AL-TARBIYAH: JURNAL PENDIDIKAN
(The Educational Journal)

http://www.syekhnurjati.ac.id/jurnal/index.php/tarbiyah
Vol. 33 No. 2, November 2023
DOI: 10.24235/ath.v33i2.15260

Evaluation of recitation program in mathematics learning at SMAN 1 Sindangwangi

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Article Info

How to cite this article:

Akbar, R.O., Manfaat, B., & Ridwan. (2023). Evaluation of recitation program in mathematics learning at SMAN 1 Sindangwangi. *AL-TARBIYAH: Educational Journal (The Educational Journal)*, *33*(2), 132 - 142. doi:http://dx.doi.org/ath.v33i2.15260

Article history:
Received: October 30th, 2023

Accepted: November 27th, 2023

Published: November, 2023

Abstract

Despite the implementation of the recitation program in mathematics learning at SMAN 1 Sindangwangi which has been going on for quite a long time, the success of this program has not been measured yet. This research aimed to determine the context, input, process, and product of the mathematics learning recitation program. The method used in this research was descriptive qualitative. This evaluation research adopted the CIPP model which consists of four aspects, namely context, input, process, and product. The evaluation results of the four aspects show good criteria. The good context aspect of the recitation program is shown by the quality of the learning environment and the alignment between the implementation background and program objectives. The input aspect of the program is considered good seen from the suitability of the curriculum aspects with the topics and subtopics being recited, teachers' academic qualifications, and the adequate infrastructure. The process aspect is categorized as good indicated by the positive impact on students' understanding, the quality of teachers, and the active response of students in the learning activities. Finally, the good product aspect is seen from students' quite good learning outcomes exceeding the specified minimum completion criteria.
Keywords: CIPP, program evaluation, recitation program

INTRODUCTION

The learning process is one of the factors that influences learning outcomes. In other words, the learning process shapes students' learning behavior which influences students' learning outcomes. The learning process is influenced by several factors, one of which comes from students, teachers, facilities, and infrastructure, as well as learning models and methods.

Limited space and time in delivering material to students becomes an obstacle in the learning process. Therefore, teachers are required to be able to develop creative and innovative learning patterns. One learning method that can be used to support students'

learning is the recitation method. According to Ambarjaya (2012), the recitation method is a learning method in which the teacher gives certain tasks to students to complete the learning activities. In this method, students are responsible for solving the tasks.

The recitation method is a learning process where students are given assignments to be solved inside and outside the classroom. Students have to complete the assignments given and be responsible for them. Thus, this method prioritizes students' independent learning activities through the assignments given so students can build their understanding. Based on previous research conducted by Aditia (2016), it can be concluded that students' mathematics performance taught using the recitation learning method is better than using the classical method. In other words, it can be concluded that the application of the recitation learning method influences students' mathematics learning achievement.

. SMAN 1 Sindangwangi is one of the schools that uses the recitation method in its learning process. Based on a preliminary study conducted by researchers with one of the mathematics teachers at SMAN 1 Sindangwangi, the mathematics learning outcomes of students in class X MIPA 3 in semester 1 of the 2022/2023 academic year were still relatively low. This is reflected in the results of students' daily tests. Merely 12 of the 36 students succeeded in achieving the minimum completion criteria (KKM). This means that 66.67% of students still cannot pass the specified KKM, which is 75. Besides, the teacher said that some students did not submit their assignments.

The use of the recitation method has the potential to make students more active and independent. This is because the assignments provided in the recitation learning have a positive impact on students' responsibility and independence. The recitation method has been implemented at SMAN 1 Sindangwangi for approximately nine years. However, the implementation of recitation learning at SMAN 1 Sindangwangi has not worked optimally and has shown satisfactory success. Thus, it is necessary to carry out an evaluation.

Rusdiana (2017) stated that in the world of education, evaluation can improve the quality of human resources. In addition, students' performance will be better with the implementation of evaluation. The program evaluation is carried out to figure out the success and effectiveness of the educational program being implemented. To find out whether the mathematics learning recitation program at SMAN 1 Sindangwangi has been successful or not, it is necessary to carry out a program evaluation. By conducting a program evaluation, it can be seen whether the context aspect of the program is appropriate or not, the input aspect to support the implementation of the program is adequate or not, the process of implementing the program is going well or not, and the product obtained from implementing the program is satisfying or not. Therefore, based on the description above, the evaluation here is aimed at observing the success of the program.

This research discusses the implementation of the recitation program in mathematics learning at SMAN 1 Sindangwangi. It aimed to present the aspects of context, input, process, and product of the recitation program implementation.

RESEARCH METHOD

This research was evaluation research. The program evaluated in this research was the implementation of a recitation program in mathematics learning at SMAN 1 Sindangwangi.

The subjects in this research were a mathematics teacher and some students involved in the recitation program.

The evaluation model used in this research was the CIPP evaluation model (*Context, Input, Process*, and *Product*). The CIPP model is an evaluation model that considers a program as a unified system consisting of several components that work together and are interrelated to achieve goals (Arikunto & Jafar, 2009). There are four evaluation stages involved in this research. First, the *Context* aspect includes planning decisions, determining program needs, and formulating program goals (Tayibnapis, 2008). In this case, the context in implementing the recitation program is related to the student's learning environment, the background, and the objectives of the recitation program. Second, the *Input* aspect is carried out to find out the sources used to support the implementation of the program. The aspect of *input* that supports the implementation of the recitation program includes the teacher qualifications and the availability of infrastructure. Third, the *Process* aspect is related to the quality of teachers' and students' responses to the learning activities. Finally, the aspect of *Product* is used to measure the success of the program (Winaryati, et al., 2021). The aspect of product reflects the result of mathematics learning and students' achievement.

Data collection techniques were carried out using interviews, observation, and document analysis. The instruments in this research are adapted to the techniques used, namely interview guides and observation sheets. Interviews were used to obtain in-depth information regarding data or information related to the implementation of the recitation program. An interview was conducted with one of the mathematics teachers to find out the background and objectives of the recitation program, students' responses to the learning process, and the results obtained from implementing the program. Furthermore, interviews were also conducted with some students regarding students' learning environment at home, the quality of teachers in the teaching process, and students' achievements. The observation sheet was used to find supporting sources in the aspect of input in implementing the recitation program. The observation was carried out at SMAN 1 Sindangwangi to find out about students' learning environment at school and the availability of infrastructure for implementing the program. Document analysis was carried out after the researchers obtained some documents containing information on students' learning achievements in both academic and non-academic activities. The documents processed also included teachers' data and the academic qualifications of teachers at SMAN 1 Sindangwangi. The steps of data analysis conducted in this research consist of data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

Program evaluation is carried out to determine the extent of success in implementing the recitation program in mathematics learning at SMAN 1 Sindangwangi. The results of this research are described in four evaluation aspects as presented below.

The Aspect of Context of the Recitation Program

The context evaluation can be interpreted as an effort in the form of describing and detailing the environment, unmet needs, the population involved, and the objectives of the

program. In this case, the context related to the implementation of the recitation program carried out at SMAN 1 Sindangwangi consists of a supportive learning environment, background, and objectives of the program. The information obtained was based on the results of interviews and observations. Based on the results of interviews and observations carried out, the context of program implementation is in a good category.

The assessment criteria in evaluating the context of the learning environment in schools are divided into three categories, including score 1 for "not good", score 2 for "fairly good", and score 3 for "good" criteria. Through observations, data regarding the school environment of SMAN 1 Sindangwangi in learning activities was found to be in a “good” criterion. It can be seen from the result of the observation assessment that obtained an overall score of 72.2 points. The results of the observation assessment of the learning environment at school are presented in Table 1 as follows.

Table 1. Observation Results of the Learning Environment at School

No.	Data Description	Score
1.	Building condition	2
2.	School environment security	3
3.	Cleanliness of the environment around the school	2
4.	Classroom conditions	2
5.	Condition of student study tables	2
6.	Learning facility equipment	2

Table 1 describes the result of the observations on the school learning environment. It indicates that the highest score was obtained in the school environment security.

Besides observations, data related to the context of the mathematics learning recitation program at SMAN 1 Sindangwangi were also obtained through interviews with students who participated in the program. Based on the results of interviews with some students, it can be concluded that the learning environment at home and school is quite comfortable. The comfort of the learning environment is supported by adequate facilities.

Based on the interview with one of the mathematics teachers, one of the initial reasons for the implementation of the recitation program in mathematics learning was for students to prepare themselves to face exams. The following presents the result of the interview with one of the mathematics teachers regarding the beginning of the implementation of the recitation program:

> "The recitation program began when students had a lot of material to prepare for the exam, while there was not enough time to deliver the material. Due to too many materials, students who were not given additional assignments to prepare for the school exams sometimes did not study enthusiastically. Therefore, at the end of the semester I, the teacher usually gives assignments in the form of recitations where the assignments from the beginning of the lesson until the end are given. Thus, they can prepare for their school exams."

The context aspect of the recitation program at SMAN 1 Sindangwangi has served well. This can be seen from students' comfort in learning activities both at school and at home.

There are no obstacles that prevent students from seriously studying and focusing on learning. The students' learning environment describes a competitive environment. Furthermore, the learning environment is categorized as good because the ideal student learning environment has been fulfilled. An ideal learning environment can be seen from the comfort of students' learning activities; adequate learning facilities; and support from family, teachers, and friends in the learning process. Apart from that, good relationships between students and their families, teachers, and friends make students more competitive in the learning process.

From the results of the interview, respondents stated that the program was initiated due to learning limitations in space and time. This is in line with the aspect of context presented by Sundari & Dewi (2021) that the use of the recitation method is a form of learning method by assigning tasks within a limited learning time span. In other words, this program can be used when there are many materials to be delivered but the time available is not adequate to deliver the amount of material according to the specified time. Thus, this recitation method is used in the learning process.

Based on the interview results, the aim of implementing the recitation program is to improve students' responsibility and independence through the assignments provided. Apart from that, giving assignments in this recitation program is also aimed at motivating students to study independently. By giving assignments, students inevitably must review the material that has been presented to complete the assignments given. This supports the concept of intrinsic motivation, where students have an internal drive to learn without any external pressure (Purwanti, et al., 2021). In addition, it was found that students' learning environment at SMAN 1 Sindangwangi showed alignment with constructivist learning theory. A learning environment that creates comfort, adequate learning facilities, and support from family, teachers, and friends follows the main principle of constructivist learning, that students can be actively involved in learning to build their knowledge (Munro, et al., 2018).

This context evaluation is in line with similar research finding which shows that a conducive learning environment has a positive impact on students' motivation and learning outcomes (Dewi, et al., 2018). This finding strengthens the contribution of a supportive learning environment to the effectiveness of the recitation program.

The Aspect of Input of the Recitation Program

The first aspect evaluated from the input is the curriculum aspect, namely evaluating the suitability of the curriculum aspects with the topics and subtopics being recited. The first step is to set learning objectives that follow the school curriculum on exponential function material at the high school level. The learning objectives set in the curriculum are for students to be able to: (1) explain basic concepts and apply the basic properties of exponential functions; (2) apply the exponential function in solving various mathematical problems; and (3) identify and apply the concept of exponential functions contextually in real situations.

Next, a suitability analysis was carried out between the learning objectives and the basic competencies and curriculum standards applied at SMAN 1 Sindangwangi. For example, it must be ensured that each learning objective covers the basic competencies listed in the curriculum. The suitability analysis reveals: (1) Learning objective 1 relates to basic competencies regarding analyzing the properties of exponential functions; (2) Learning

objective 2 is in accordance with basic competencies which emphasize solving mathematical problems involving exponential function operations; and (3) Learning objective 3 includes basic competencies that focus on applying exponential function concepts in real contexts. By carrying out a suitability analysis like this, it can be ensured that the topics and subtopics recited are in line with the curriculum that has been applied at SMAN 1 Sindangwangi. This ensures that the recitation program makes a significant contribution to students' achievement of mathematical competence based on the applicable curriculum.

The second aspect of input, namely human resources. Human resources to support the implementation of this program include teachers' qualifications. Qualifications encourage someone to have a special skill or ability. Teaching can be seen as a job that requires qualified abilities. The qualifications of a teacher can be seen from the educational history of the teacher. Even qualifications can be seen in terms of degree of graduation (Ramadona, 2020). Teacher qualifications in implementing this program are in the form of teacher certification. Apart from that, teachers develop their competence in their teaching and learning activities. The teacher has to understand the program he/she applied. The result of an interview with the teacher regarding the methods used to develop their competence in carrying out this recitation program is presented below.

> "As a teacher, we have to always update the latest knowledge about learning methods, both professionally and pedagogically. Sharing with other teachers about learning methods and competencies is also important. The point is that teachers should always exchange ideas and update the knowledge about the world of education."

Based on the results of document analysis and interview results, it can be said that the academic qualifications of the teacher in this recitation program are in a good category. The teacher qualifications of SMAN 1 Sindangwangi are categorized as good, as indicated by harmony in academic qualifications, having an educator certificate, and having the ability/competence to implement an educational goal. Teachers' academic qualifications are also in line with the subjects taught so that teachers have abilities and competencies that are in line with their expertise.

The third input aspect includes facilities and infrastructure. The availability of facilities and infrastructure to support the implementation of the recitation program at SMAN 1 Sindangwangi can be categorized into the "very good" criterion with a total score of 88. The evaluation criteria used in observations regarding facilities and infrastructure are in the form of a score of 1 for the "not yet available" criterion, a score of 2 for the "existing but not adequate" criterion, and a score of 3 for the "existing and adequate" criterion. The results of the observations made are presented in Table 2 below.

Table 2. Observation Results of Supporting Infrastructure for Program Implementation

No.	Data Description	Score
1.	Handbook or student learning resource book in implementing the program	3
2.	Assignment books or student worksheets (LKS) in program implementation	3
3.	Books access in the library as reference books to support program implementation.	2

Table 2 presents the results of the observation regarding supporting infrastructure for recitation program implementation. The availability and adequacy of infrastructure at SMAN 1 Sindangwangi is classified as good because it meets the ideal infrastructure. This is demonstrated by the availability of adequate infrastructure that can be used to support the implementation of this recitation program. The infrastructure includes classroom facilities, learning media, access to books in the library, and student handbooks and student assignment books that support the implementation of the program. One of the infrastructures used in implementing this program is provided in the form of assignment books and handbooks as students' learning resources. In implementing this program, there is no special room, considering that recitations can be carried out anywhere, be at home, in the library, or even in the laboratory. Some learning media such as whiteboards, tables, chairs, stationery as well projector are provided to support the program when teaching and learning activities are taking place.

In the context of infrastructure, this result can be linked to the findings of Megasari (2014) stating that appropriate infrastructure used to facilitate students' understanding of the material can contribute to a better, effective, and efficient teaching and learning activity. This strengthens the argument that the availability and adequacy of infrastructure at SMAN 1 Sindangwangi have supported the effectiveness of implementing the recitation program.

The Aspect of Process of the Recitation Program

The process aspect of the recitation method as a program in mathematics learning at SMAN 1 Sindangwangi is divided into two components, namely the components of teacher quality in teaching and students' responses during the program. These components support each other and enable the implementation of the program.

Besides students' understanding, researchers also asked about students' responses to assignments given in the recitation program. The results of the interviews are described as follows:

> "Actually, there is joy and also tiredness. We are happy to be able to understand the lesson again, but sometimes we are tired as we come home in the afternoon and then we have to do the assignments given."
>
> "It is good as we can study at home to remember the lessons we have learned in the classroom."

From the information provided by five students, it can be concluded that the student's responses to the assignments given in the recitation program are varied. Some students responded well to the assignments as they could review the material they had studied and some said that the assignments given were a means of developing themselves. This is in line with self-determination theory which states that motivation is divided into two dimensions, namely intrinsic motivation and extrinsic motivation (Cortés, et al., 2017). Students who like the assignments given in the recitation program because they can repeat the material, reflect intrinsic motivation, while those who see it as a means of self-development reflect extrinsic motivation.

Based on the results of interviews with mathematics teachers regarding student responses in the recitation program, it can be concluded that student's responses can be

categorized as good. This can be seen from the students' seriousness in learning activities, attention to the teacher in delivering the material, active involvement, and positive responses in the learning process. In addition, students' active participation in student learning activities has a positive impact which is shown by the interaction between students and teachers. This is in line with Fakhrurrazi (2018) who states that active students in the teaching and learning activity will create good interaction between the teacher and the students. It indicates that the implementation of the recitation program in mathematics learning at SMAN 1 Sindangwangi has gone well. This is in line with the positive interactions that occur between teachers and students in the learning process, which is an indicator of effective learning (Muthuprasad, et al., 2021). Additionally, the quality of a teacher's teaching can be said to be good because it meets the qualities of an ideal teacher in the learning process. This is presented by the teachers' ability to master and deliver material, manage the class during the program, and build interactions during the program. Moreover, teachers also use learning resources or media effectively and efficiently in the learning process.

In the process of implementing this recitation program, the learning process is not much different from normal learning. The learning process is carried out by utilizing a whiteboard and markers. Mathematics learning according to Hujodo (as cited in Damanik, 2019) is an activity carried out by a teacher so students can learn to gain knowledge in the form of mathematics abilities, skills, and attitudes. However, what makes this program different from normal learning is the assignments given to students. From the result, it can be concluded that there is effectiveness in the process of implementing a recitation program which is reflected in the form of two components that support each other, namely good teacher quality and students' positive responses to learning. This is in accordance with the result of research conducted by Pramanta (2012) which confirms that the application of the recitation method can increase student learning activities, student learning achievement, and teacher changes when teaching.

The Aspect of Product of the Recitation Program

The recitation program in mathematics learning at SMAN 1 Sindangwangi wants the best and most satisfying results. The success of this program can be seen from students' learning outcomes that exceed the minimum completion criteria (KKM) and also from students' achievements during the program and outside the program. Information related to the product of this program was carried out by conducting interviews with teachers and students who participated in the program. Moreover, tests for the students were also carried out to determine success in the program.

The first interview was conducted with a mathematics teacher aimed at finding out the results of this program as well as the follow-up actions carried out when the program did not work optimally. The results of the interviews are described as follows:

> "The results show that students are more prepared to face the exam by working on the tasks from the recitation program itself and their learning outcomes become better."
>
> "The first thing is to evaluate the program. If it does not work optimally, there will be improvement. After the evaluation, there are improvement which of course

give more motivation so this recitation program can be carried out well after the evaluation."

The interview results showed that the recitation program succeeded in improving student learning outcomes and helping them prepare for exams. This result is in accordance with research that states that students' active involvement can increase retention and understanding of materials (Taqwa & Faizah, 2016). Students' learning outcomes become better as a result of students' readiness to face exams. This is in line with several studies that state that students' self-readiness in facing exams can improve learning outcomes (Nurfatonah, 2014; Pravita, & Djumali, 2019). To improve the program, teachers try to evaluate the implementation of the program that is not optimal and find out the weaknesses. Based on data on students' learning outcomes obtained in the recitation program, it can be said that the implementation of the recitation program in mathematics learning is categorized as good because the students' learning achievements show good scores and exceed the minimum completion criteria (KKM). The success of this program is used as a reference for the continuation of the program, whether the program is stopped, improved, improved and then continued, or continued in mathematics learning.

Based on the results of document analysis of mathematics learning outcomes, it can be said that students' mathematics learning outcomes in the recitation program are categorized as good. Students who participated in this program have mathematics learning outcomes scores that exceed the minimum completion criteria (KKM). Mathematics learning outcomes are the level of success in understanding the concepts of mathematics after participating in the teaching and learning process within a certain time, which will be shown through the scores obtained on a test (Alfisyah, 2018).

Furthermore, the results of interviews conducted with teachers regarding the products or results of this program have alignment with documents regarding student learning outcomes. In the interview, the teacher stated that the implementation of this recitation was not only for students to prepare themselves for exams, but also to improve student learning outcomes. This alignment indicates that the recitation program has succeeded in achieving its goals. This is in accordance with a research result stating that clear and relevant objectives can increase student motivation and achievement (Emda, 2018).

CONCLUSION

Based on the results of the program evaluation, it can be concluded that in general the evaluation criteria for implementing the mathematics learning recitation program at SMAN 1 Sindangwangi have been met. The context of the mathematics learning recitation program at SMAN 1 Sindangwangi has been very supportive in the implementation of the program seen from the quality of the learning environment and alignment between the background and objectives of the program implementation that contribute positively to the success of the recitation program. The good input aspect of the recitation program at SMAN 1 Sindangwangi has supported the implementation of this program, namely fulfillment of suitability of curriculum aspects with the topics and subtopics being recited and sufficiency of infrastructure for program implementation. The recitation program process in mathematics learning at SMAN 1 Sindangwangi can be categorized as good. This can be seen from the

teacher's quality in the learning process and clarity in delivering the materials students' seriousness in the learning process. The product of the mathematics learning recitation program at SMAN 1 Sindangwangi can be categorized as good seen from student learning outcomes that exceed the minimum completion criteria (KKM) after participating in this program. There are several limitations in this study, including limitations in research subjects, time, and data collection techniques. Adding more research subjects, time, and data collection techniques in future research could provide more in-depth and accurate research results. Based on the results and discussion of this study, some relevant suggestions include schools designing a continuous evaluation process to monitor and improve the implementation of the recitation program, researching the effects of the recitation program on students with different levels of ability to understand its impact more thoroughly, developing clear guidelines or guidance for teachers regarding the implementation of recitation program, and considering the integration of technology in the implementation of recitation programs to increase student involvement.

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