



## Development of Performance Assessment for Assistance for Deaf People with Disabilities in Social Worker Competencies Assisted by Jotform Application

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### ABSTRACT

This study aims to develop a performance assessment for assisting deaf individuals in social worker competencies using the Jotform application. The method combines quantitative and qualitative approaches with the ADDIE design model (Analysis, Design, Development, Implementation, Evaluation). Research stages include needs analysis, design, development, implementation, and evaluation of the assessment instrument. Data were collected through literature studies, interviews, validation, and competency tests. The results show that the developed performance assessment meets validity and reliability criteria with a very feasible rating, based on validation by assessment experts, material experts, and implementation at SMK Negeri 15 Bandung. The use of the Jotform application simplifies the digital assessment process, improves efficiency, and provides more objective results. User evaluations indicate that educators find the instrument easy to use and are satisfied with its functionality. Inter-rater testing shows that the reliability level of the performance assessment falls into the very high category.

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## 1. INTRODUCTION

Vocational High School (SMK) is a formal education that prepares students to begin preparation for the world of work with various expertise competencies. As one of the main roles to prepare workers or assistants and be able to adjust the needs in the field so that it develops (Wibowo, 2016). One of the expertise competencies of excellence is the social work department at SMK Negeri 15 Bandung. Social work is a practice or science that is in accordance with the existence of social problems such as people with disabilities, abandoned children, misery and requires social work for assistance to clients (Andari, 2020).

Social Rehabilitation of Disabilities is a subject as a focus for research that requires incorporation in practice and competency assessment in accordance with the flow of performance as social work assistance. In Law No. 8/2016, discussions related to persons with disabilities for the disabled in all aspects of life, especially in educational services that are in accordance with their level of education and knowledge. Assistance for persons with disabilities is assisted by the role of social workers by helping the surrounding community and certain institutions, to obtain rights and live the lives of persons with disabilities comfortably and work together with the surrounding community (Adnyani et al., 2019). Practice in the form of simulations requires digital assessment tools that can measure the achievement of learner competencies, by following technological advances in this day and age. The role of assessment is needed by educators to plan, implement, and recap the learning outcomes or practices of students in accordance with their competencies (Putrianingsih et al., 2021).

Hands-on learning from the subject of social rehabilitation of disability students get material first by knowing the definition, physical characteristics, aids for the blind, and building good communication with clients. Learning is carried out in theory and practice through simulations that are integrated with assessment before direct practice outside school or industry. The simulation learning model is practical learning according to conditions in the field with problems in the field. Simulation is a scene or action that is conditioned according to a scenario (Candralaela et al., 2018).

Nowadays in the era of globalization that cannot be separated from the scope of education, by following the development of information technology that is increasing today and helps direct learning in the classroom and outside the classroom (Triyono & Febriani, 2018). Technology is currently an important role in educational institutions by developing performance assessment for assessing student learning outcomes by utilizing technology. This increasingly rapid technological development can facilitate work as an educator to use performance assessment assisted by jotform applications (Nasution, 2020). Development from the curriculum field by creating digital work from direct learning preparation, namely assessment, can also be called assessment (Adinda et al., 2021).

The results of interviews with educators teaching social rehabilitation and disability subjects at SMK Negeri 15 Bandung City (2024) revealed that the assessment process uses an assessment rubric according to the material, namely the hearing impaired by applying numbers or scores from 70-79.9 (Good), 80-89.9 (Very good), 90-100 (Special). The material of the hearing impaired, speech impaired, physically disabled, and mentally disabled uses the categories of not yet competent, competent enough, competent, and very competent, for the minimum completeness criteria (KKM) in social rehabilitation and disability subjects, namely 76. The assessment method uses aspects of knowledge, skills, and attitudes. Current

conditions are still partly using manuals not yet using digital entirely. Therefore, performance assessment for the practice of social rehabilitation of disabilities in deaf material can be developed using the help of jotform applications. This problem can be revealed in the background and leads to the umbrella title of research on the development of an integrated model of social worker competency testing using performance assessment in the implementation of an independent curriculum at SMK. The research problem for writing a thesis is focused on the title of the development of performance assessment of assistance for deaf people with disabilities in the competence of social worker expertise assisted by the jotform application. This research is relevant to the knowledge and expertise of Family Welfare Education that is being pursued by researchers, especially in the field of social work expertise.

## 2. METHODS

This research method uses quantitative and qualitative methods that are tailored to the characteristics of the research data. The model in this study uses the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) (Hidayat & Muhammad, 2021). The participants in this study were 4 (four) validators consisting of 2 (two) experts in the field of material, namely lecturers in social work courses and educators teaching social work subjects at SMK Negeri 15 Bandung, 2 (two) assessment experts are lecturers teaching learning evaluation courses from the Family Welfare Education Study Program (PKK) and the Fashion Education Study Program.

The implementation stage involved 10 (ten) grade XI students at SMK Negeri 15 Bandung and 2 (two) social work educators who will use performance assessment. The research instruments used in this study are as follows: Literature study guidelines, namely researchers find and collect theoretical foundations to obtain materials that will be referred to in the development of performance assessment of the practice of assisting people with disabilities in social worker competencies.

The interview guideline is made in the form of oral questions that are in accordance with the data needs that will be used as a reference in the development of performance assessment of the practice of assisting persons with disabilities in the competence of social workers. The validation sheet is made in tabular form using a Guttman scale which will be used to obtain expert judgment or input regarding the feasibility of instruments or components that have been prepared by researchers through expert judgment. The Guttman scale consists of 2 (two) types of answers; appropriate with a score of 1 (one) and not appropriate with a score of 0 (zero) performance assessment.

Competency Tests are used to carry out competency tests according to procedures that are in accordance with the SKKNI social work competencies for sign language interpreter job titles to assess students in the practice of assisting deaf people with disabilities. In this assessment test there are several aspects, namely the skills, knowledge, and attitudes needed by social work to become a companion for people with hearing disabilities.

Data analysis techniques are carried out by data reduction, namely analyzing data and selecting data that will be used only, and simplifying the data that has been selected. Display data, namely rearranging what has been simplified with the main points and problems in the research objectives to be achieved. Data validation and revision are carried out by validators

at the assessment stage using the expert judgment format. The validator experts will provide feedback, suggestions regarding the shortcomings and advantages of the development of a jotform application-assisted mentoring assessment tool for people with disabilities made by researchers. After this, researchers improve the assessment tools that have been developed and can be implemented properly and are suitable for use.

Data processing in this study is to calculate the percentage results given by expert validators through the process stage. Data interpretation in this study using the assessment qualification criteria. Inter-rater test the results of a trusted assessment tool can see according to the same data results (Hutapea et al., 2022). Interrater reliability test with the results of the scores that have been submitted to the two educators by giving an assessment or number according to the object. Reliability test to see the stages of the assessment that has been completed, so that a trusted assessment can produce the same results to be calculated.

### **3. RESULTS AND DISCUSSION**

The research findings from the discussion of the results that have been carried out are through several stages of analyze, design, develop, implement, and evaluate. The following is data processing from research findings, namely developing performance assessment on the practice of assisting deaf people with disabilities with the help of jotform applications in social rehabilitation and disability subjects, as follows:

#### **3.1. Performance assessment needs analysis on the practice of mentoring deaf people with disabilities with the help of Jotform application**

Analyzing the needs of performance assessment assisted by jotform application in the practice of mentoring deaf people with disabilities is obtained from the results of interviews and literature studies. This performance assessment is used in the practice of assisting deaf people with disabilities at SMK Negeri 15 Bandung in the social work department. Assessment indicators in social rehabilitation and disability subjects already exist, but are still not in accordance with the Indonesian national work competency standards, have not been detailed from each stage of practice, and have not been digitized by educators at the school. Performance assessment can be developed with the help of applications to make it easier for educators in the process of providing assessment practice results because the value will appear automatically, so that student assessment data will be stored properly in the application with a long period of time and easy to use. Jotform is an application or web that has services or features to create online forms that can be used to produce performance assessments in digital form with the help of the jotform application.

#### **3.2. Planning Performance Assessment of the Practice of Assistance for People with Deaf Disabilities with the Help of Jotform Application**

At this stage, the preparation of performance assessment for the practice of assisting deaf people with disabilities can be developed from existing assessments and adjusted to the SKKNI on the job title of sign language interpreter which was established in Jakarta on December 31, 2021 by the Minister of Manpower of the Republic of Indonesia. Preparation of performance assessment development on the practice of assisting deaf people with disabilities from the selection of performance assessment features or formats, making

performance assessment grids and making performance assessments assisted by the Jotform Application.

### 3.3. Development of Performance Assessment of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application

Development of assessment tools to produce performance assessment assisted by jotform application. After that, conduct expert judgment to assessment experts and material experts who are used to see the valid level of performance assessment that has been developed.

#### 3.3.1 Results of the Validation Test of Performance Assessment of Assistance Practices for Deaf People with Disabilities Assisted with Jotform Application

The development stage is carried out with a validation test to find out from this performance assessment can be measured and find out from the results of the validity or validity of the performance assessment of the practice of mentoring deaf people with disabilities can be trusted and used. At the validation test stage this is done by attaching a link to the performance assessment that has been developed and the validation sheet to the validator.

##### (i) Material expert validation

The results of the material expert validation on the performance assessment were carried out to academics and educators at SMK. Both validators provide suggestions and input related to material indicators from each stage of the practice of mentoring deaf people with disabilities on performance assessment. The results of the material validation can be seen in **Table 1**.

**Table 1.** Results from material expert validation on performance assessment

No.	Aspects Assessed	Score		Average
		Expert 1	Expert 2	
A	Preparatory Stage of the Practice of Assistance for Persons with Speech Deaf Disabilities			
1	Personal Appearance			
	Clean, neat, healthy and polite appearance.	1	1	1
	Professional attitude and able to control facial expressions and body movements, as well as friendly in dealing with speech impaired disabilities.	1	1	1
	Able to prepare equipment tools that will be used on speech impaired disabilities	1	1	1
2	Preparation of tools and materials			
	Understand and know how to use bisindo sign language and be able to communicate with hearing impaired people	1	1	1
	Learners can understand the character of, and empathy for, speech impaired people.	0	1	0,5
	Able to prepare equipment that will be used on speech impaired disabilities	0	1	1
B	Practice Implementation Stage of Assistance for Persons with Deaf Disabilities Speech			
1	Introduce oneself to a person with a speech impairment using sign language, and the person with a speech impairment can introduce him/herself in return.	1	0	0,5
2	Able to build relationships with the speech impaired	1	0	0,5

3	Able to explain the results of the intervention and succeed in the implementation of the intervention	1	1	1
4	Able to conduct an assessment on speech impaired disabilities	1	1	1
5	Explain the obstacles	1	1	1
6	in the implementation of the intervention	1	1	1
7	Able to handle speech impaired disabilities in communication difficulties using sign language	1	1	1
8	Able to convey the right intonation and use body language properly and facial expressions that can be understood by speech impaired people.	1	0	0,5
9	Understand questions and answers	1	1	1
10	from speech impaired people	1	1	1
11	Can understand the problems experienced by speech impaired people	1	1	1
<b>C The Final Stage of the Practice of Assistance for Persons with Speech Deaf Disabilities</b>				
1	Final Stage of the Practice of Assistance for Persons with Deafblind DisabilitiesRecording and reporting the results of the development of sign language in deafblind clients	1	1	1
2	Provide motivation and encouragement to deaf clients	1	1	1
3	Able to present the results of	1	1	1
<b>Total score</b>		18	17	17,5
<b>Description: 1 = Feasible</b>		<b>Percentage</b>		87,5%
<b>0 = Not Feasible</b>		<b>Description</b>		Very Feasible

The table above shows the results of material validation experts developing performance assessment of mentoring practices for deaf people with disabilities assisted by jotform applications in social rehabilitation and disability subjects getting a percentage of 87.5% which is declared very feasible to use with revisions.

#### (ii) Assessment expert validation

Assessment expert validation was carried out by 2 (two) people, namely Lecturers of Learning Evaluation Courses from the Family Welfare Education Study Program and Lecturers of the Fashion Education Study Program. From the assessment validation sheet, there are several aspects, namely aspects of instructions, aspects of substance, aspects of construction, aspects of language, and aspects of readability. The following can be seen in **Table 2**. is the result of expert assessment validation:

**Table 2.** Assessment expert validation

No	Aspects Assessed	Score		Average
		Expert 1	Expert 2	
1. Aspect Instructions				
	Clarity of instructions for filling in competency achievements based on assessment criteria	1	1	1
	Determination of the assessment score for the practice of assisting deaf people with disabilities using the Jotform application with weights: 1 = less competent 2 = Competent enough 3 = Competent 4 = Very Competent	1	0	0,5
2. Substance Aspect				
	Formulation of indicators on the assessment sheet for the practice of	1	1	1

mentoring deaf people with disabilities			
Creativity of presentation and assessment of the practice of assisting deaf people with disabilities	1	1	1
<b>3. Construction Aspect</b>			
The suitability of the scope of the assessment criteria is in accordance with the steps of the experiment carried out	1	1	1
The Jotform application used for student assessment is good	1	1	1
The suitability of the assessment tool developed is in accordance with	1	1	1
<b>4. Language Aspect</b>			
Using language that is in accordance with good and correct Indonesian language rules	1	1	1
Using language that is easy to understand and communicative language	1	1	1
Using terms appropriately and easily understood by educators	1	1	1
<b>5. Readability Aspect</b>			
The font size on the assessment is appropriate and can be read well	1	1	1
The use of spaces in the assessment writing is appropriate	1	1	1
The sentences used do not use words that can be interpreted in multiple ways	1	1	1
<b>Total Score</b>	13	12	12,5
Description:	<b>Percentage</b>		96%
1 = Appropriate	<b>Description</b>		Very
2 = Not suitable			Feasible

The table above states the results of the assessment validation test on the performance assessment of the practice of assisting deaf people with disabilities assisted by the jotform application getting a percentage of 96% which is declared very feasible with revision.

### 3.4. Implementation of Performance Assessment of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application

This user response sheet can be attached to 2 (two) educators of social rehabilitation and disability subjects to provide user response results from the implementation of performance assessments that have been used during the practice of assisting deaf people with disabilities. To find out the results of the use of performance assessment assisted by the jotform application by 2 (two) educators so that they know the ease of use, time efficiency, easy to remember the steps to use, and satisfaction in using it. Usability testing to measure user satisfaction with performance assessment assisted by jotform application in the form of statements consists of five variables, namely Learnability Aspects, Efficiency Aspects, Errors Aspects, Memorability Aspects, and Satisfaction Aspects (Imawanty & Fransiska, 2019). The use of points in this user response sheet uses a Likert scale (1-5). The criteria for user response points consist of 1 (disagree), 2 (disagree less), 3 (agree enough), 4 (agree), 5 (strongly agree).

The results of the user response show that from several aspects the statement does not always have the same results as educators 1 (one) and 2 (two). In statements from numbers 1-4, namely the Learnability aspect, they strongly agree and agree, meaning that the performance assessment assisted by the jotform application is easy to use in the process of practical assessment results, easy when using the jotform application which has an automatic value immediately and the assessment indicators are complete. Statements 5-8 in the Efficiency aspect of the results stated strongly agree and agree, meaning that educators using

performance assessment can streamline time in assessing students with valid and objective results and easily and quickly recap the assessment data. Statements 9-12 in the Errors aspect state the results strongly agree and agree, meaning that when using performance assessment everything is in accordance with the function of the jotform application features, and there are almost no obstacles when using performance assessment in the jotform application.

Statements from number 13-16, namely the memorability aspect, the results state strongly agree, meaning that from 2 (two) user responses it is easy to remember and use the performance assessment assisted by the jotform application and understand to use the assessment in the next practice. Statements 17-20 in the Satisfaction aspect strongly agree and agree, meaning that educators are satisfied in using the performance assessment assisted by the jotform application and are helped during the assessment and ease the workload. The score of the entire statement of 2 (two) user responses filled in by educators using usability testing to find out from the results of use so that they can provide an assessment for the performance assessment assisted by the jotform application. In accordance with the explanation of usability testing, identifying problems encountered when using performance assessment assisted by the jotform application, this process is in accordance with the experience felt by 1 (one) or 2 (two) educators while using.

### 3.5. Evaluation of the Development of Performance Assessment of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application

Evaluation of the development of performance assessment of mentoring practices for persons with disabilities assisted by jotform applications in social rehabilitation and disability subjects using in the form of interrater tests (interrater reliability). The inter-rater test is used to determine the results of the assessment using performance assessment in the learning process, so that the performance assessment after implementation is trusted or not.

The results of students' competency achievements in the practice of assisting deaf people with disabilities are all above the KKM. After knowing the results of students' achievements, namely conducting interrater reliability tests with the help of the SPSS application using Cronbach alpha. The results of the data that have been calculated in the form of a table, namely data on the results of the amount of data used reliability (Case Processing Summary) and provide consistent and stable results from the implementation of performance assessment (Reliability Statistics) which can be seen in **Table 3**.

**Table 3.** Result of the amount of data used reliability (Case Processing Summary)

<i>Case Processing Summary</i>			
		N	%
<i>Cases</i>	<i>Valid</i>	10	100.0
	<i>Excluded</i>	0	.0
	<i>Total</i>	10	100.0
<i>Reliability Statistics</i>			
<i>Cronbach'Alpha</i>		<i>N of item</i>	
.929		2	

The results of this inter-rater test can be seen in table 4.14, Case Processing Summary in the test states that the results of the use of performance assessment consist of 10 (ten) students and produce a percentage of 100% which means that the respondents are valid and



not Excluded means that the data is excluded, all data is used in the analysis. The value of Cronbach'Alpha is .929 with the results of assessors 1 (one) and 2 (two) which shows the results of Cronbach'alpha which means very high reliability. Therefore, the results of the development of performance assessment assisted by the jotform application can be trusted in the research that has been conducted.

### **3.6. Performance Assessment Needs Analysis of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application**

The needs analysis of the first stage is to find out the problems that exist in the field through interviews to obtain data and are in need of performance assessment for the practice of mentoring deaf people. Interviews were conducted with educators of social rehabilitation subjects and deaf disabilities at SMK Negeri 15 Bandung. Through the results of interviews that have been conducted, get information that requires the development of performance assessment in social rehabilitation and disability subjects in accordance with the Indonesian National Work Competency Standards. Assisted by the jotform application to make it easier for educators to carry out student practice evaluation activities with the development of technology in the world of education, the benefits of technology make it easier to analyze learning outcomes more effectively and objectively. Performance assessment of mentoring practices for deaf people with disabilities assisted by the jotform application is easy to make forms according to the templates needed in the assessment. Researchers develop performance assessments in accordance with the competencies of social workers and in accordance with the stages consisting of the preparation stage, process stage, and final stage.

### **3.7. Design of Performance Assessment of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application**

The preparation of the performance assessment of the practice of assisting people with hearing disabilities adapts from the performance assessment guidebook published by the Ministry of Education and Culture 2019. The first design can search for assessment formats, make assessment grids that are in accordance with SKKNI and make performance assessments in the jotform application. Making the assessment form adjusts the rubric form from the Learning and Assessment Guidebook, the score consists of 1 (Less Competent), 2 (Competent Enough), 3 (Competent), 4 (Very competent).

The stages of developing performance assessment grids include 3, namely the preparation stage, the implementation stage, the final stage. The preparation stage for practice is self-appearance and preparation of tools and materials. The implementation stage is interacting with disabilities and intervening in problems with disabilities, and providing a professional attitude in dealing with deaf disabilities. The final stage is where the mentor can report the results of the disability's development and present the results of the mentoring of the hearing impaired.

### **3.8. Development of Performance Assessment of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application**

Performance assessment development is an assessment tool that already exists and then developed again into more detail, in accordance with the Indonesian National Work Competency Standards and in accordance with the performance assessment guidebook. After

that, the statements of the assessment indicators have been tested for feasibility to evaluation and assessment experts from academia and material experts in the field of social work. The jotform application can be trusted as the most effective learning evaluation tool. The performance assessment that has been developed is very feasible with a percentage of 96%, this result is in accordance with the assessment qualification. Consists of aspects of instructions, aspects of substance, construction aspects, language aspects, and readability aspects. The instruction aspect is filling in the assessment indicators in accordance with the filling instructions which consist of a score range of 1-4. The substance aspect is the formulation of indicators and the presentation of performance assessment creativity in the practice of assisting people with disabilities.

### **3.9. Implementation of Performance Assessment of Assistance Practices for People with Deaf Disabilities Assisted by Jotform Application**

Implementation of the results of the development of performance assessment can be done by both educators of social rehabilitation and disability subjects to find out the results of using performance assessment assisted by the jotform application. This implementation is used to 10 (ten) students to carry out practice, when educators use performance assessment this tool is easy to understand and can be used anywhere. Educators can make it easier to process the scores of students' results in using performance assessment assisted by the jotform application because it is more objective and efficient in its use. Processing data on practice results reduces errors in the system, can be stored data in the jotform login account email will not be lost and easy to access at any time.

### **3.10. Evaluation of Performance Assessment of Assistance Practices for Deaf People with Disabilities Assisted by Jotform Application**

Evaluation of the results of the interrater test (interrater reliability) on the use of performance assessment of the practice of mentoring deaf people with disabilities assisted by the jotform application using the Cronbach alpha reference formula from Guilford's category, which shows the results of the value of .929 that is in the range of 0.91-1.00, meaning that the performance assessment has a very high level of reliability. The results of the assessment of students during the practice of assisting deaf people with disabilities have differences in each value given by educator 1 (one) and educator 2 (two). From the results that have been obtained, the value of students has reached the minimum completeness criteria of the social disability rehabilitation subject, namely 76 KKM limits. This shows that students are in accordance with the competency standards set by SMK Negeri 15 Bandung.

## **4. CONCLUSION**

The conclusions that can be presented from the results of a study entitled "Development of Performance Assessment of Assistance to Persons with Deaf Disabilities in Social Worker Competencies Assisted by Jotform Applications" are: Performance assessment used in measuring the performance of the practice of mentoring deaf people with disabilities has not previously been in accordance with SKKNI and does not have standardized assessment indicators, so based on the needs analysis, it is necessary to develop a digital-based performance assessment to streamline assessment time. This development goes through a planning stage which includes selecting a format and a 1-4 rating scale, as well as making a

grid based on SKKNI which includes the preparation, implementation, and final stages. This assessment is designed with the help of the Jotform application, customized in terms of fonts, themes, and appearance, and provides two main menus, namely performance assessment and student assessment results. The development continued with a validation test by assessment experts and social work material experts, showing that the assessment developed was very feasible to use based on aspects of clarity of instructions, systematic substance, alignment of constructs, easy-to-understand language, and comfortable visual appearance. The material validation results also show that this assessment has included relevant indicators and stages of practice. Implementation on students of class XI Social Work at SMK Negeri 15 Bandung by involving.

## AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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