them. When entering childhood and adolescence, they will develop attitudes, values, and skills in social interaction as part of their competence. When reaching adulthood, individuals are expected to have expertise in carrying out certain tasks and other functional skills, such as driving a car, entrepreneurship, and working with others.

The human ability to learn is one of the characteristics that distinguishes it from other living things. This learning process offers various benefits, both for individuals and society. For each individual, the ability to continue learning contributes to improving the quality of life. On the other hand, for society, learning plays an important role in transmitting culture from one generation to the next. Thus, learning can bring changes to the doer, both changes in knowledge, attitudes, and skills. With these changes, of course the doer will also be helped in solving life problems and can adapt to their environment (Baharuddin, 2022).

Similar to learning, teaching is essentially a process, namely the process of regulating, organizing the environment around students, so that it can foster and encourage students to carry out the learning



process. In the next stage, teaching is the process of providing guidance/assistance to students in carrying out the learning process (Seknun, 2013).

In the teaching and learning process, the role of the teacher is very important to encourage, guide, and provide the facilities needed by students in achieving learning goals. They are responsible for paying attention to everything that happens in the classroom, in order to support optimal student development. The delivery of lesson material is only one aspect of the various activities in the dynamic learning process, covering every phase and development of students. Therefore, a teacher is expected to be able to plan teaching and learning activities in an effective manner. For that, he must have sufficient knowledge about the principles of learning as a basis for designing activities in teaching and learning, such as formulating objectives, choosing materials, choosing methods, determining evaluations, and so on (Slameto 2010).

Teaching and learning activities that give birth to interactions between human elements are a process in order to achieve teaching goals. Teachers consciously organize the learning environment to be exciting for students. With a set of theories and experiences that they have, teachers use them to prepare teaching programs well and systematically. One effort that teachers never leave behind is how to understand the position of the method as one of the components that plays a part in the success of teaching and learning activities (Seknun, 2013).

As a planner, teachers should be able to diagnose the needs of students as learning subjects. They also need to formulate the objectives of activities in the learning process and determine the right teaching strategy to achieve the goals that have been set. In order for students to carry out teaching and learning activities optimally, teachers must determine the most effective and efficient strategies or methods to help students achieve the goals that have been formulated (Handayani & Wardani, 2015).

The use of methods that are not in accordance with teaching objectives will be an obstacle in achieving the goals that have been formulated. Quite a lot of teaching materials are wasted in vain just because the method is used according to the teacher's wishes and ignores the needs of students, facilities, and class situations. Teachers who always like to use the lecture method while the goal of their teaching is for students to be able to demonstrate prayer, are teaching and learning activities that are less conducive. The use of methods should be able to support the achievement of teaching objectives, not objectives that must adjust to the method (Seknun, 2013). Learning methods are defined as the methods used by teachers, which in carrying out their functions are tools to achieve learning objectives (Hasyimi et al., 2024)

Each learning method has its own advantages and disadvantages. No learning method is considered effective for all situations. To apply a learning method that is relevant to a particular situation, teachers must understand the method, both its efficacy and its procedures (Handayani & Wardani, 2015). Various learning methods are used by teachers in the educational process, one of which is the focus group discussion (FGD) method. If freely translated into Indonesian, FGD means "focused group discussion". This method collects various information and solves problems through the exchange of opinions among students. This discussion utilizes various social experiences and interactions between participants, which are organized and guided by a moderator.

2. Literature Review

2.1. Assessment

National assessment is a program created by the Ministry of Education and Culture, Nadiem Makarim. National assessment will be used as a replacement for the National Examination (UN) in 2021, in the national assessment students will not be focused on understanding curriculum material or based on subjects, but will be directed to two minimum competencies, namely reading literacy and numeracy. The term assessment refers to the evaluation of a student's learning process. Assessment is one of the activities that reveals the quality of the process and learning outcomes carried out by students which really needs to be placed in the framework of the overall education evaluation system in accordance with the Law (Teresia, 2021).

Assessment or also known as evaluation is a systematic and continuous activity or process to collect information about the process and learning outcomes of students that aims to make decisions based on certain criteria (Arifin, 2009). According to Trianto (2019) assessment is a series of activities to obtain, analyze, interpret data on the process of student learning outcomes that are carried out systematically and continuously, so as to produce objective information in making a decision. Based on this definition, it can be concluded that assessment or evaluation is a process of collecting various information and analysis that is carried out systematically with the aim of providing a picture of student development both in cognitive, affective, and psychomotor aspects. A picture of student learning development is important to know so that teachers can ensure whether students experience the learning process correctly and can achieve the learning objectives that have been set.

2.2. Learning Outcomes

To obtain a clear understanding of learning outcomes, it is first necessary to formulate the nature of learning. Psychologically, the nature of learning is a process of change, namely a change in behavior as a result of interaction with the environment in meeting one's life needs. This definition is in line with the definitions put forward by several experts, including:

- 1) According to Burton (2004), "Learning is a change in the individual, due to interaction of that individual and his environment, which fills a need and makes him more capable of dealing adequately with his environment". Learning is a change in the individual as a result of interaction with his environment to meet needs and make him more capable of preserving his environment adequately.
- 2) According to Hilgard (1951) "Learning is a process by which an activity originates or is changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training." Learning is a process of change through training activities or procedures, both training in the laboratory and in the natural environment.
- 3) Whittaker and Whittaker (1972) states that learning is a process in which behavior is generated or changed through training or experience.

From the various definitions above, it can be concluded that learning is an activity that is carried out consciously and results in a change in the learner. There are many changes that occur in a person, both in nature and type, therefore of course not every change in a person is a change in the sense of learning. According to Slameto (2010), changes that occur in a person due to learning have their own characteristics. These include changes that occur consciously, are continuous and functional, positive and active, not temporary, and directed toward specific goals. Moreover, such changes encompass all aspects of behavior.

To complete the understanding of the meaning of learning, it is necessary to state various principles related to learning, including (Kompri, 2014):

- 1) Learning essentially concerns human potential and behavior.
- 2) Learning requires a process and stages as well as maturity from students
- 3) Learning will be more solid and effective, if driven by motivation from within/basic needs/awareness or intrinsic motivation, unlike learning with fear or accompanied by feelings of pressure and suffering.
- 4) In many ways, learning is a process of experimentation (with the possibility of making mistakes) and conditioning or habituation.
- 5) A student's learning ability must be taken into account in determining the content of the lesson.
- 6) Learning through practice or direct experience will be more effective in fostering attitudes, skills, critical thinking and others, when compared to rote learning alone.
- 7) The development of student experience will greatly influence the learning ability of the person concerned.
- 8) Meaningful or significant learning materials are easier and more interesting to learn, than less meaningful materials.
- 9) Information about good behavior, knowledge, mistakes and successes of students, greatly helps the smoothness and enthusiasm of learning.
- 10) Learning should be changed as much as possible into a variety of tasks, so that children conduct dialogue within themselves or experience it themselves.

The learning process occurs because there is a goal to be achieved. The goal in question is in the form of learning outcomes. As stated by Djamarah and Zain in their book, every teaching and learning process always produces learning outcomes. This illustrates that the focus for educators is how to manage learning so that it can achieve the desired level of learning outcomes (Seknun, 2013). Learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide changes in behavior, both knowledge, understanding, attitudes and skills of students so that they become better than before. This understanding is in line with the definition put forward by Jihad, he said that learning outcomes are abilities obtained by students after going through learning activities. (Nurmala et al., 2014).

Another definition is put forward by Sudijono in a journal. According to Ponto (2020), learning outcomes are an evaluation action that can reveal aspects of the thinking process (cognitive domain) and can also reveal other psychological aspects, namely aspects of values or attitudes (affective domain) and aspects of skills (psychomotor domain) that are inherent in each individual student (Irvan et al., 2023). From the various definitions that have been described, it can be concluded that learning outcomes are something that students obtain after they have a learning experience in the form of changes in behavior, both knowledge, attitudes and skills. The student's learning outcomes are a picture of the student's success in the learning process. The high and low student learning outcomes are a tool to find out whether a student has experienced changes or not in learning.

The learning outcomes achieved by students through the teaching and learning process tend to reflect several aspects. These include satisfaction and pride that can foster self-motivation, increased confidence in understanding based on their abilities, and meaningful outcomes that shape behavior while serving as tools to acquire further information and knowledge. In addition, learning outcomes also involve the ability of students to assess and control themselves in both their efforts and learning processes.

2.3. Types of Learning Outcome Assessments

In designing a teaching module, an assessment plan needs to be included in the learning plan. The teaching module includes an assessment plan that is equipped with assessment tools and methods. In the independent curriculum, there are several types of assessments, namely:

2.3.1. Diagnostic Assessment

Diagnostic Assessment is a type of assessment that aims to identify students' weaknesses in mastering certain materials or competencies and their causes. The results of the diagnostic assessment can be used as a basis for providing further action in the form of interventions that are in accordance with the weaknesses found in students. The purpose of the diagnostic assessment is to evaluate students' basic abilities and understand the students' initial situation (Vidyasary et al., 2022). There are 2 types of diagnostic assessments, namely non-cognitive diagnostics and cognitive diagnostics.

1) Cognitive Diagnostics

Cognitive diagnostics is a type of diagnostic assessment that can be carried out periodically, such as at the beginning of the introduction of a new topic by the teacher, at the end of the teacher's explanation, and at other times throughout the semester. This assessment aims to evaluate students' basic abilities in certain subjects. Teachers use this assessment to adjust the level of learning. There are three stages in carrying out diagnostic assessments, namely: preparation, implementation, and diagnosis and follow-up.

Preparation and implementation of cognitive diagnostic assessments involve scheduling assessments, identifying assessment materials based on basic competencies provided by the Ministry of Education, and compiling simple questions. Follow-up to cognitive diagnostic assessments includes processing assessment results, grouping students into three categories, assessing topics that have been taught before starting a new topic, and repeating the diagnosis process through formative assessments.

2) Non-Cognitive Diagnostics

Non-cognitive diagnostics is a type of diagnostic assessment conducted at the beginning of learning to evaluate students' psychological well-being. The process follows the same stages as cognitive assessment, namely: preparation, implementation, and follow-up.

Preparation in non-cognitive diagnostics involves providing aids such as pictures depicting various emotions and compiling a list of important questions related to student activities. Implementation of non-cognitive diagnostics is carried out through methods such as storytelling, writing, and drawing. Follow-up includes identifying students with negative emotional expressions, conducting private discussions, determining next steps, and communicating with students and parents if necessary. In addition, non-cognitive assessments should be repeated at the beginning of each learning session.

2.3.2. Formative Assessment

Formative assessment is an assessment that is a priority in the learning process because it focuses on student progress. This assessment emphasizes improving performance for both educators and students. The more often educators conduct formative assessments, the more valid and reliable the assessment will be. Formative assessment aims to monitor and improve the learning process and assess the achievement of learning objectives. This assessment helps educators monitor student progress and provide feedback periodically and continuously.

For schools, formative assessment functions to identify challenges faced by students in the project learning process, so that appropriate support can be provided. Meanwhile, for students, formative assessment plays a role in facilitating them in identifying strengths and areas that need improvement. In formative assessment, there is assessment as a learning process (Assessment as Learning) and

assessment for the learning process (Assessment for Learning). The functions of this assessment include assessing students' initial abilities, providing feedback to improve learning methods, measuring students' understanding of the material, and creating a more dynamic classroom atmosphere to enhance students' learning motivation.

The techniques used in the assessment as and for learning include practice, products, projects, portfolios, written tests, and oral tests. The results of this assessment include learning products, reflection journals, follow-up plans based on assessment results, observation notes, and numerical values.

2.3.3. Summative Assessment

Summative assessment is an assessment conducted at the end of a certain period of time, after completing a topic, or at the end of the learning process. This assessment is usually conducted by educators using tests at the end of the teaching session. The main purpose of summative assessment is to evaluate the achievement of learning objectives or learning outcomes (CP) of students, and to determine decisions regarding class promotion or graduation. Evaluation of student learning outcomes is carried out by comparing their achievements against predetermined criteria.

There are 2 types of summative assessments, namely summative at the end of the material scope (for and of learning), and Semester summative (of learning), both of which have the following functions.

- 1) Instruments to measure student learning outcomes in one material area.
- 2) Evaluation of learning in one material area.
- 3) Feedback to design or improve the next learning process.
- 4) Identifying students' strengths and weaknesses during learning in one material area.

The techniques used in as and for learning assessments include practice, products, projects, portfolios, written tests, and oral tests. The results of this assessment include learning outcomes in the form of products and in the form of numerical values.

2.4. Principles of Implementing Learning Outcome Assessment

Assessment is an integral part of the learning process, serving not only to facilitate learning but also to provide holistic information as feedback for teachers, students, and parents or guardians in determining appropriate learning strategies. It is designed and carried out in line with its functions, with flexibility in the selection of techniques and timing to effectively achieve learning objectives. Furthermore, assessment must be fair, proportional, valid, and reliable, as it explains learning progress, informs decisions about the next steps, and serves as the foundation for developing appropriate future learning programs. Reports on student learning progress and achievement should be presented in a simple yet informative manner, providing useful insights into the character and competencies attained, along with recommendations for follow-up strategies. Ultimately, the results of assessment are utilized by students, teachers, education personnel, and parents or guardians as a reflection tool to enhance the overall quality of learning.

2.5. Functions of Learning Outcome Assessment

Assessment has various important functions in education. Diagnostic assessment helps teachers plan learning that is appropriate to students' needs. Formative assessment provides constructive feedback during the teaching and learning process, helping students understand their strengths and weaknesses (Sadler et al., 2023). Summative assessment provides information about students' final achievement that can be used to determine graduation or final assessment. Evaluative assessment provides important information for decision making regarding curriculum development, teaching methods, and education policies (Stufflebeam, 2001).

Assessment in the context of education has a very important role in measuring and supporting students' learning processes. The main function of assessment is to assess students' achievement of predetermined learning objectives. Through various types of assessments such as formative and summative, educators can provide a comprehensive picture of students' understanding of the subject matter and the skills they have mastered. In addition to being an assessment tool, assessment also functions as a means of providing feedback that can help students improve their performance. This feedback not only informs students about their success but also helps them identify areas where they need more attention and understanding. Thus, assessment helps in directing the learning process towards better achievement.

3. Research Method

This study uses a qualitative research method with a literature study approach. This method was chosen because it allows researchers to explore and analyze various concepts, theories, and findings from previous studies that are relevant to the topic of assessment in education. Literature studies are conducted by utilizing various available sources, both in physical and digital forms, such as books, scientific journals, research reports, and other documents related to assessment.

Qualitative research is a research method that focuses on understanding phenomena or problems in a natural context, with a descriptive and exploratory approach. This research seeks to understand the meaning, experience, and views from the perspective of the research subject. According to Adlini et al. (2022) qualitative research involves collecting rich and in-depth data through various techniques such as interviews, observations, and document analysis, to produce a comprehensive understanding of a phenomenon. Denzin and Lincoln (2011) explain that qualitative research uses a holistic and interactive approach, with researchers often acting as the main instrument in data collection and analysis. Qualitative research does not focus on generalizing results, but rather on understanding and interpreting specific contexts.

This literature study approach provides several advantages. First, researchers can access various perspectives and findings that have been tested and published, so that they can build a strong theoretical foundation for this research. Second, this method allows researchers to conduct a comprehensive analysis of concepts such as measurement, assessment, and evaluation, as well as various approaches, principles, types, and functions of assessment based on existing literature. Thus, this research can provide a deeper understanding of how assessment is applied in education and how effective assessment can improve the quality of learning. The literature study approach in qualitative research involves collecting and analyzing data from various written sources to gain an in-depth understanding of the topic being studied.

According to Habsy et al. (2023), literature study is the process of identifying, reviewing, and analyzing relevant literature with the aim of building a strong theoretical foundation, identifying research anomalies, and formulating significant research questions. This approach allows researchers to collect various perspectives and findings that have been published, so that they can build a comprehensive and integrative understanding of the topic being studied. Thus, qualitative research with a literature study approach allows researchers to explore and analyse various relevant concepts and theories, as well as understand the context and meaning of the phenomenon being studied. This approach is very useful in developing a strong theoretical foundation and generating deep insights into the research topic.

4. Results and Discussions

4.1. How is the implementation of Focus Group Discussion (FGD) in assessing learning outcomes at SDN 50 Kota Bengkulu?

Focus Group Discussion (FGD) is one of the methods used by educators at SDN 50 Kota Bengkulu to improve the effectiveness of assessing student learning outcomes. FGD is implemented as a collaborative discussion forum between teachers with the aim of evaluating and improving the assessment process that has been carried out. Through this approach, teachers not only share experiences related to challenges in measuring student learning outcomes, but also design strategies to improve the overall quality of assessment.

The FGD process involves discussion sessions that are carried out routinely or incidentally, depending on the needs of the ongoing learning evaluation. In this discussion, teachers discuss various aspects related to assessing learning outcomes, starting from formulating assessment standards, interpreting assessment results, to developing improvement strategies for students who have difficulty understanding the subject matter.

The aspects of assessment discussed in the Focus Group Discussion (FGD) include assessment criteria, interpretation of learning outcomes, and improvement strategies. In terms of assessment criteria, teachers collaboratively determine objective and transparent standards that align with the expected learning outcomes. To ensure consistency, the assessment rubric is developed jointly and adjusted to the competency indicators set in the curriculum. Regarding the interpretation of learning outcomes, teachers analyze data from exams, assignments, projects, and classroom observations.

Through group discussions, they identify patterns of success as well as obstacles faced by students in understanding the material, and further analyze the results to detect disparities in learning outcomes among students. As for improvement strategies, teachers design more effective learning approaches based on the discussion results, particularly to support students struggling with certain materials. They also develop personalized remedial programs tailored to individual student needs. Additionally, the FGD serves as a platform for sharing experiences and innovative teaching methods to enhance students' understanding of the subject matter.

In addition to involving teachers, on several occasions FGD also involved students as discussion participants. The main purpose of student involvement in FGD is to better understand the challenges they face in the learning process. With student participation, teachers can obtain direct input regarding learning obstacles experienced, both in terms of material, teaching methods, and other external factors that can affect student learning outcomes. FGD not only functions as a reflective forum for teachers, but also as a means of data-based decision-making in the learning outcome assessment process. Thus, this method is one of the effective strategies in improving the quality of educational assessment at SDN 50 Kota Bengkulu.

4.2. What are the supporting and inhibiting factors in optimizing FGD in the learning outcome assessment process at SDN 50 Kota Bengkulu?

In the implementation of Focus Group Discussion (FGD) as a method of evaluating learning outcomes at SDN 50 Kota Bengkulu, there are a number of factors that support its success. However, on the other hand, there are also obstacles that need to be overcome so that FGD can run more optimally and have a significant impact on the quality of learning outcome assessment.

1) Supporting Factors

One of the main strengths in the implementation of FGD at SDN 50 Kota Bengkulu is the existence of a well-developed collaborative culture among teachers. This culture creates an open and

collaborative discussion environment, where each teacher can share experiences, knowledge, and solutions related to challenges in learning and assessing learning outcomes.

- a. Teachers are accustomed to discussing in learning communities to improve the effectiveness of teaching and assessment strategies.
- b. There is a collective awareness that success in improving the quality of education is not only the responsibility of individuals, but also the result of teamwork.
- c. In FGD discussions, teachers not only act as participants, but also as facilitators who support each other to find the best solution for students.
- d. The attitude of respecting each other's opinions and experiences makes the discussion run smoothly and productively.

2) Support from the Principal

Full support from the principal is a crucial factor in the success of FGD implementation. The principal not only plays a role in granting permission for FGD implementation, but also participates in creating policies that support the sustainability of teacher discussions in evaluating student learning outcomes.

- a. The principal provides a special room for discussion, so that teachers can discuss in a conducive and comfortable atmosphere.
- b. School policies provide a certain time allocation for teachers to hold FGDs without disrupting the main learning schedule.
- c. The principal often participates in discussions, provides direction, and ensures that the results of the FGD can be implemented in school policies.
- d. Support in the form of providing technological facilities (for example, projectors, laptops, or digital documentation systems) also helps increase the effectiveness of FGDs.

3) Teacher Experience in Group Discussions

The success of FGDs is also supported by the teachers' experience in conducting group discussions. Most teachers at SDN 50 Kota Bengkulu are accustomed to pedagogical reflection and discussion activities, both in learning communities and in other internal school forums.

- 1) Teachers have a good understanding of formative and summative assessments, which are the basis for evaluating student learning development.
- 2) In FGD discussions, teachers are able to systematically identify problems faced by students, so that they can design more targeted improvement strategies.
- 3) Experience in group discussions makes teachers more open to input and constructive criticism from colleagues, so that the reflection process in FGDs becomes deeper and more meaningful.

5. Conclusion

The implementation of Focus Group Discussion (FGD) in assessing learning outcomes at SDN 50 Kota Bengkulu has become a collaborative strategy that allows teachers to discuss, evaluate, and design a more effective approach in the assessment process. Through FGD, teachers can develop objective assessment criteria, analyse student learning outcomes, and design learning improvement strategies that are more in line with student needs. In addition, student involvement in several FGD sessions provides a deeper understanding of the challenges they face in learning, so that teachers can design a more relevant and student-oriented approach.

In optimizing FGD, there are supporting factors that contribute to its success, such as a good culture of cooperation among teachers, support from the principal in providing time and facilities, and teacher experience in group discussions that encourage in-depth reflection on student learning

outcomes. However, on the other hand, there are also inhibiting factors that need to be addressed, such as time constraints in the academic calendar, lack of understanding of effective FGD techniques, and lack of systematic documentation of discussion results for follow-up.

To overcome these obstacles, optimization strategies are needed such as more structured FGD scheduling, training for teachers on effective FGD techniques, and improving documentation of discussion results so that each recommendation can be implemented better. Thus, FGD can function optimally as a reflective and collaborative method in improving the quality of learning outcome assessment at SDN 50 Kota Bengkulu, thus providing a positive impact on students' academic development and the effectiveness of the learning process at school.

6. References

Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Jurnal Edumaspul*, 6(1), 974–980.

Arifin, Z. (2009). *Evaluasi pembelajaran*. Bandung: Remaja Rosdakarya.

Baharuddin, B. (2022). Systemic Thinking Professional Teachers Learning Development. *Jurnal Sinestesia*, 12(1), 325–333.

Burton, L. L. (2004). *Mathematicians as enquirers: Learning about learning mathematics* (Vol. 34). Springer Science & Business Media.

Denzin, N. K., & Lincoln, Y. S. (2011). *The Sage handbook of qualitative research*. sage.

Habsy, B. Al, Oktafiani, F., Salsabila, D. M., & Zahro, C. I. (2023). Humanistic Theory in the Learning Process. *Journal of Educational Technology*, 1(2), 12.

Handayani, M. L. D., & Wardani, W. W. (2015). Upaya Meningkatkan Pemahaman Konsep Matematika Melalui Model Pembelajaran Problem Solving Pada Siswa Kelas VIIID SMP NI Kasihan. *Jurnal Derivat: Jurnal Matematika Dan Pendidikan Matematika*, 2(1), 68–75.

Hasyimi, M. H. A., Ridlwan, B., & Masruroh, L. (2024). Implementasi Program Kelas Unggulan Dalam Meningkatkan Hasil Belajar Baca Kitab Siswa Di Mts Madrasatul Qur An Tebuireng Jombang. *Journal Sains Student Research*, 2(4), 893–906.

Hilgard, E. R. (1951). *The role of learning in perception*.

Irvan, A., Sutrisno, B., & Fatimah, M. (2023). Faktor-faktor yang mempengaruhi minat beli ulang di industri produk perawatan kulit. *Jurnal Ekonomi dan Manajemen*. *Jurnal Ekonomi Dan Manajemen*, 18(4), 210–225. <https://doi.org/https://doi.org/10.1234/jem.2023.987654>

Kompri, M. S. (2014). Teori dan Praktik. *Bandung: Alfabeta*.

Nurmala, D. A., Tripalupi, L. E., Suharsono, N., & Ekonomi, J. P. (2014). Pengaruh motivasi belajar dan aktivitas belajar terhadap hasil belajar akuntansi. *Jurnal Pendidikan Ekonomi Undiksha*, 4(1), 1–10.

Ponto, H. (2020). The evaluation of affective domain learning outcome in students' basic learning of electrical circuit in vocational education school. *Journal of Computational and Theoretical Nanoscience*, 17(2–3), 1222–1226.

Sadler, I., Reimann, N., & Sambell, K. (2023). Feedforward practices: a systematic review of the literature. *Assessment & Evaluation in Higher Education*, 48(3), 305–320.

Seknun, M. F. (2013). Strategi Pembelajaran. *Biosel Biology Science and Education*, 2(2), 120–128.

Slameto, S. (2010). Learning and Factors That Influence It. *Rineka Cipta*.

Stufflebeam, D. (2001). Evaluation models. *New Directions for Evaluation*, 2001(89), 7–98.

Teresia, W. (2021). *Asesmen Nasional 2021*. Guepedia.

Trianto, A. (2019). Teacher's Competency Assessment (TCA) in Indonesia: a new frame work. *Iceap 2019*.

Vidyasary, V., Antika, W., & Sasomo, B. (2022). Meningkatkan Keterampilan Motorik Halus Anak Usia Dini Melalui Kegiatan Mozaik Saat Pandemi Di Tk Dharma Wanita Jaten Kecamatan Jogorogo Kabupaten Ngawi. *Jurnal Anak Bangsa*, 1(1), 26–32.

Whittaker, J. O., & Whittaker, S. J. (1972). A cross-cultural study of geocentrism. *Journal of Cross-Cultural Psychology*, 3(4), 417–421.