

Development of Attitude Competency Assessment Instruments: Guidelines for the Integration of Spiritual and Social Attitudes

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Abstract. One of the obstacles to attitude assessment is the absence of an integrated guideline between the assessment of spiritual attitudes and social attitudes. This paper is intended to analyze the development of a student attitude assessment instrument and test its feasibility as a guide. This objective is studied through development research by modifying the model from Plomp, Cennamo & Kalk. The instrument's validity and reliability were based on empirical data testing on students and their friends at SMA 1 Semarang. The level of discrimination and item validity was tested using Pearson Correlation and SPSS version 21, and the reliability test was calculated using Cronbach's Alpha. This study shows that the indicator instrument for assessing spiritual and social attitudes is valid, and most students give very good responses. The average result of this assessment shows a self-rated spiritual attitude of 3.70; social attitude by oneself (3,44); spiritual attitude by friends (3,61); and social attitude between friends (3,66). The feasibility test of the validity of the instrument items has reached the value of r arithmetic $> r$ table, and the reliability of all indicators of this study shows a value greater than 0.6. This confirms that the respondents' answers from all the variables of this study are reliable and worthy of being used as an integrative assessment guide between spiritual attitudes and social attitudes.

Keywords: guidelines; instruments; attitudes; spiritual; social

1 Introduction

Implementing attitude assessment in the Islamic learning system often has obstacles (Ismaili, 2021). This assessment problem is caused by the difficulty of directing students to instill a good attitude in accordance with the learning objectives. A large number of students in one class and the limited time available for assessment also add to the problem of attitude assessment. This problem, as reported by Eliterius Sennen, is also supported by the low motivation, awareness and enthusiasm of teachers in developing self-quality accompanied by a (mental) desire to seek convenience (Sennen, 2017: 21). This results in the teacher's low understanding of attitude assessment. Affective assessment is often neglected in educational assessment (Gerlaugh et al., 2007; Saxon et al., 2008). In addition, attitude assessment instruments do not have standards based on needs analysis and are separate between spiritual attitude assessment instruments and social attitudes (Sudiana, Sastrawidana, and Antari, 2018: 69).

On the other hand, attitude assessment, one of the learning assessment domains, must be carried out in an authentic and integrated manner. The current curriculum demands that learning assessments be carried out in an authentic manner. The assessment must cover all areas of competence that students must possess, namely competence in the realm of attitudes,

knowledge, and skills. In this assessment, a teacher assesses learning at the end and at the beginning of learning. Assessment is carried out from the start of the learning process until the end of the learning process. Authentic assessment is able to provide an overview of improving student learning outcomes, both in the context of observing, asking questions, reasoning, and trying, as well as in order to communicate learning material, including material aspects of attitudes.

This study aims to develop an integrative attitude assessment instrument between spiritual and social attitudes. This goal is achieved by describing the attitude assessment carried out in schools. The results of the assessment are used as the basis for developing a new instrument of attitude assessment. The results of the instrument development were analyzed and tested for feasibility as a guide for assessing student attitudes. The instrument was developed in an integrative manner which includes aspects of spiritual attitudes and social attitudes. Integrating these two competencies is an important attitude because it can lead to character-based thematic-integrative learning patterns. This attitude competency assessment guide will be useful for teachers in carrying out their duties. The application of the instrument will be able to produce a more accurate assessment and describe the actual competencies possessed by students.

This study is discussed through development research developed by Bord and Gall. This development model is grouped into 3 stages: (1) preliminary study stage, (2) development stage and (3) presentation stage. The number of statements of self-assessment of spiritual attitudes is 25 statements, and the number of statements of self-assessment of social attitudes is 28 statements, while the number of statements of assessment among friends of spiritual attitudes is 24 statements, and the number of statements of assessment of friends of social attitudes is 28 statements. Field trials were carried out on students of SMA Negeri 1 Semarang. The questionnaire was given directly by the researcher through Google Form with a total accumulated number of 415 students found in the field, which were divided into 137 students on the spiritual attitude indicator, 117 students on the social attitude indicator, 82 students on the spiritual attitude indicator between friends and 79 students on the inter-friend indicator.

Statements are developed based on aspects of social attitudes and spiritual aspects. Pearson Correlation tested its validity with a significance level of 5% at $r_{count} > r_{table}$. The instrument's reliability was tested with Cronbach's Coefficient Alpha with a standard greater than 0.6. Then the answers from respondents to the questionnaire as a measuring tool were assessed and declared reliable. If the value of Cronbach's Coefficient Alpha is less than 0.6. The reliability coefficient calculation was carried out using the SPSS version 21 program.

The product specifications that are expected in the development of this assessment competence are that: (1) The assessment instrument developed can facilitate teachers in providing assessments; (2) The assessment instrument does not change the types of assessments that have been determined; (3) The assessment instrument developed in accordance with the established PAI lesson assessment standards; and (4) The products produced are closed observations, self-assessment sheets and wide assessments between friends. The development of this instrument is based on the following assumptions: (1) the Development of an assessment instrument that refers to the attitude assessment rubric; (2) the Development of assessment instruments in order to improve the quality (validity and reliability) of attitude assessment; (3) The limitation of developing this assessment instrument is that the development of an assessment instrument is only an attitude assessment (social and spiritual).

2 Attitudes: Competencies, Assessment Indicators and Instruments

Attitudes are beliefs that are translated into action on desired objects (Schwartz, 1992). Attitude, in the perspective of Social Psychology, is seen as a positive or negative evaluation of reactions to objects, people, situations or other aspects, and allows us to predict and change people's behaviour (Atkinson et al. 1996: 606). Attitude is divided into two models, namely (1) Attitude as a combination of affective, cognitive and connotation (Definition of three components), (2) Attitude as a positive or negative assessment of a certain object that is expressed with a certain intensity (Eagly and Chaiken, 1993 in (Rahman, 2014). Therefore, attitude is a brief evaluation of everything based on cognitive, emotional, and behavioural information (Omran, 2014). Explicit and implicit attitudes can influence a person in processing information until behaviour changes occur (Lee, Martin, Thomas). , Guillaume, & Maio, 2015). According to Azjen (1989) in Schröder & Wolf (2015), attitude consists of cognitive, affective, and conative aspects. Attitude is everything and becomes a window to the world. Everything we achieve is based on subconscious beliefs.

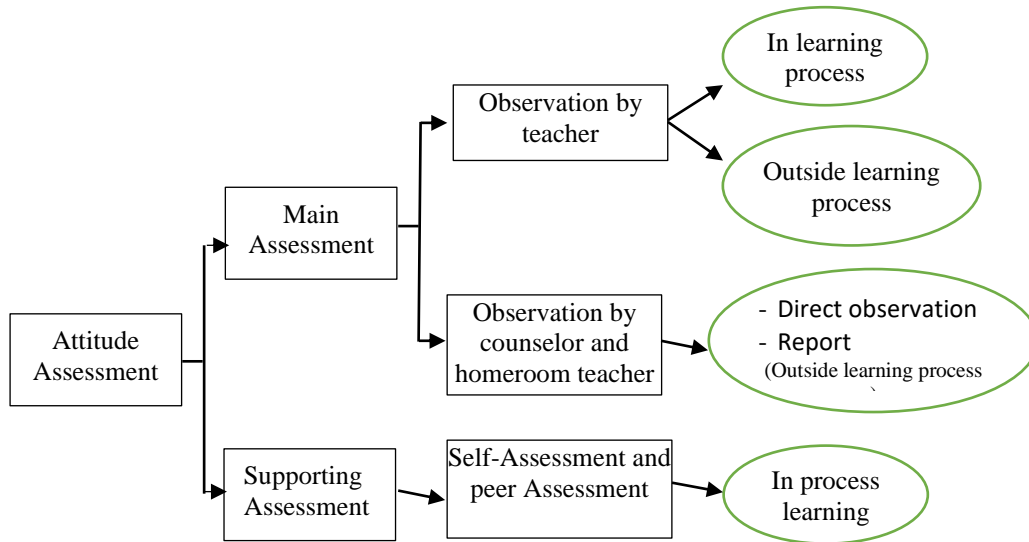
In the Indonesian education system, attitudes that are emphasized in learning include spiritual and social attitudes. Spiritual attitude is a person's reaction that is vertical, divine, belief, or religious on the object that is sensed. There are three values of spiritual attitude: faith, piety, and gratitude to Allah swt. Faith and piety are two words that cannot be separated. Faith is defined as an integral part of heart belief, verbal acknowledgement of that belief, and the realization of that belief and acknowledgement in concrete actions. As for piety, it is often interpreted as an act of obeying orders and staying away from Allah's prohibitions. That is used as an indicator in assessing a competency that students must possess.

Indications of the achievement of student competence in learning must, of course, be supported by an assessment process that is in accordance with the aspects that need to be assessed. Making the right assessment is a skill that must be possessed by a teacher (Inayah, Rosidin and Wahyudi, 2015: 118). To conduct an assessment, teachers must master good pedagogical competencies. Pedagogical competence is teachers' ability to understand students' character, plan lessons, implement learning, evaluate learning outcomes, and develop students to actualize them as competencies they have. Competence in planning teaching and learning programs, according to Joni, the ability to plan teaching-learning programs includes the ability to: (a) plan the organization of teaching materials, (b) plan the management of teaching and learning activities, (c) plan class management, (d) plan the use of media and teaching resources and € planning student achievement assessments for teaching purposes (Joni, 1984).

Student attitude assessment emphasises attitude more (Pinto and Fernandez-Pascual, 2019: 370–86). Individual and group behaviour shows many differences. This attitude competence is an effort made by the teacher to find out the process and learning outcomes of students related to the mastery of the competencies taught by the teacher. Assessment is one of the key components of school education for the purpose of measuring student learning outcomes and teaching effectiveness (Wing Ng, Yee Wan Kwan, and Ka Hio Huey Lei, 2020: 275–92). The attitude assessment is carried out through a tool in the form of an assessment instrument.

Teachers use attitude assessment instruments to assess students' attitudes. The assessment instrument used by educators is in the form of assessment in the form of tests, observations, individual or group assignments, or other forms that are in accordance with the competence and level of development of students. Instrument development is oriented to help complement teacher shortages in the field of assessment. The more positive the teacher's attitude towards a particular assessment method, the greater the teacher's desire to apply the assessment, even though there are differences in attitudes and practices in the classroom

(Kitiashvili, 2014: 163–75). Attitude assessment is carried out by means of observation or other relevant techniques. Other assessment techniques can use instruments such as self-assessment sheets and assessment sheets between friends. Self-assessment and peer assessment can be carried out in the context of fostering and forming the character of students, the results of which can be used as confirmation data from the results of the attitude assessment by students. Attitude assessment is illustrated in the attitude assessment scheme:



3 Development of Attitude Assessment Instruments

Assessment instruments should be developed based on validity and reliability. Validity is measured directly by factor analysis, and reliability is measured by reliability analysis. The working principle of factor analysis is that closely related statements will express one or more thoughts. If the statement items are not correlated, then the item does not need to be analyzed further. Assessment is a process of gathering information about the achievement of student learning outcomes in attitude competence, social competence, knowledge competence and skills carried out by teachers in a planned and systematic manner.

Item discrimination in this study is a description or explanation of the results of primary data collection in the form of a questionnaire that research respondents have filled out. The questionnaire contains 105 statements consisting of 25 statements for indicators of spiritual attitudes, 28 for indicators of social attitudes, 24 for indicators between friends of spiritual attitudes and 28 for indicators between friends of social attitudes. Most of the students gave very good responses to the spiritual attitude self-assessment indicator, with an average value of 3.70. most of the students gave very good responses to the assessment indicators among friends of spiritual attitudes, with an average value of 3.61. most of the students gave very good responses to the assessment indicators among friends of social attitudes, with an average value of 3.66.

4 Assessment Instrument Test Results

Testing the validity of the spiritual attitude self-assessment indicator using SPSS version 21 on 137 students, it can be concluded that all of the statement items have a significance level less than 0.05 and $r_{count} > r_{table}$. So that the instruments of all statement items are valid and can be used in this study. To test the validity of the social attitude self-assessment indicator using SPSS version 21 on 117 students, it can be concluded that all of the statement items have a significance level less than 0.05 and $r_{count} > r_{table}$. The instruments of all statement items are valid and can be used in this study. Table 1 is the basis for the discussion.

Table 1. Results of Validity Test of Spiritual Attitude Self-Assessment Indicators

Indicator	Significant α	Validity Standard	r_{hitung}	r_{tabel}	Notes	Indicator	Significant α	Validity Standard	r_{hitung}	r_{tabel}	Notes
Item 1	0,000	0,05	0,500	0,167	Valid	Item 14	0,000	0,05	0,590	0,167	Valid
Item 2	0,000	0,05	0,416	0,167	Valid	Item 15	0,000	0,05	0,609	0,167	Valid
Item 3	0,000	0,05	0,457	0,167	Valid	Item 16	0,000	0,05	0,553	0,167	Valid
Item 4	0,000	0,05	0,384	0,167	Valid	Item 17	0,000	0,05	0,411	0,167	Valid
Item 5	0,000	0,05	0,523	0,167	Valid	Item 18	0,000	0,05	0,526	0,167	Valid
Item 6	0,000	0,05	0,509	0,167	Valid	Item 19	0,000	0,05	0,540	0,167	Valid
Item 7	0,000	0,05	0,492	0,167	Valid	Item 20	0,000	0,05	0,629	0,167	Valid
Item 8	0,000	0,05	0,607	0,167	Valid	Item 21	0,000	0,05	0,526	0,167	Valid
Item 9	0,000	0,05	0,645	0,167	Valid	Item 22	0,012	0,05	0,214	0,167	Valid
Item 10	0,000	0,05	0,652	0,167	Valid	Item 23	0,000	0,05	0,383	0,167	Valid
Item 11	0,000	0,05	0,546	0,167	Valid	Item 24	0,010	0,05	0,220	0,167	Valid
Item 12	0,000	0,05	0,619	0,167	Valid	Item 25	0,002	0,05	0,267	0,167	Valid
Item 13	0,000	0,05	0,549	0,167	Valid						

Testing the validity of the assessment indicators among friends of spiritual attitudes using SPSS version 21 on 82 students, it can be concluded that all of the statement items have a significance level less than 0.05 and $r_{count} > r_{table}$. This is shown by table 2.

Table 2. Validity Test Results of Assessment Indicators Between Friends of Spiritual Attitude

Indicator	Significant α	Validity Standard	r_{hitung}	r_{tabel}	Notes	Indicator	Significant α	Validity Standard	r_{hitung}	r_{tabel}	Notes
Item 1	0,000	0,05	0,625	0,217	Valid	Item 13	0,000	0,05	0,664	0,217	Valid
Item 2	0,000	0,05	0,742	0,217	Valid	Item 14	0,000	0,05	0,662	0,217	Valid
Item 3	0,000	0,05	0,669	0,217	Valid	Item 15	0,000	0,05	0,668	0,217	Valid
Item 4	0,005	0,05	0,304	0,217	Valid	Item 16	0,000	0,05	0,549	0,217	Valid
Item 5	0,001	0,05	0,370	0,217	Valid	Item 17	0,000	0,05	0,577	0,217	Valid
Item 6	0,000	0,05	0,633	0,217	Valid	Item 18	0,000	0,05	0,625	0,217	Valid
Item 7	0,000	0,05	0,635	0,217	Valid	Item 19	0,000	0,05	0,426	0,217	Valid
Item 8	0,000	0,05	0,612	0,217	Valid	Item 20	0,000	0,05	0,649	0,217	Valid
Item 9	0,000	0,05	0,671	0,217	Valid	Item 21	0,000	0,05	0,668	0,217	Valid
Item 10	0,000	0,05	0,636	0,217	Valid	Item 22	0,000	0,05	0,707	0,217	Valid
Item 11	0,000	0,05	0,697	0,217	Valid	Item 23	0,000	0,05	0,665	0,217	Valid
Item 12	0,000	0,05	0,594	0,217	Valid	Item 24	0,000	0,05	0,606	0,217	Valid

The instruments of all statement items are valid and can be used in this study. test the validity of indicators Assessment among friends of social attitudes using SPSS version 21 on 79 students it can be concluded that all of the statement items have a significance level less than 0.05 and $r_{count} > r_{table}$. So that the instruments of all statement items are valid and can be used in this study. This is shown by the data in the following table 3.

Table 3 Results of the Validity Test of Assessment Indicators Between Friends of Social Attitudes

Indicator	Significant α	Validity Standard	r_{hitung}	r_{tabel}	Notes	Indicator	Significant α	Validity Standard	r_{hitung}	r_{tabel}	Notes
Item 1	0,000	0,05	0,468	0,221	Valid	Item 15	0,000	0,05	0,605	0,221	Valid
Item 2	0,000	0,05	0,649	0,221	Valid	Item 16	0,000	0,05	0,467	0,221	Valid
Item 3	0,000	0,05	0,730	0,221	Valid	Item 17	0,000	0,05	0,657	0,221	Valid
Item 4	0,000	0,05	0,622	0,221	Valid	Item 18	0,000	0,05	0,578	0,221	Valid
Item 5	0,000	0,05	0,664	0,221	Valid	Item 19	0,000	0,05	0,517	0,221	Valid
Item 6	0,000	0,05	0,564	0,221	Valid	Item 20	0,000	0,05	0,545	0,221	Valid
Item 7	0,000	0,05	0,576	0,221	Valid	Item 21	0,000	0,05	0,660	0,221	Valid
Item 8	0,000	0,05	0,573	0,221	Valid	Item 22	0,000	0,05	0,647	0,221	Valid
Item 9	0,000	0,05	0,443	0,221	Valid	Item 23	0,000	0,05	0,637	0,221	Valid
Item 10	0,000	0,05	0,587	0,221	Valid	Item 24	0,000	0,05	0,721	0,221	Valid
Item 11	0,000	0,05	0,645	0,221	Valid	Item 25	0,000	0,05	0,457	0,221	Valid
Item 12	0,000	0,05	0,595	0,221	Valid	Item 26	0,000	0,05	0,580	0,221	Valid
Item 13	0,000	0,05	0,608	0,221	Valid	Item 27	0,000	0,05	0,575	0,221	Valid
Item 14	0,000	0,05	0,670	0,221	Valid	Item 28	0,000	0,05	0,557	0,221	Valid

The reliability test shows that all the indicators of this research show a value greater than 0.6, so the respondents' answers from the research variables are reliable, so they can be used for further research.

Table 4.9. Reliability Test Results

Variable	<i>Cronbach's Alpha</i>	Limitation	Note
Spiritual Attitude Self-Assessment	0,837	0,6	Reliable
elf-Assessment Social Attitude	0,926	0.6	Reliable
Assessment Between Friends Spiritual Attitude	0,918	0.6	Reliable
Assessment Between Friends Spiritual Social Attitude	0,925	0.6	Reliable

Source: Main data analyzed by SPSS

These data indicate that the development of attitude competency assessment instruments is done at any time. Attitude assessment is not only carried out by teachers but by students, counsellors, and all stakeholders in the school. Because teaching and learning activities use a combined online-offline system. In attitude assessment, direct and indirect observations are used. When offline learning, students' attitudes are assessed from first entering the gate to leaving the gate in terms of discipline, responsibility, caring attitude (mutual cooperation, cooperation, peace tolerance), honesty, politeness, responsiveness and proactiveness. Discipline in attendance and discipline in working on and sending assignments that are embedded in e-learning sidigdaya.com. Assessment development is carried out 2 or 3 times in 1 semester. Development of assessment instruments is BK teachers, subject teachers, homeroom teachers and all stakeholders involved in the learning process at SMA 1 Semarang and parents of students. The instruments developed are self-assessment and peer-assessment instruments. However, the feasibility of the instrument has not been carried out.

The development of the student attitude competency assessment instrument proved that all statements on the spiritual attitude self-assessment indicator instrument were valid. Most students gave very good responses, with an average value of 3.70. In addition, the statement items on the social attitude self-assessment indicator instrument are valid, and most students give very good responses with an average value of 3.44. The statement items on the assessment instrument indicator among friends of spiritual attitudes are valid, and most students give a very good response with an average value of 3.61. Likewise, all statement items on the assessment indicator instrument among friends of social attitudes are valid and most of the students gave a very good response with an average value of 3.66.

The feasibility of the attitude assessment instrument tested shows that the statement that has been made is valid based on the validity test that has been carried out using SPSS version 21, the statement is valid because $r_{count} > r_{table}$ and the reliable test is carried out using SPSS version 21, Cronbach's Alpha values of all indicators this study shows a value greater than 0.6 then the respondents' answers from the research variables are reliable.

5 Conclusion

The test results of the instrument developed for the assessment of the competence of spiritual and social attitudes of students themselves as well as assessments between friends showed high validity with an average value of 3.44 - 3.70 for a scale of 0-4. The feasibility of this instrument was tested using SPSS version 21 and showed a valid statement because $r_{count} > r_{table}$. Reliability tested with Cronbach's Alpha stated that all indicators were greater than

0.6. This indicates the feasibility of the instrument as a guide for the integrative assessment of spiritual and social attitudes.

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