

Validity Of RPP and Syllabus Learning Tools Based On 5.0 Using WordPress Websites in Economic Lessons for SMA Se-West Sumatera

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Abstract. This study aims to analyze the validity of lesson plans and syllabus learning tools in Economics Subjects using WordPress media at SMA Negeri Sumatra Barat. The type of research in this research is research and development (R&D). Researchers conducted research and development of Economics Subjects in West Sumatra High School. The instrument used for this research is a closed questionnaire with validity test, practical test, effectiveness test and assessment of student learning outcomes using descriptive analysis. The results showed that the validity test was assessed by three expert validators, namely media experts, linguists and material experts: The validity test from the media expert assessment obtained a validation value of 93.18% very valid criteria and linguists with a validation value of 93.75% very criteria valid and material experts with a validation value of 94.54% very valid criteria. (2) Test the effectiveness of student assessments obtained a value of 86.7% very effective criteria, (3) Student learning outcomes with learning outcomes as many as 25 people (83.3%) are in the effective category with an average of 82 already crossing the KKM limit, namely 75.

Keywords: RPP; Syllabus Learning; WordPress Websites

1 Introduction

In keeping up with the times, education has a very important role in improving one's personal progress, the progress of an area and even the progress of a country so that certain steps are needed to improve the quality of education. Improving the quality of education has been carried out by various parties, both by schools, related agencies and even the Indonesian government has implemented the National Education Standards regulated in Government Regulation of the Republic of Indonesia (PP RI) number 19 of 2005) number 19 of 2005 concerning National Education Standards. minimum that every school must have in order to meet school standards.

Standards for education and education personnel are one of the eight existing standards, in this case including improving the quality of teachers. The progress of education in Indonesia is very dependent on the success of learning carried out by teachers in schools. Because learning is the heart of the educational process in educational institutions. The achievement of the learning process is the professional responsibility of the teacher, for example through the creation of meaningful learning experiences for students and the facilities obtained by students

to achieve maximum learning outcomes. Learning outcomes that include adequate knowledge, skills and attitudes so that they are able to compete and be independent.

Learning Devices are things that must be prepared by teachers before carrying out learning. Devices are tools or equipment, while learning is a process or way of making people learn. According to (Zuhdan, 2013) learning tools are tools or equipment to carry out processes that allow educators and students to carry out learning activities. Learning tools become a guide for teachers in carrying out learning both in the classroom, laboratory or outside the classroom. Suhadi stated that learning tools are a number of materials, tools, media, instructions and guidelines that will be used in the learning process.

Learning tools are a collection of learning resources that allow teachers and students to carry out learning activities. In (Permendikbud No. 65 of 2013) concerning Standards for Primary and Secondary Education, it is stated that the preparation of learning tools is part of the preparation of learning tools. Learning planning is designed in the form of a syllabus and lesson plans that refer to content standards. In addition, in learning planning, media and learning resources, assessment tools and learning scenarios are also prepared.

From the description above, it can be concluded that learning tools are a collection of learning resources or supporting tools used by teachers and students in carrying out the process of learning activities. With learning tools, the learning process can run as it should. This can be seen from the lesson plans and syllabus learning tools made by Economics teachers in West Sumatra.

The learning tools used by economics teachers are still incomplete, both package books, lesson plans, syllabus and worksheets used for learning. In economics subjects, the teacher's lesson plans and syllabus are still incomplete, making the learning process a bit hampered because the teacher does not have a guide in the learning process. In the learning process, economics teachers tend to teach with the learning method of giving questions without giving the material first to students and the media used in the learning process tends to be non-existent.

This phenomenon is suspected that teachers of economics subjects are still less creative in choosing learning resources. Learning resources that are easily understood by students are simple, uncomplicated learning resources. (The Minister of Education and Culture Regulation Number 65 of 2013) concerning Process Standards states that every educator in a teaching unit Education is obliged to prepare a complete and systematic learning implementation plan (RPP) so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and abilities. and the physical and psychological development of students. Therefore, each education unit needs to design learning plans, implement the learning process, and assess the learning process with the right strategy to improve the efficiency and effectiveness of the achievement of graduate competencies.

The development of materials and learning processes can be done through the RPP and Syllabus, for example. RPP can be prepared based on materials and learning processes that are in accordance with the characteristics of students and the characteristics of the student's environment. In this pandemic period students prefer to use online media as a learning resource, it is suspected that online-based learning resources are more creative and innovative in triggering student interest in learning.

According to (Nasrin, 2018) The Learning Implementation Plan (RPP) is a more specific planning instrument than the syllabus. This Learning Implementation Plan is made to guide teachers in teaching so that they do not go too far from the learning objectives. The syllabus provides directions on what must be achieved in order to achieve the learning objectives and

what methods will be used. In addition, this syllabus also contains what assessment techniques are used to test the success of learning.

The learning process in era 5.0 requires applicative media that is able to foster student activity in learning. One of the media that can activate the learning process is WordPress. According to (Soepoo, 2014) WordPress is a website that can be updated and the settings can be changed. In line with that according (Muhammad Nur Susilo, 2014) WordPress is an open application that is similar to the Blog application. In this Word Press website, teachers can provide online-based learning tools that can be accessed freely by students wherever they are. The learning tools provided by teachers are lesson plans, syllabus, assignments, worksheets, economic books and so on.

According to Sofan (2013:35) online-based learning media by utilizing WordPress, where students already know the material in advance, so that face-to-face time in the learning process becomes more effective and efficient, meaning that there is reciprocity between teachers and students. WordPress-based learning media is one of the WordPress-based educational services that allows the realization of education using internet media. WordPress-based learning media can connect learning between educators and students in an online learning room. Presentation of material using WordPress-based media, students can learn the material first and students are required to learn independently and help them to better understand the material being taught without having to carry a lot of thick books and reduce dependence on the presence of teachers at school.

WordPress is an open-source application that is very popularly used as a blog engine. WordPress is built with the PHP programming language and database (Database). WordPress is also starting to be used as a CMS (Content Management System) because of its ability to modified and adapted to the needs of its users. In this era of globalization, it has opened public awareness about the development of the world of education. With this, a number of hopes and concerns arise in the progress of education. However, this can be overcome by seeking continuous improvement and improvement of the quality of education.

To progress, a country must make changes in various fields. Especially now, when Indonesia is facing the era of the industrial revolution from 4.0 to 5.0, where competition is getting tougher. One of these changes can be formed by improving human resources. A series of things need to be prepared, for example by changing learning methods in the current world of education, where by using technology and communication the learning mindset can shift from teacher centered to student centered.

Facing the industrial revolution 5.0, a teacher must be able to adapt to technological advances. To produce the best graduates and who have high competitiveness later in the college they are aiming for, teachers are needed who have strong core competencies, have soft skills, critical thinking, are creative, communicative and are able to collaborate well with students.

Seeing the picture above, one of the parties responsible for the success of an education is the teacher. Because the teacher is very influential on the success of students in the learning process. For this reason, a professional teacher is needed so that the learning process can run optimally. One indicator of a teacher's success in the learning process is to have learning tools that suit the needs of students. But judging from the facts that occur in the field there are still many teachers who do not have learning tools such as textbooks during the learning process. There are various reasons that cause teachers not to have learning tools, such as their busy teaching, the absence of training provided by the school on the manufacture of learning tools, and the minimum working period so that they do not have experience in making learning tools.

From the explanation above, the researcher is interested in conducting research with the title "Development of Learning Tools for RPP and Syllabus based on 5.0 using Word Press Website Media on Economics Subjects in High Schools in West Sumatra"

Based on the problems above, the formulation of the problem in this study is: How is the validity of learning tools (Economics Textbooks) based on 5.0 for SMA / MA in West Sumatra.

Literature Review

Economics Subject

According to (Sigit Winarno, 2012) in the Big Dictionary of Economics, economics is defined as economics that studies the principles of production, distribution, and use of goods and wealth, such as finance, industry, and trade; science that studies human efforts to meet their needs. According to (Budimansyah, 2012) "Economics is a science or art about human efforts to meet the needs of life which are many, varied and developing with existing resources through the choice of production, consumption, and distribution activities". Economics subjects can be interpreted as subjects taught in schools that study human efforts to meet needs. Economics subjects also have several characteristics. According to (Huda, 2013) the characteristics of economic subjects are as follows:

- a. Economics departs from facts or real economic phenomena. The fact shows that human needs are not limited while economic resources as a tool to meet the needs are limited
- b. Economics develops theories to explain facts rationally. For humans to be able to read and explain economic phenomena systematically, economic concepts and theories are compiled into the building of economics. In addition to having systematic requirements, economics also fulfills other scientific requirements, namely being objective and having clear goals.
- c. Generally, the analysis used in economics is a problem-solving method. The problem-solving method is suitable for use in the economic analysis of causes
- d. object in economics is the basic problem of economics. The basic problem is u what goods should be produced, how to produce them, and for whom the goods are produced. The three basic problems depart from the scarcity of economic resources.
- e. The essence of economics is choosing the best alternative. To achieve prosperity, humans have many choices of activities. However, from the many choices of these activities, it can be analyzed economically so that it can be determined which choices are the most optimal both qualitatively and quantitatively. Economics can be used to determine the best choices of economic activity.
- f. The birth of economics is because of the scarcity of sources to satisfy human needs. If economic resources are abundant (not rare), then economics is no longer needed for human life.

Learning Media

To help teachers in the learning process, teachers need a medium to convey the material to their students. According to (Apsari, 2018) learning media is a communication medium needed by teachers to convey information to their students. Meanwhile, according to (Rika Lisiswanti, Oktadoni Saputra, Novita Carolina, 2015) media or multi-media has an effect on active learning (active learning) which is more influential on active cognitive learning (cognitive) than behavior activity (behavior).

According to (Andrijati, 2014) media including teaching aids will function properly if the media can provide a meaningful, activating, and fun learning experience for children. In line with that, according to (Falahudin, 2014) learning aids in teaching and means of carrying messages from learning sources to recipients of learning messages (learners).

WordPress website

The learning process in era 5.0 requires applicative media that can foster student activity in learning. One of the media that can activate the learning process is WordPress. According to (Budiarto, 2010) WordPress is a website that can be updated and the settings can be changed. According to (Wiryandito, 2014) WordPress is an open application that is similar to the Blog application. In this Word Press website, teachers can provide online-based learning tools that can be accessed freely by students wherever they are. The learning tools provided by the teacher are lesson plans, syllabus, assignments, worksheets, economics books, and so on.

Learning Devices

Learning devices are all tools and materials used by teachers to support the smoothness and implementation of learning. These learning tools can be in the form of SAP, syllabus, lesson plans, teaching materials, and assessments.

- a. Learning Implementation Plan (LIP) is a face-to-face learning activity plan for one or more meetings. LIP was developed from the syllabus to direct the learning activities of students to achieve Basic Competence.
- b. A syllabus is an outline and summary of the topics covered in an education or course. The syllabus is descriptive and defining, or curriculum specific. The syllabus is usually made by a testing institute, or prepared by a professor who supervises or controls the quality of a course/education, and is prepared in paper form (printed) or online. The syllabus contains specific information about the course/education/learning such as information on where, when, and how to contact teachers (teachers/lecturers) and teaching assistants, an outline of what material will be covered/taught, schedule and dates for the implementation of the test up to the following dates. assignment date, grading system (ranking)/assessment, class rules, etc. Regarding exams, the syllabus provides limits on what teachers should teach and exams should only test what is mandated by the syllabus.
- c. Textbooks are one of the means of successful teaching and learning process. A textbook is a unit of learning unit that contains information, discussion, and evaluation. Textbooks that are systematically arranged will facilitate students in the material so that it supports the achievement of learning objectives. Therefore, textbooks must be arranged in a systematic, attractive, high readability aspect, easy to digest and comply with the applicable writing rules.
- d. Student Activity Sheet (SAS) is printed teaching material in the form of sheets containing assignments that contain instructions, steps to complete assignments. Worksheets can be in the form of a guide for the exercise of developing cognitive aspects as well as a guide for developing all aspects of learning in the form of an experimental and demonstration guide (Trianto, 2012)
- e. Assessment according to (Sukardi, 2011) is an evaluation as a systematic process to collect, analyze and interpret information that determines the success of students in achieving their learning goals. (Susani, 2018) also suggests that assessment is a process of activities to obtain, analyze, and interpret data about the process and student learning outcomes. So it can be concluded that the assessment is a systematic process of activities to obtain, analyze, and interpret information about student learning outcomes. Assessment can be done by holding a test. A good test must meet the requirements of (a) valid, (b) reliable, (c) thorough, and (d) practical. The validity of the test includes (1) content validity, (2) measurement validity, (3) consistent validity, (4) concept validity, (5) predictive validity. A comprehensive test means that the test must be made by considering all aspects of the

material to be tested. The test is said to be practical if it is economical, easy to score, and easy to interpret.

Validity

Validity is a measure that shows the level of validity of a test. A test is said to be valid if it measures what it is intended to measure. The test has high validity if the results match the criteria, in the sense that there is a gap between the test and the criteria (Arikunto, 2016). A validity test was conducted to determine the level of validity of the instrument used. The types of test validity, in general, can be grouped into three groups, namely construction validity, content validity, and criterion validity.

Practicality

According to (Arikunto, 2016), practicality in educational evaluation is the easiness that exists in evaluation instruments both in preparing, using, interpreting/obtaining results, as well as ease in preparing them. The instrument is a learning device that is declared valid by the validator. Practicality is also a measure of whether an evaluation instrument is said to be good or not. Practical trials were conducted on students taking the Economics Learning Outcomes Assessment course.

2 Research Methods

This research method uses the Development Model. The development model is a set of sequential procedures to carry out the design and development which is realized in the form of teaching and learning strategy learning activity process. The development model used is based on the 1974 Thiagarajan model and modified by (Trianto, 2012).

A. Development Procedure

This study aims to develop learning tools for the assessment of learning outcomes. The complete research design can be described in the following procedure.

1. Analyst Stage

At this stage, it is analyzed the need to develop learning tools for high school Economics subjects in West Sumatra by using word press media, then analyze the problem. The process carried out is as follows.

B. Data Collection Instruments

The instruments used to collect the research data include:

1. Instrument validity

- a. LIP validity sheet
- b. Syllabus validation sheet
- c. SAS validation sheet
- d. Textbook validation sheet
- e. Instrument validation sheet

2. Practical instrument

- a. Observation sheet on the implementation of the syllabus, lesson plans, worksheets, and textbooks.
- b. Questionnaire of student responses to learning tools

3. Instrumental effectiveness

- a. The remaining activity observation sheet is used to record student activities during the learning process.

b. Study Results Test. The tests carried out are in the form of tests with indicators of conceptual understanding.

C. Data analysis technique

The data obtained through various instruments were analyzed qualitatively and quantitatively. The data analysis technique of each instrument is described as follows

1. Validation sheet

The validation results from the validator for all aspects assessed are presented in tabular form. Then find the average score by using the formula:

$$\frac{\sum_{t=1}^n VI}{n} = r$$

Then calculate the average of all aspects. To determine the level of validity of the learning device, the following criteria are used:

- a. If the mean > 3.20 then the module is categorized as very valid.
- b. If 2.40 < mean 3.20 then the module is categorized as valid.
- c. If 1.60 < mean 2.40 then the module is categorized as quite valid.
- d. If 0.80 < mean 1.60 then the module is categorized as less valid.
- e. If the mean is 0.80 then the module is categorized as invalid.

Table 1. Response rate

No	Percentage	Level of validity and practicality	Information
1	85% ≥ RS	Very Positive	SAS can be directly used in class XI Economics of SMA Negeri 1 Siberut Selatan
2	75% ≤ RS < 85 %	Positive	SAS can be used in class XI Economics at SMA Negeri 1 Siberut Selatan, but requires a little revision
3	50% ≤ RS < 75%	Less Positive	SAS can be used in class XI Economics at SMA Negeri 1 Siberut Selatan, but requires a lot of revisions
4	RS ≤ 50%	Not positive	SAS cannot be used in class XI Economics of SMA Negeri 1 Siberut Selatan

Source: *Processed Primary Data 2021*

2. Practical Analysis of Learning Devices

The practicality questionnaire of learning devices is described using the data frequency analysis technique with the formula:

$$P = \frac{R}{SM} \times 100 \% \quad (\text{Purwanto, 2016})$$

Note: P = Practicality Value

R = Score obtained

SM = Maximum Score

Table 2. Practicality Category of Learning Devices

No.	Achievement Level (%)	Category
1.	85-100	Very Practical
2.	75-84	Practical
3.	60-74	Practical Enough
4.	55-59	Less Practical
5.	0-54	Not Practical

Source: Purwanto, 2016

Based on table 2, it can be concluded that the device is said to be practical if the target of achieving the practicality value is 75%.

3. Analysis of the Observation Sheet

Based on the data obtained through the observation sheet, the percentage of student learning activities was calculated in each meeting. The percentage of activity is calculated by the formula proposed by (Sudjana, 2016):

$$P = \frac{F}{N} \times 100\%$$

After obtaining the percentage of student activity, then the activity criteria are seen based on those proposed by (Indriantoro, 2014)

Table 3. Student Activity Criteria

Persentase	Criteria
$0\% \leq P < 25\%$	So little
$25\% \leq P < 50\%$	A little
$50\% \leq P < 75\%$	Lots
$75\% \leq P < 100\%$	Many

Source: Supomo, 2014

4. Study Results Test

Data from student learning outcomes were analyzed in the form of class averages. The data obtained from the learning outcomes test were analyzed using a scoring rubric or weighting scores.

3 Results and Discussion

The Validity of Learning Tools for Economics Subjects Using WordPress Media at SMAN Se-Sumatera Barat

Validation of Learning Devices (RPP and Syllabus) for Class XI Economics Subject Website Based WordPress at SMAN Sesumatera Barat was conducted to evaluate or re-examine the correctness of the material presented, use, readability and aspects of time used to develop the device, so that it can be used by students in learning process. The validation of WordPress-based learning tools was carried out by 6 validators, consisting of 2 media expert lecturers, 2 language experts and 2 economic teachers.

a. Media Expert Validation

Table 3. Media Expert Validation Results

No	Aspect	Validator		Total	Validation value	Criteria
		1	2			

1.	Relevance	15	13	28	87,5%	Very Valid
2.	Accuracy	16	15	31	96,6%	Very Valid
3.	Serving equipment	4	4	8	87,5%	Very Valid
4.	Basic concepts	16	14	30	100%	Very Valid
5.	Suitability of the presentation with the demands of learning on students	16	14	30	93,8%	Very Valid
Average					93,14%	Very Valid

Based on the table above, it was found that the validation test carried out by two media expert lecturers about the validity of lesson plans and syllabus for Economics subject teachers using WordPress media at SMN 5 statements obtained were all very valid with an average validation value of 93.14%. This shows that the development of learning tools for Economics Subjects using WordPress media is valid and good in terms of aspects such as relevance, accuracy, completeness of presentation, basic concepts, suitability of presentation with learning demands on students, so that the media can be developed.

b. Linguist Validation

Table 4. Results of Validation of Linguists by Economics Lecturers

No	Aspect	Validator		Total	Validation value	Criteria
		1	2			
1.	Straightforward	12	12	24	100%	Very Valid
2.	Communicative and Interactive	4	4	8	100%	Very Valid
3.	Suitability with student development	8	8	16	100%	Very Valid
4.	Conformity with language rules	7	6	13	81,25%	Valid
Average					93,75%	Very Valid

Based on the table above, it was found that a validation test was carried out by two economics lecturers regarding the development of lesson plans and syllabus using

WordPress media at SMAN Sumatera Barat with 4 indicators, all of which were very valid with an average validation value of 93.75%. This shows that the development of wordpress-based learning tools is valid and good in terms of straightforward, communicative and interactive aspects, conformity with student development and conformity with language rules so that it can be used in the learning process.

c. Material Expert Validation

Table 5. Material Expert Validation Results

No	Aspect	Validator		Total	Validation value	Criteria
		1	2			
1.	Content Eligibility	31	32	63	98,44	Very Valid
2.	Serving Eligibility	15	14	29	90,63	Very Valid
Rata-rata					94,54	Very Valid

4 Conclusion

Based on the results of the research that has been done, it can be concluded that the development of learning tools (RPP and SILABUS) using WordPress media for economics teachers at SMAN Se-Sumatera Barat is as follows: the results of the validity test from the assessment of media experts obtained a validation value of 93.18% very valid criteria, validation Test Results for linguists with a validation value of 93.75% very valid criteria and validation test results for material experts with a validation value of 94.54% very valid criteria.

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