



Evaluation of learning English with the illuminative model in the Fun English program

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ABSTRACT

English is an international language used by almost all countries, one of which is Indonesia. English is also very important to learn because it can be used to communicate with many people in various countries. This study aims to determine the level of students' learning skills in English conversation classes, to measure the level of effectiveness of the Fun English program in developing students' English skills, as well as to make improvements and improvements to the Fun English learning program, which is evaluated using the illuminative model. This study used the literature study method, and data collection was carried out using direct observation techniques in the Fun English program. The participants in this study were English course leaders, teachers, and students who participated in an English conversation practice program. The study results show that the learning evaluation implemented in the Fun English program is effective enough to measure students' English proficiency. The Fun English program is quite effective in developing students' English conversation skills, especially in listening, speaking, pronunciation, and fluency.

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ABSTRAK

Bahasa Inggris merupakan bahasa internasional yang digunakan oleh hampir semua negara, salah satunya adalah Indonesia. Bahasa Inggris juga sangat penting untuk dipelajari karena dapat digunakan sebagai alat komunikasi dengan banyak orang pada berbagai macam negara. Penelitian ini bertujuan untuk mengetahui tingkat kecakapan belajar para siswa dalam kelas percakapan bahasa Inggris, mengukur tingkat efektivitas program Fun English dalam mengembangkan kemampuan berbahasa Inggris siswa, serta untuk melakukan perbaikan dan penyempurnaan program pembelajaran Fun English yang di evaluasi menggunakan model iluminatif. Penelitian ini menggunakan metode studi pustaka dan pengumpulan data dilakukan dengan teknik observasi secara langsung pada program Fun English. Partisipan dalam penelitian ini adalah pimpinan kursus bahasa Inggris, guru, dan murid-murid yang mengikuti program latihan percakapan bahasa Inggris. Hasil penelitian menunjukkan bahwa evaluasi pembelajaran yang diterapkan dalam program Fun English ini sudah cukup efektif untuk mengukur kemampuan berbahasa Inggris siswa. Program Fun English ini cukup efektif untuk mengembangkan kemampuan percakapan siswa dalam bahasa Inggris khususnya dalam aspek menyimak, berbicara, pelafalan, dan kelancaran.

Kata Kunci: evaluasi pembelajaran; fun English; model iluminatif; pembelajaran Bahasa Inggris;

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INTRODUCTION

Education is the study of the knowledge, skills, and habits of several people passed down from one generation to the next utilizing teaching, training, or research, and education is usually carried out under the guidance of other people or self-taught (Basyar, 2020). Education is defined as all learning knowledge carried out throughout life in all places and situations that positively influence the growth of each individual (Pristiwanti, Badariah, Hidayat, & Dewi, 2022). In addition, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 concerning Sistem Pendidikan Nasional pasal 1 ayat 1* states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation, and state. (see: <https://www.dpr.go.id/jdih/index/id/203> accessed in 2022). From some of these definitions of education, it can be concluded that the ultimate goal of the educational process is for students to be able to develop their potential spiritually, self-control, personality, intelligence, noble character, and skills that are carried out with the guidance of other people or self-taught which have a positive influence for lifelong individual development. To realize this, the role of educational institutions is needed as a place for students to develop themselves. The educational institutions referred to here are not only formal educational institutions but also non-formal educational institutions.

Undang-Undang Republik Indonesia Nomor 20 tahun 2003 concerning Sistem Pendidikan Nasional Pasal 14 states that "formal education levels consist of basic education, secondary education, and higher education." (see: <https://www.dpr.go.id/jdih/index/id/203> accessed in 2022). Formal education is assisted by non-formal education to support lifelong education. Regarding non-formal education can be seen in *pasal 26 ayat 3*, which states, "Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities. (see: <https://www.dpr.go.id/jdih/index/id/203> accessed in 2022). Meanwhile, *Peraturan Pemerintah Nomor 73 Tahun 1991 concerning Pendidikan Luar Sekolah* states that Non-Formal Education (PNF) is education carried out outside of school, whether organized or not yet institutionalized, tiered or non-tiered, continuous or not continuous in supporting lifelong education. One form of non-formal education institution is a course and training institution. (See: https://jdih.kemdikbud.go.id/detail_peraturan?main=3137 accessed in 2022). Non-formal education is also intended as education that is carried out by individuals who will develop their competencies (Mustangin, Iqbal, & Buhari, 2021). Non-formal education is also interpreted as education carried out in a structured, systematic, flexible, complete manner and outside the formal education system or school (Ahmad et al., 2022).

Advances in Science and Technology require us to have high competitiveness in this era of globalization. The development of science and technology also requires society to improve its abilities and competencies so that humans can adapt to this modern era (Mulyani & Haliza, 2021). Society in the era of globalization is greatly facilitated by the existence of internet technology that can connect all people around the world. Everyone can connect with anyone in any part of the world as long as it is still within reach of technology. This ultimately creates an urgent need to master international languages, especially English.

English is the most widely used language in the world for communication. Many jobs require employees to have a certain level of command of the English language. In fact, to enter a university, one must be able to master English, as evidenced by certificates of both TOEFL and IELTS. Therefore, mastering English is essential if you don't want to be left behind by other countries in this era of globalization. The public and students' need to master English has led to the proliferation of English language course institutions in Indonesia. English courses and training in Indonesia are held in various programs and different learning processes according to the community's needs and users of course and training services.

Bina Siswa is a tutoring institution aimed at elementary and high school students. This institution has various kinds of tutoring programs for various subjects. One of them is the Fun English program. Fun English is an English language training program that focuses on aspects of conversation or conversation. The learning is designed using a fun method that is expected to reduce students' obstacles in learning English. Interactive learning methods in English are made to lure students so that they get used to interacting in English. Even though Bina Siswa has been around for 13 years, the Fun English program is still relatively new. This program was opened for the first time in February 2023, and until now, it is still undergoing the refinement stage. In its journey, the Fun English program is expected to function optimally as a means of English conversation training to help students become more fluent in speaking English. A learning evaluation is needed to determine how effective the Fun English program is.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 concerning Sistem Pendidikan Nasional, to be precise in *pasal 57 ayat 2*, states that "evaluations are carried out on students, institutions and educational programs on formal and non-formal channels for all levels and types of education." (see: <https://www.dpr.go.id/jdih/index/id/203> accessed in 2022). Considering that the Fun English program is still new, it can be concluded that an evaluation is needed to find out the level of English proficiency of students after taking this course to assess the extent to which the effectiveness of classroom learning is in achieving the learning objectives that have been set, to improve and perfecting existing programs, and as a form of responsibility to interested parties such as parents of students, as well as Bina Siswa leaders.

The evaluation model chosen is the Illuminative Model, introduced by Hanley in 1969 but further developed by Parlett and Hamilton in their article entitled *Evaluation as illumination: A new approach to study innovatory programs*. This model places more emphasis on qualitative assessments and does not limit itself to data collection as in traditional evaluations. This model focuses on description rather than interpretation of numbers in predicting research. The reported evaluation results are descriptive and interpretations, not measurements and predictions. Therefore, in the implementation of evaluation this model emphasizes the use of judgment. The data collection instruments used were observation, interviews, questionnaires, and supporting document sources. Data analysis was carried out using triangulation to get a more accurate picture of reality. Evaluation of this illuminative model serves as input for decision-making to adjust and improve the system being developed. Based on this explanation, this study seeks to describe students' learning skills in English conversation and the effectiveness of the Fun English program for developing students' English skills so that later it will provide

improvements and refinement of learning programs that must be carried out in achieving learning objectives.

LITERATURE REVIEW

English learning

In this era of Industrial Revolution 4.0, mastering foreign languages, especially English, is essential to face the increasingly rapid developments of the times and technology (Wihartanti, 2022). English is an international language that indirectly has a strong position in the world of education in Indonesia (Alfarisy, 2021). English is also an important subject and course in almost all countries' schools and campuses, including Indonesia (Kurniawan, 2020).

English can be said to be a global communication tool, which is one of the languages often used in Indonesia, so that it can communicate with foreign countries (Rahayu, 2018). The ability to speak English is not a simple skill and requires disciplined and continuous training (Aminah & Maulida, 2020). Language has several elements, such as vocabulary, grammar, pronunciation, and spelling (Sudrajat, 2019). Learning an international language is certainly not easy, so it requires the right method for learning and high learning motivation to influence the success of learning English (Aminatun et al., 2022).

English learning can be done anywhere and anytime, both formally and informally. If English learning is usually done while attending school or college, English learning can also be done independently using various other learning media. Because usually, by utilizing learning media, learning English becomes more effective, effective, and efficient (Fitriya, 2022). This increased need to learn English has also led to the development of many courses (Kamlasi, 2019; Saraka, 2020).

Apart from studying at school, learning can also be done through course activities, both offline and online courses. Offline courses are usually conducted face-to-face or are conventional. Online courses are a learning method with tools as a means of communication between teachers and students (Astika et al., 2021).

Learning Evaluation

Evaluation activities are an inseparable part of the learning process (Mukhlis et al., 2021). Experts have provided various definitions of learning evaluation. Here are some of them. According to Febriana (2019), learning evaluation is a continuous process of collecting and interpreting information in assessing decisions made to design a learning system. Learning evaluation is also a process that impacts decision-making regarding implementing a sustainable learning program (Suttrisno et al, 2022). In the evaluation, an assessment will be carried out, both subjectively and objectively, based on previously determined standards (Bradley et al., 2022).

Tyler defines learning evaluation as a process of collecting data to determine to what extent, in what terms, and to what extent educational objectives have been achieved. Learning evaluation has three keywords that can be linked to evaluation design, including

test, measurement, and evaluation (Suardipa & Primayana, 2020). Learning evaluation is also defined as a series of learning processes that aim to improve and regulate the extent to which learning objectives have been achieved (Fauzi et al., 2020). From the definitions above, a conclusion can be drawn that learning evaluation is essentially an activity aimed at assessing the success of learning or its suitability to previously determined learning objectives. Therefore, it can be understood that the evaluation of learning is an important stage and should not be missed in learning activities. Because it is only useful to carry out all planning and learning activities well if we know how much these activities benefit students.

Arifin, in his book entitled "Learning Evaluation," explains that, in general, the purpose of learning evaluation is to determine the effectiveness and efficiency of the learning system regarding objectives, materials, methods, media, learning resources, the environment, and the assessment system itself. Meanwhile, the specific objectives of learning evaluation can be adjusted to the type of learning evaluation itself. The scope of learning evaluation must depart from the purpose of learning evaluation itself. The learning evaluation process is carried out to help students remember and strengthen what they have learned during the previous learning process (Supartini & Susanti, 2021).

By the previously determined evaluation objectives, namely, to determine the effectiveness of the learning system so that program improvements and improvements can be made in the future, the scope of the learning evaluation that will be carried out is the learning program, the learning implementation process, and learning outcomes. According to Sudjana, in his book entitled "Assessment of Teaching and Learning Process Results," explains that the purpose of evaluation in learning is (1) to describe students' learning skills so that their strengths and weaknesses can be identified in the various fields of study or subjects they are taking; (2) knowing the success of the education and teaching process in schools, namely how effective it is in changing students' behavior towards the expected educational goals; (3) determine the follow-up to the assessment results, namely making improvements and refinements in terms of education and teaching programs as well as implementation strategies; and (4) provide accountability from the school kepp there are interested parties.

The learning program aims to provide a directed, structured, and comprehensive plan to decide on activities carried out as a learning program (Hamzah, Siahaan, & Ningrum, 2021). In line with Arifin in his book entitled "Learning Evaluation," he explains that this learning program is divided into seven types, including (1) general learning objectives or essential competencies, namely targets that students must master in each subject/topic; (2) learning content/material, namely curriculum content in the form of topics/subjects and sub-topics/sub-subjects along with details in each field of study or subject; (3) learning methods, namely the way the teacher conveys lesson material, such as lecture methods, question and answer, discussion, problem-solving, and so on; (4) learning media, namely tools that help make it easier for teachers to deliver content/subject matter; (5) learning resources, which include: messages, people, materials, tools, techniques, and backgrounds; (6) the environment, especially the school environment and family environment; and (7) assessment of learning processes and outcomes, both using tests and non-tests.

Furthermore, Arifin in his book entitled "Learning Evaluation" also explains that the process of implementing learning is divided into three components, including (1) activities, which include: types of activities, procedures for implementing each type of activity, supporting facilities, effectiveness and efficiency, and so on. ; (2) teachers, especially in terms of: delivering material, teacher difficulties, creating a conducive learning atmosphere, preparing the necessary tools and equipment, guiding students, using assessment techniques, implementing class discipline, and so on; (3) students, especially in terms of: students' participation in learning and guidance activities, understanding types of activities, carrying out tasks, attention, activeness, motivation, attitudes, interests, feedback, opportunities to carry out practice in real situations, learning difficulties, study time, breaks, and so on; and (4) Learning outcomes include results that can be seen both in the short term (according to achievement of indicators), medium term (in accordance with targets for each field of study/subject), and long term (after students enter society).

METHODS

This research uses the library research method. The literature study method is a method that is carried out by collecting data by mastering and studying theories from various literature related to research (Adlini et al., 2022). The data collection method that will be used in this research is observation. Observation is an empirical scientific activity based on field facts and texts by taking sensory experience without manipulating anything (Hasanah, 2017). This research uses an observation method by directly observing the Fun English program.

The qualitative research design in this study refers to Creswell's book "Educational Research, Planning, Conducting, and Evaluating Qualitative and Quantitative Approaches" (1) problem identification. Researchers must start with what is the research target, meaning it involves the specification of the issue/phenomenon to be studied/researched. (2) Literature review (literature search); In this section, the researcher must look for materials or reading sources related to the phenomenon to be studied so that the researcher must be able to find novelty or advantages from research with previous research. (3) Determine research objectives; Researchers must identify their research's main aims/objectives. (4) Data collection; Researchers must pay attention to selecting and determining potential objects/participants in order to reach the ability of participants to be actively involved in research. (5) Analysis and interpretation of data (interpretation); The data that has been obtained by researchers is then analyzed or interpreted to produce new ideas or theories. (6) Reporting; the researcher makes a report on the results of his research with a descriptive style, because he uses a qualitative method, so it requires an extensive description in his report and must position the reader as if he were someone involved in the research.

Subjects in qualitative research are referred to as informants, namely people who provide information about the data the researcher wants related to the research being carried out. This information can be in the form of research background situations and conditions. In this study, the participants and subjects were the same people, namely the leaders of Student Development Guidance, the teachers who taught the Fun English program, and the students who took part in the Fun English program.

RESULT AND DISCUSSION

Illuminative Evaluation Model

The Illuminative Model can be interpreted as "open" because this model is an evaluation technique that emphasizes qualitative and "open" evaluation. The Illuminative Model is an evaluation technique that was developed as a reaction to two other evaluation models, namely the Measurement Model, which emphasizes cognitive aspects, and the Congruence Model, which emphasizes affective and psychomotor aspects. The Illuminative Model is based on a social anthropological paradigm (Mustafid, 2022). This model was developed primarily in England and is associated with many approaches in anthropology. One of the most prominent figures in his efforts to develop this model was Malcolm Parlett. Referring to Parlett and Hamilton's statement, this model was developed as a reaction to the measurement and adjustment model. These last two models are seen as not producing complete and factual information regarding the educational programs they assess: "Their aim (unfulfilled) of achieving fully objective methods has led to studies that are artificial and limited in scope." (Mustafid, 2022).

Evaluation using the illuminative model aims to carefully study the system in question. The focus of the study is how the implementation of a system affects the school situation, where the system develops, its advantages, weaknesses, and its influence on the student learning process. Evaluation results are not measurements and predictions but rather emphasize description and interpretation. This model uses more judgment. The function of evaluation is as input for decision-making purposes to adjust and perfect the learning system being developed. The evaluation objects in this illuminative model include the background and developments that occurred in the system in question, the system implementation process, the learning outcomes demonstrated by students, and the difficulties experienced from the planning stage to its implementation in the field.

In line with what was stated by Parlett and Hamilton, three forms of evaluation activity phases are proposed successively observe, inquiry further, and seek to explain (Wahyuni & Mukhaiyar, 2022). Briefly, the steps for this evaluation activity can be described as follows. Stage 1: Observe. In these stages, the assessor visits the school where the innovation program is being developed. On this occasion, the assessor will listen and see various events, problems, and reactions from teachers and students to the implementation of the program. A visit at this stage can be seen as an orientation to get to know the program closely, where, in addition to observations, informal interviews with teachers or students can be conducted. Stage 2: Further inquiry. In this second stage, various issues seen or heard in stage one are now selected for attention and further research. Considering that in stage one, the assessor has obtained sufficient knowledge about the program in question, questions regarding certain issues to teachers and students can now be more intensive and focused. In other words, the study of the various problems that have been selected becomes more systematic and focused, but it has not yet reached the research on the causes of each issue.

Furthermore, there is stage 3: Seek to explain. In the third stage, the assessor begins to examine the causes and effects of each problem. Here, we begin to explore the factors that

cause these problems to arise. In this connection, the data obtained separately began to be compiled and connected in a unified situation in the school concerned. At this stage, the interpretation of the data obtained begins, where the data has been collected and linked to educational goals. The Illuminative Model in the evaluation process has been widely used. Research conducted by [Gunio \(2021\)](#) states that the Illuminative Model is effective as a tool to see the curriculum's influence on students' character development. Apart from that, by using the Illuminative Model, the impact on each phase passed can be identified ([Flood & Logan, 2021](#)).

Learning English in the Fun English Program

As previously explained, the English language learning that will be evaluated occurs in a course or training institution so that the goals and benefits of the learning can be equated with the goals and benefits of the training itself. This English language training emphasizes the conversation aspect so that almost all interactions that occur in class use English.

The objectives of learning English at Fun English are (1) being able to communicate both formally and informally at school, work, and other places in a common context; (2) improve the ability to listen and express opinions in English; (3) improve mastery of vocabulary and grammar; (4) more comfortable and confident when communicating using English; (5) think critically and be able to work together in a team.

Some of the benefits that can be obtained from learning in conversation classes are (1) easy socializing, meaning that the English conversation program will make it easier for us to communicate with foreigners who speak English so this will improve our social skills as well; (2) business and career opportunities, meaning that for employees or entrepreneurs, the ability to communicate in English is very necessary if you want to develop a career or business overseas because English is the most widely used international language throughout the world so there is an opportunity to compete globally will also be higher; (3) increasing job opportunities, meaning that most companies now set mastery of a foreign language as one of the requirements for prospective employees so that applicants who can master a foreign language will have an advantage over other applicants; (4) requirements for continuing education, meaning that the ability to converse in English is needed not only because this subject is often tested at school, but also because English language proficiency is one of the requirements for students who will continue their education to a higher level either at within and outside the country.

Discussion

Data analysis was carried out using data reduction, namely an effort to select existing data and focus it on the problem under study; supplied data, namely the organization of data, which is usually made in the form of stories or text so that conclusions can be drawn; and the last is drawing conclusions, and verification of the findings made. From the results of data analysis in the learning program, it was found that (1) the general learning objectives and basic competencies were clear and in accordance with the level of development of students. In general, the level of English proficiency in this program is divided into three, namely beginner, intermediate, and advanced; (2) learning materials are in accordance

with the level of development of students; (3) methods, learning media, and learning resources are quite varied and adapted to the needs of students. In the process of implementing the learning, it was found that learning activities had been carried out regularly in accordance with the provisions agreed upon in the class. The learning needs of students need to be considered so that learning is in accordance with learning objectives (Deswita & Niati, 2020). Difficulties sometimes arise from the participation of students who take part in the Fun English program.

Some students tend to be inconsistent in learning motivation and discipline in class. Lack of motivation when participating in learning is also an obstacle for teachers who teach to get feedback from students. From the learning outcomes observed over the last few months, it was found that, in general, the short-term learning targets had been achieved for all students. This is due to short-term targets.

What is set is quite basic, including listening and speaking, pronunciation, and fluency. Evaluation of learning in class is carried out through observation and oral tests, which are held regularly at each meeting. Of the 15 students who participated in this program, all experienced progress in accordance with the achievements of the indicators specified in these aspects. As for the medium-term and long-term targets, it cannot be known because this program has only been running for about five months.

CONCLUSION

Based on the research results, it can be concluded that, in general, the Fun English program has gone well when viewed from the learning program, the learning implementation process, and the learning outcomes. This program is still very new and can be simple both in terms of management and organization, but it can be pretty successful in achieving its goals, one of which is because it has short-term goals that are realistic and not grandiose. Students in this program do not find it difficult to follow the material because they focus more on practicing speaking in English. The topics presented are very familiar and close to everyday life, reducing mental pressure when studying. Various methods with various kinds of games and simulations also help them feel relaxed in participating in learning.

Some of the obstacles that occur to students, such as inconsistent motivation, can be overcome by learning differentiation. Some students prefer specific learning methods and are more able to focus on them. Meanwhile, problems with discipline, attitude, and time during learning can be overcome by providing clear rules before learning begins so that students always remember these things. Consequences may be given if the same thing disturbs other students during learning.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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