

Achievement of Basic Cognitive Competency in News Text

Ryan Hidayat¹, Dwi Setiawan², Nanda Saputra³, Sumarwati⁴

¹Universitas Indraprasta PGRI

²STKIP Darussalam Cilacap

³STIT Al-Hilal Sigli

⁴Universitas Sebelas Maret

ryansastra3@gmail.com, dwisetiawan16@gmail.com, nandasaputra680@gmail.com,

sumarwati@staff.uns.ac.id

Abstract

The purpose of this study was to analyze the achievement of basic competencies (BC) and evaluate Indonesian language learning for each basic competency. This study uses qualitative descriptions and quantitative data. The results showed that in class VIII E there were five students who had not reached the KKM and 7.5% was in the low category, 62.5% was in the medium category, and 30% was in the high category. Class VIII F there are three students who have not reached the KKM and 2.5% is in the low category, 50% is in the medium category, and 47.5% is in the high category.

Keywords

Evaluation; basic competencies; news text; cognitive



I. Introduction

Education is a critical component that requires increased attention from various parties. Education as a system to educate the nation's young generation is currently plagued with various problems (Hidayat & Rahman, 2019). Given the current situation, as well as the impetus of educational difficulties, education must be directed to adapt to change (Hidayat, 2017). This is because the functions and objectives of national education are stated in Law no. 20 of 2003. Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

The purpose of education is to prepare students for the future. "Prepare" implies that students are basically unprepared, but need to be prepared and are preparing (Bintari et al., 2014). It describes the steps that must be completed before a student is ready to enter the real world. The approach to providing education is carried out with activities such as counseling, teaching, and/or training.

For decades, education has relied on the Student Evaluation of Teaching (SET) system to assess instructor effectiveness (Howard, 2022). National education policy on the existing education and learning system as a response to the progress of the national education system. The creation and application of competency standards (SK) and basic competencies (KD) of teaching materials in the curriculum is one of the education systems (Herman et al., 2020).

The success or failure of education in achieving its goals can be determined by examining the products or graduates it creates (Ratnawulan & Rusdiana, 2014). If the production and output of graduates are in line with educational goals, then the educational effort is considered successful; otherwise, it is considered a failure. Evaluation is an essential aspect of the overall implementation of learning in the implementation of language learning, as is the case in the implementation of learning in other domains. Learning objectives are intended to be achieved through a series of carefully planned and implemented learning activities to ensure the achievement of learning objectives (Supriyadi, 2013). A teacher can use evaluation to; (1) determine whether students can master the material being taught, (2) determine whether students behave as expected, (3) determine whether they already have language skills, (4) determine the success of teaching and learning process, and (5) determine the next policy.

Language learning is organized as a lesson to achieve a number of recognized learning objectives and is formed based on a thorough examination of the demands that must be met. Indonesian language topics cover aspects of speaking, listening, reading, and writing skills in the junior high school (SMP) education unit level curriculum. These four areas of expertise are very important (Hidayat, 2017). A junior high school student, especially the eighth grade, is required to be able to master the components of news text writing skills. Especially when it comes to combining many sentences into one coherent paragraph. (Permendiknas, 2006) regarding the development of basic competency standards explains that competence is the ability to behave, think and act consistently as a manifestation of the knowledge, attitudes and skills possessed by students. Competence is a combination of information, skills, beliefs, and attitudes that are expressed in the habits of thinking and acting. Competence is often interpreted as information, insight, skills, and talents possessed by someone who have become part of him, which allows him to act, behave, and behave in positive and valuable cognitive, affective, and psychomotor behaviors. (Herman et al., 2020). As shown above, students must be able to carry out various competencies, including tasks, skills, attitudes, and appreciation, in order to learn well.

Previous research on cognitive evaluation was conducted by Dian (2018) with the title "Analysis of Cognitive Development of Elementary Age Children and Its Implications in Teaching and Learning Activities". In this study only analyze the cognitive development of early childhood. Research by Nyoto (2012) with the title Evaluation of Active Student Learning in Indonesian Class 5 Elementary School Subjects. The results of this study are efforts to foster student independence in innovation and special guidance services. Looking at the research of Dian (2018) and Nyoto (2012), of course, this research is relevant to the research being carried out by the author. In this study, it is more focused on the achievement of basic competencies regarding cognitive-based news texts at SMPN 1 Klapanunggal.

From the description above, the writer formulates to complete this research, namely 1) how is the level of achievement of basic cognitive competencies in news texts? 2) what are the factors behind the students not achieving the KKM cognitive domain in news texts?

Learning objectives require an understanding of the learning material. The purpose of this study was to determine the level of achievement of basic competence in the cognitive domain of news texts at SMP Klapanunggal class VIII E and class VIII F. The next goal is to find out what causes students to not reach the KKM in the cognitive realm of news texts. Basic competence is an elaboration or elaboration of competency standards that are very meaningful to teachers and valuable for reminding how far the demands of competency targets must be met.

II. Review of Literature

2.1 Cognitive Realm

The cognitive domain of Bloom's taxonomy has been widely used as a basis for developing teaching and learning activities in the classroom for decades (Collins, 2014). Its focus on cognitive goals has been shown to assist teachers in creating meaningful learning events and as a result, valuable learning outcomes (Anderson & Krathwohl, 2001). Taxonomy was first studied in the 1940s because educators had difficulty assessing student progress and abilities in the classroom (Anderson & Krathwohl, 2001; Haghshenas, 2015). As a result, Bloom and the Associate Director of the University of Chicago Examination Board came up with the idea of establishing a framework for determining goals and test items for evaluating students (Krathwohl, 2002).

Cognitive domain refers to mental activity that involves the ability to think about facts, terms, concepts, ideas, relationships, patterns, and conclusions which are divided into six levels of domains (Anderson & Krathwohl, 2001). Cognitive domain includes all models of understanding, namely perception, imagination, capturing meaning, judgment, and reasoning. Cognitive or mental activity, involves the acquisition, storage, retrieval and use of knowledge. The cognitive domain is divided into six major divisions in taxonomy (Bloom, 1956) knowledge, understanding, application, analysis, synthesis, and assessment. Then, (Anderson & Krathwohl, 2001) changing the old taxonomic structure by converting nouns and verbs in categories into verbs exclusively in reflection thinking as an active activity (Tankersley, 2005). (Anderson & Krathwohl, 2001) offers remember, understand, apply, analyze, assess and create as instructional verbs in its latest version. Cognitive competence, on the other hand, takes the form of a concept, fact, procedure, principle, or formula drawn from a collection of knowledge about a subject. Human knowledge development is very important to know and understand because they provide a guide to understand a person's needs and character.

Tabel 1 Taksonomi Anderson dan Krathwohl

Tingkatan	Berpikir Tingkat Tinggi	Komunikasi (<i>communication spectrum</i>)
Menciptakan (<i>Creating</i>)	Menggeneralisasikan (<i>generating</i>), merancang (<i>designing</i>), memproduksi (<i>producing</i>), merencanakan kembali (<i>devising</i>)	Negosiasi (<i>negotiating</i>), memoderatori (<i>moderating</i>), kolaborasi (<i>collaborating</i>)
Mengevaluasi (<i>Evaluating</i>)	Mengecek (<i>checking</i>), mengkritisi (<i>critiquing</i>), hipotesa (<i>hypothesising</i>), eksperimen (<i>experimenting</i>)	Bertemu dengan jaringan/mendiskusikan (<i>net meeting</i>), berkomentar (<i>commenting</i>), berdebat (<i>debating</i>)
Menganalisis (<i>Analyzing</i>)	Memberi atribut (<i>attributeing</i>), mengorganisasikan (<i>organizing</i>), mengintegrasikan (<i>integrating</i>), mensahkan (<i>validating</i>)	Menanyakan (<i>Questioning</i>), meninjau ulang (<i>reviewing</i>)
Menerapkan (<i>Applying</i>)	Menjalankan prosedur (<i>executing</i>), mengimplementasikan (<i>implementing</i>), menyebarkan (<i>sharing</i>).	Posting, blogging, menjawab (<i>replying</i>)
Memahami/mengerti (<i>Understanding</i>)	Mengklasifikasikan (<i>classification</i>), membandingkan (<i>comparing</i>), menginterpretasikan (<i>interpreting</i>), berpendapat (<i>inferring</i>)	Bercakap (<i>chatting</i>), menyumbang (<i>contributing</i>), networking.
Mengingat (<i>Remembering</i>)	Mengenal (<i>recognition</i>), memanggil kembali (<i>recalling</i>), mendeskripsikan (<i>describing</i>), mengidentifikasi (<i>identifying</i>)	Menulis teks (<i>texting</i>), mengirim pesan singkat (<i>instant messaging</i>), berbicara (<i>twittering</i>)
	Berpikir Tingkat Rendah	



Source: (Anderson & Krathwohl, 2001)

Figure 1. Taxonomy Anderson and Krathwohl

Cognitive diagnostic analysis promotes assessment of learning and the learning process as opposed to assessment of learning outcomes. Through providing detailed diagnostic feedback, it can inform teachers to modify classroom instruction and learning, if needed (Ravand & Robitzsch, 2015). Cognitive-based development is a broad term that refers to abilities such as reasoning, remembering, memorizing, solving real-world problems, and developing ideas and creativity. Children's mental and emotional development, as well as their language skills, are affected by cognitive development. The cognitive aspect of child development is one of the most important aspects to know and understand (Bjuri, 2018). The interaction between state and trait anxiety has been discussed in the conceptualization of the standard construct of cognitive test anxiety. Individuals with high levels of cognitive test anxiety had higher levels of trait anxiety, but their state anxiety also increased in evaluative settings, according to this model (Cassady, 2001).

2.2 News Text

Understanding the structure and laws of news texts allows us to better manage them and turn them into something more valuable. News serves as a source of information and insight. To analyze a news, there is something called news elements. The six elements of the news are explained in the 5W + 1H formula. What (what), who (who), where (where), when (when), why (why), and how (how). The six questions are the right way to find news elements.

News texts can be divided into two categories based on their structure or composition: important information and unimportant information. Headlines or news aspects are another term for important information. Key points of information are summarized in 5W + 1H in journalism. These six questions are usually included at the beginning of the news and are referred to as news components. Headlines and news bodies contain this section. The terms "description" or "news tail" refer to less important material. The tail follows the head or news body.

The content in a news story is arranged in the form of an inverted pyramid with this presentation structure. The important parts of the news are at the top, while the usually unimportant details are at the bottom. The relevance of the information is decreasing as a result of the inverted pyramid display structure. Instead, the most important information is found at the very top. As a result, if we don't have enough time to listen to all the information, we can get enough headlines that cover the whole substance of the news just by paying attention to the beginning.

III. Research Method

This study uses qualitative descriptive data and quantitative data. Qualitative methods imply that qualitative data can be collected, collated, interpreted, analyzed, and presented to solve real-world problems (Tracy, 2013).

The survey design examines a sample of the population to produce a quantitative or numerical description of a trend, attitude, or opinion. Researchers generalize or make statements about the population based on sample results (Creswell, 2009). The basic intent of an experimental design is to examine the impact of a treatment (or intervention) on an outcome while controlling for all other factors that might influence that outcome. In experiments, researchers can also identify samples and generalize to populations; however, the basic intent of experimental designs is to examine the impact of a treatment (or intervention) on outcomes while controlling for all other factors that might influence those outcomes. Researchers allocated individuals to groups randomly as a type of control.

The data sources in this study were students of class VIII, class VIII-E and class VIII-F at the Education Unit of SMPN 1 Klapanunggal, Bogor, West Java. Class VIII teacher of SMPN 1 Klapanunggal Education Unit as the main informant in assignment activities at school.

This data collection method is divided into several steps, each of which is interconnected. The data collection procedure has five stages: (1) identifying subjects/participants, (2) research locations, (3) data analysis. According to(Creswell, 2009), qualitative researchers must be mature in identifying participants and research locations as the initial basis for research, (4) seeking access to research subjects/participants and research locations, (5) determining the type of data to be used. sought/obtained, and (6) developed or determined the instrument/method of data collection.

The emphasis on the quantity of data reports submitted, rather than the quantity of data contained within each of them, is one of the most intrinsic and widespread weaknesses in the observational data collection paradigm of the teaching-evaluation paradigm. (Howard, 2022).

IV. Result and Discussion

The research that was developed and studied was the analysis of the achievement of basic cognitive competencies in the news text for class VIII. Based on the syllabus 3.1 Identify the news text elements (boast and motivate) that are heard and read, 3.2 Examine the structure and language of the news text (boast and motivate) that are heard and read by the news. Achievement indicator 3.1.1 Explaining the meaning of news text, 3.1.2 Analyzing news elements (5W + 1H), 3.1.3 Analyzing summary and conclusion of news, 3.1.4 Analyzing the steps for concluding news points, 3.1.5 Identifying Responses to news content, and 3.1.6 Analyzing news text elements (boasting and motivating) that are heard and read.

The quality of the assessment is an important consideration when evaluating the validity and reliability of students' scores on the constructed response items(Borowiec & College, 2019). Basic Competencies (KD) are skills that participants acquire in class for certain subjects. To measure mastery of competencies in accordance with the demands of Competency Standards (SK) and Basic Competencies (KD), teachers must use various methods to evaluate them(Salam, 2018).

The basic competencies that students must achieve consist of understanding what news is, understanding news elements (5W + 1H), summarizing and concluding news, steps for concluding news, responding to news content, and understanding news structure. The achievement profile of the composition of the cognitive competence qualifications of students in the education unit of SMPN 1 Klapanunggal can be shown as follows:

Table 1. Profile of Achievement in Composition of Competency Qualifications for Class VIII-E

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	7.5	7.5	7.5
	2.00	25	62.5	62.5	70.0
	3.00	12	30.0	30.0	100.0
Total		40	100.0	100.0	

The process described above is a method of categorizing data using hypothetical statistics (Azwar, 2012). The use of hypothetical data as a reference with measuring instruments. The use of this procedure requires that the measuring instrument used is a validated measuring instrument.

The average score on the competency qualifications for class VIII-E is 79.8. The qualifications for achieving basic competence in the cognitive domain are grouped into three groups, namely the low group, the medium group and the high group. Where for each value range, the low group scores <74, the medium group 74 – 83, and the high group 83>. In the low group, the achievement of basic cognitive competence is 7.5%, the medium group is 62.5%, and the high group is 30%. The values above indicate that the basic competencies 3.1 Identify the elements of news texts (boast and motivate) that are heard and read, 3.2 Examine the structure and language of news texts (boast and motivate) which are heard and read by news are achieved, because the value of the low group is only 3 students, 7.5%. The minimum completeness criterion (KKM) that has been determined by the teacher of SMPN 1 Klapanunggal for class VIII Indonesian students is 75. From the results of the daily test above, there are 5 (five) students who have not yet reached the KKM that has been determined.

After getting the achievement profile data above, students who are in the low category and have not reached the KKM, it turns out that what causes the low average achievement of basic cognitive competencies is that students find it difficult to identify news elements and examine news structures. Competence 3.2 Examine the structure of the news and the language of the news text (boasting and motivating) that the news hears and reads.

The researcher interviewed the five students who had not yet reached the KKM in the cognitive realm of news texts, the results of the interviews, the researchers concluded that students were lazy to read and when the teacher explained they did not pay attention to the teacher's explanation, so they did not understand about identifying news elements and examining the structure of the news, which headlines, news bodies, and news tails. Then the teacher re-explains the news material in depth to the student, gives advice, and motivates students.

Table 2. Achievement Profile of Class VIII-F Competency Qualification Composition
Composition of Student Competency Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.5	2.5
	2.00	20	50.0	52.5
	3.00	19	47.5	100.0
Total		40	100.0	

The average score on the competency qualifications for class VIII-F is 80.2. The qualifications for achieving basic competence in the cognitive domain are grouped into three groups, namely the low group, the medium group and the high group. In each value range, the low group scored <63.3, the medium group was 63.4 – 81.6 and the high group was 81.7>. In the low group, the achievement of basic cognitive competence is 2.5%, the medium group is 50%, the high group is 47.5%. The values above indicate that the basic competencies 3.1 Identify the elements of news texts (boast and motivate) that are heard and read, 3.2 Examine the structure and language of news texts (boast and motivate) which are heard and read by news are achieved, because the value of the low group is only 1

student, 2.5%. The minimum completeness criterion (KKM) that has been determined by the teacher of SMPN 1 Klapanunggal for Indonesian class VIII is 75. From the results of the daily test above, there are 3 (three) students who have not yet reached the KKM that has been determined.

After getting the achievement profile data above, students who are in the low category and have not reached the KKM, it turns out that what causes the low average achievement of basic cognitive competencies is that students find it difficult to study news structures. Competence 3.2 Examine the structure of the news and the language of the news text (boasting and motivating) that the news hears and reads.

The researcher interviewed the three students who had not reached the KKM cognitive domain of news texts, the results of the interviews, the researchers concluded that students were lazy to read and when the teacher explained they did not pay attention to the teacher's explanation, so they did not understand about studying the structure of the news, which news headlines, news agencies, and news tail. Then the teacher re-explains the news material in depth to the student, gives advice, and motivates students.

The factor behind the students not achieving the KKM cognitive domain of eight students, five students of class VIII E and three students of class VIII F is that they really don't like the Indonesian language subject so that when the teacher explains the material they don't pay attention. Such students must be continuously motivated by the teacher that all subjects are important. From the results of this study, the researcher explained to the teacher the eight students to continue to be guided and motivated by the teacher. Both parents, homeroom teachers at school, and teachers from their respective fields of study, especially for Indonesian language teachers.

Next, the researcher analyzes the frequency, to find out whether the distribution of this data is normal or not. Frequency analysis on the value of basic competencies regarding cognitive domain news texts. Frequency analysis was used to calculate the frequency of data on variables, to analyze the statistics of percentile values, central tendency, dispersion, and distribution, and to display graphs.

Table 3. Frequency Analysis

		Statistics	
		Nilai kelas VIII E	Nilai kelas VIII F
N	Valid	40	40
	Missing	0	0
Mean		79,8500	80,1750
Std. Error of Mean		,86717	1,43486
Median		79,5000	80,0000
Mode		78,00 ^a	75,00 ^a
Std. Deviation		5,48448	9,07487
Variance		30,079	82,353
Skewness		-,360	-1,210
Std. Error of Skewness		,374	,374
Kurtosis		1,320	5,048
Std. Error of Kurtosis		,733	,733
Range		27,00	55,00
Minimum		65,00	45,00
Maximum		92,00	100,00
Sum		3194,00	3207,00

a. Multiple modes exist. The smallest value is shown

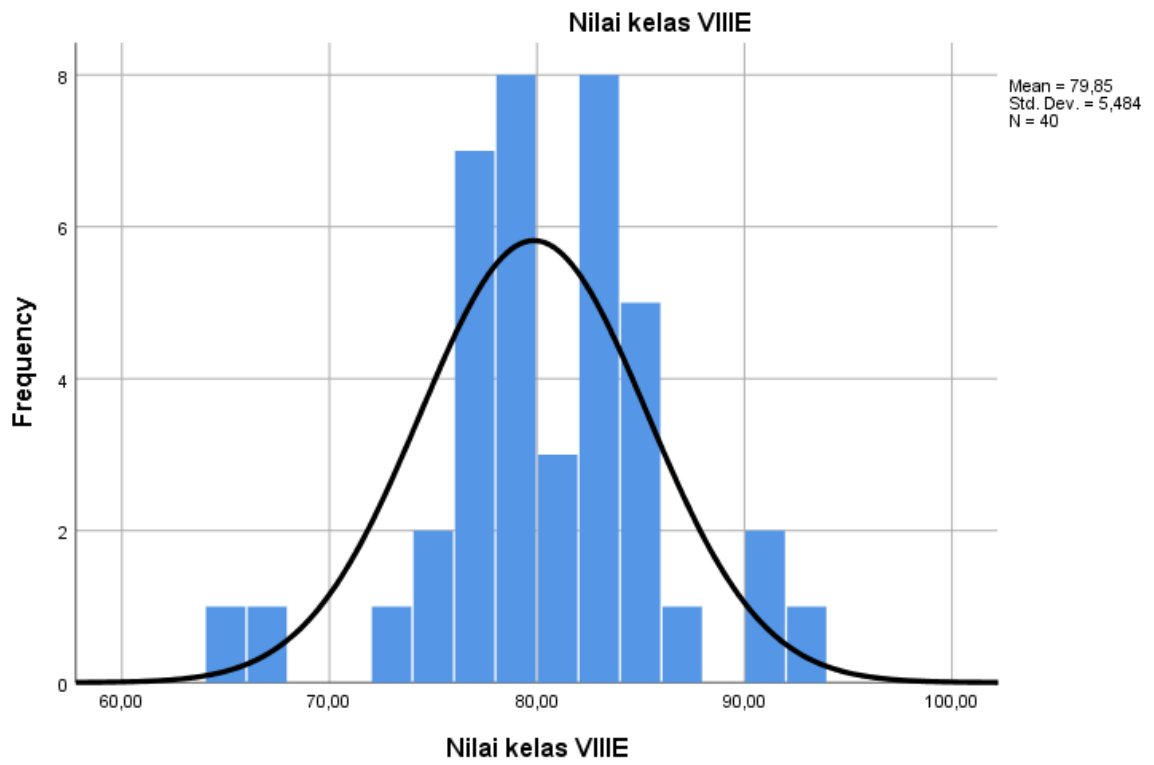


Figure 1. Output Histogram Class VIIIE

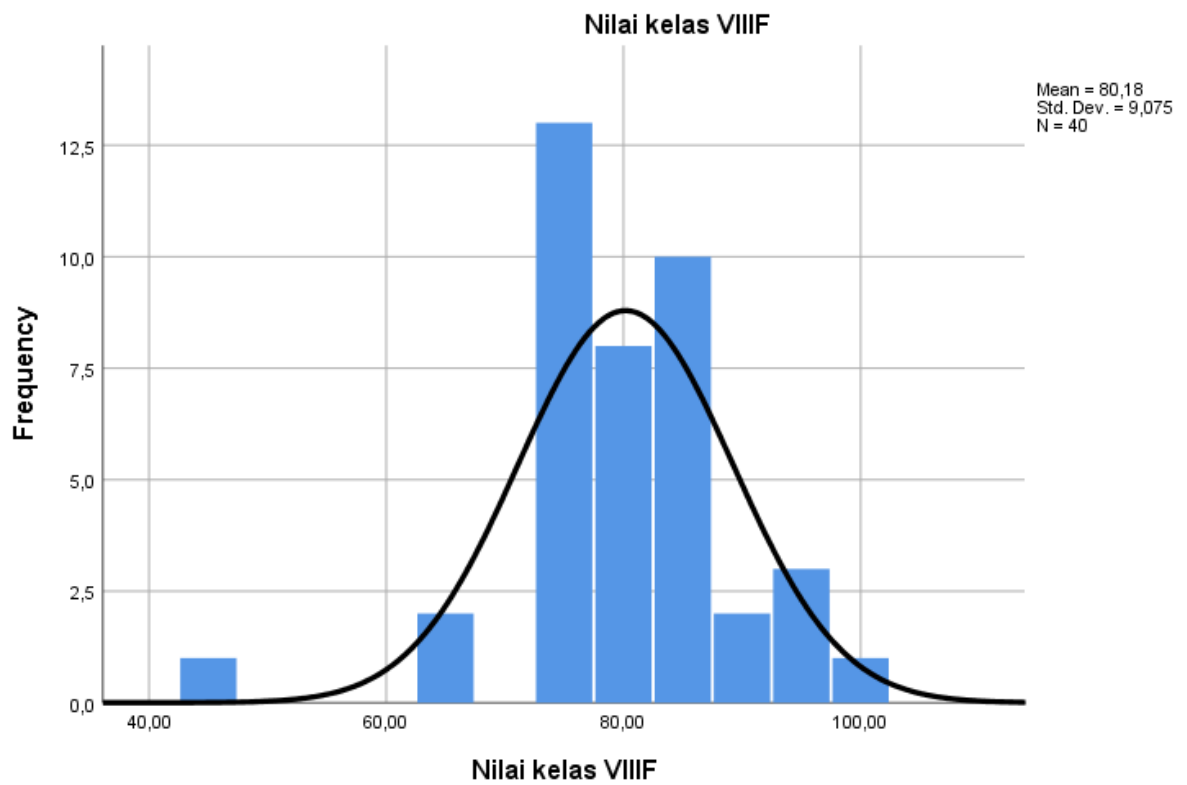


Figure 2. Output of Class VIIIF . Histogram Results

The output results above explain the frequency of the data. It can be seen that the lowest grade VIII E is 65 with a total of 1 student and a percentage of 2.5%. Then the highest grade VIII E is 92 with a total of 2.5%. Standard error of mean, which is the standard error for the population estimated from the sample using the mean size. The standard error of mean for class VIII E is 0.86717. The standard deviation is a measure of the spread of data from the average with a value of 5.48448.

Output histogram describes the graph of the data and to see whether the data distribution is normal or not. For the measurement of data normality, if the histogram graph follows a normal curve that forms mountains or bells, then the data is normally distributed. From Figure 1, the histogram can be seen that the data for class VIII E the histogram graph still follows the normal curve, so it can be said that the data is normally distributed.

The output results above explain the frequency of the data. It can be seen that the lowest grade VIII F is 45 with a total of 1 student and a percentage of 2.5%. Then the highest grade VIII F is 100 with a total of 2.5%. Standard error of mean, which is the standard error for the population estimated from the sample using the mean size. The standard error of mean for class VIII F is 1.43486. The standard deviation is a measure of the spread of data from the average with a value of 9.07487.

Output histogram describes the graph of the data and to see whether the data distribution is normal or not. For the measurement of data normality, if the histogram graph follows a normal curve that forms mountains or bells, then the data is normally distributed. From Figure 1 it can be seen that the histogram graph class VIII F value data still follows a normal curve so that it can be said that the data is normally distributed.

Difficulties in achieving the basic competencies of cognitive-based news texts were examined. The results of achieving the basic skills of news material in the cognitive domain are repeated by simulating the questions that must be answered by students. The teacher then assessed all the student answer sheets, which consisted of five students from class VIII E and three from class VIII F.

V. Conclusion

Based on the analysis of the learning implementation process and the process of achieving basic competence in Indonesian language subjects using news material, the following conclusions are obtained:

The achievement of basic competence in Indonesian language subjects in news material has been achieved. Class VIII E there are five students who have not reached the KKM and 7.5% is in the low category. Class VIII F there are three students who have not reached the KKM and 2.5% is in the low category.

Frequency analysis describes the frequency of the data. It can be seen that the lowest grade VIII E is 65 with a total of 1 student and a percentage of 2.5%. Then the highest grade VIII E is 92 with a total of 2.5%. The results of the frequency analysis explain the frequency of the data. It can be seen that the lowest grade VIII F is 45 with a total of 1 student and a percentage of 2.5%. Then the highest grade VIII F is 100 with a total of 2.5%. The learning process must prioritize the achievement of each basic competency as an evaluation material for learning outcomes.

References

- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assesing: A revision of Bloom's Taxonomy of Education Objectives*. Addison Wesley Lonman Inc.
- Astuti, R.W., Waluyo, H.J., and Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 215-219.
- Azhar,A. (2018). Students' Trends in Islamic Communication Postgraduate in2010-2016 State Islamic University of North Sumatera (UINSU). *Budapest International Research and Critics Institute (BIRCI-Journal)*, P.206-214.
- Azwar, S. (2012). *Penyusunan Skala Psikologi edisi 2*. Pustaka Pelajar.
- Bintari, N. L. G. R. P., Sudiana, I. N., & Bagus Putrayasa, I. (2014). Pembelajaran Bahasa Indonesia Berdasarkan Pendekatan Saintifik (Problem Based Learning) Sesuai Kurikulum 2013 Di Kelas Vii Smp Negeri 2 Amlapura. *E- Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 3(1), 1–10.
- Bloom, B. S. (1956). *Taxonomy of educational objectives: Cognitive domain*. Longman.
- Borowiec, K., & College, B. (2019). Using rater cognition to improve generalizability of an assessment of scientific argumentation. *Practical Assessment, Research and Evaluation*, 24(6). <https://doi.org/10.7275/ey9d-p954>
- Bujuri, D. A. (2018). Analisis Perkembangan Kognitif Anak Usia Dasar dan Implikasinya dalam Kegiatan Belajar Mengajar. *LITERASI (Jurnal Ilmu Pendidikan)*, 9(1), 37. [https://doi.org/10.21927/literasi.2018.9\(1\).37-50](https://doi.org/10.21927/literasi.2018.9(1).37-50)
- Cassady, J. C. (2001). The stability of undergraduate students' cognitive test anxiety levels. *Practical Assessment, Research and Evaluation*, 7(20), 2000–2001. <https://doi.org/https://doi.org/10.7275/e71s-hc18>
- Collins, R. (2014). Skills for the 21st Century: teaching higher-order thinking. *Curriculum & Leadership Journal*, 12(14). http://www.curriculum.edu.au/leader/teaching_higher_order_thinking,37431.html?is_sueID=12910
- Creswell, J. W. (2009). *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*. In SAGE Publications. SAGE Publications. <https://doi.org/10.2307/1523157>
- Haghshenas, Z. (2015). Case studies in three domains of learning: Cognitive, affective, psychomotor. *World Academy of Science, Engineering and Technology, International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 2104–2107.
- Herman, U., Rochman, C., & Maslani, M. (2020). Model evaluasi ketercapaian kompetensi dasar qur'an hadits berbasis kognitif pada pembelajaran pendidikan agama islam. *JINoP (Jurnal Inovasi Pembelajaran)*, 6(2), 136–148. <https://doi.org/10.22219/jinop.v6i2.8575>
- Hidayat, R. (2017). Pengaruh Model Pembelajaran Picture and Picture terhadap Kemampuan Menulis Karangan Deskripsi Siswa Kelas VII SMP Nurul Azman Gunung Putri Bogor. *Deiksis*, 9(03), 385. <https://doi.org/10.30998/deiksis.v9i03.953>
- Hidayat, R., & Rahman, F. (2019). Pengaruh Pengetahuan Sastra Terhadap. 02, 88–91.
- Howard, J. N. (2022). Gauging Teaching Performance: Observational Sampling Opportunity, Reliability, and the Manifestation of True-Response Data. *Practical Assessment, Research, and Evaluation*, 27. <https://doi.org/https://doi.org/10.7275/wtfm-en35>

- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practices*, 41(4), 212–218.
- Lubis, R., et al. (2019). Survival Strategy for Lokan Seekers in Paya Pasir Village, Kec. Marelan, Medan, Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 2, No 1, Page: 293-303.
- Permendiknas. (2006). Pengembangan Standar Kompetensi Dasar.
- Pradana, D. A., et al. (2020). Nasionalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* Volume 3, No 4, Page: 4026-4034.
- Ratnawulan, E., & Rusdiana, H. A. (2014). *Evaluasi Pembelajaran*. Pustaka Setia.
- Ravand, H., & Robitzsch, A. (2015). Cognitive diagnostic modeling using R. *Practical Assessment, Research and Evaluation*, 20(11), 1–12. <https://doi.org/https://doi.org/10.7275/5g6f-ak15>
- Salamah, U. (2018). Penjaminan Mutu Penilaian Pendidikan. *EVALUASI:Jurnal Manajemen Pendidikan Islam*, 2(1), 274–293.
- Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 3, No 2, Page: 1105-1113
- Supriyadi. (2013). *Evaluasi Pembelajaran Bahasa Indonesia*. In UNG Press Gorontalo. https://scholar.google.co.id/scholar?cluster=5059232428618740961&hl=id&as_sdt=2005&scioldt=0,5
- Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading*. ASCD.
- Tracy, S. J. (2013). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (Vol. 43, Issue 1). Wiley-Blackwell. <https://doi.org/10.5613/rzs.43.1.6>