

Development of Instruments Performance Assessment Materials Singing for Students Junior High School in District Sambas Based on Android

M. Arvin Nugroho, Supriyadi Supriyadi, Wahyu Lestari

Educational Research and Evaluation, Semarang State University, Indonesian

*Corresponding Author: arvinnugroho730@students.unnes.ac.id

Abstrak. This study aims to produce an android-based performance assessment instrument that is valid, reliable, and practical. Research development approach with ADDIE model from Dick and Carry. The performance assessment instrument developed consisted of: (1) task items, (2) music accompaniment audio, (3) an assessment rubric, (4) an observation sheet, and (5) guidelines for the interpretation of assessment results. Development of indicators of performance assessment instruments for the subject of singing folk songs by referring to the music learning curriculum for class VIII junior high school (SMP). Assessing students' competence in singing folk songs using performance assessment with practice test techniques with the assignment technique of singing folk songs in an unisono. Based on the result unisonials conducted at the model application stage, shows that, technically, the performance assessment model on the subject of singing folk songs developed can be applied very well. Based on the results of the analysis of the reliability test conducted using the analysis of the correlation coefficient between classes, it shows that the instrument for assessing the performance of singing folk songs developed has met the specified criteria.

Key words: instrument, performance assessments, singing, folk song, android

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INTRODUCTION

Education is a process of changing behavior children's behavior so that they become adult humans who are able to live independently and as members of society in the natural environment where the individual is located (Sudanta, 2015:75). Strategic in improving reliable and quality Human Resources. Indonesia's low ranking in the field of education is the responsibility of all relevant parties to form links, both central and local education stakeholders, the underlying policy instruments made by the government and educational goals formulated by education units, including school supervisors as a component of quality assurance education (Kaefahmi & Wahyudin, 2019:23). The world of education and teaching, arts and culture and skills are among the subjects contained in the program basic, secondary and basic education in the formulation of basic competencies for each subject is manifested in a series that every knowledge taught, learning must be continued to make students skilled in presenting the knowledge they master in a concrete and abstract manner in the form of or related to works of art and culture, and behave as people with a high sense of appreciation for works of art (Suhada et al., 2015:2).

The development of assessment instruments is an activity that aims to develop existing assessment instruments to make them more practical. Instruments have a very important role in determining the quality of the information in an assessment that serves to reveal facts into data, if the quality of the tools used is good then the data obtained is in accordance with actual events (Rahmawan et al., 2016:82). Assessment instrument development activities have a very important and beneficial role for schools, teachers, and students (Arifin, 2018:154). The development of assessment instruments is not limited to how to make assessment instruments, the development of assessment instruments can be carried out by making standard and practical assessment guidelines so that they can be used and accepted well (Hakim et al., 2019:40). The development of assessment instruments is carried out not only seen from student factors, other factors must be considered such as factors from teachers, curriculum, facilities and infrastructure, assessment instruments used, learning models of teaching and learning activities in schools and practical learning activities in schools (Yumaroh et al., 2014:69).

Assessment is a process which is very important to learning. The assessment

instrument that meets the standards, will measure precisely the end result of a process of learning, so that students can study results will be detected properly and can be used as material for the next learning program evaluation (Hariyati et al., 2018:45). Assessment that can improve the quality of education is a continuous assessment system that has the principle of assessing all basic competencies, analyzing the results of the assessment and carrying out follow-up in the form of a screening or improvement program. The competency assessment in question includes cognitive, affective and psychomotor abilities (Ekawatiningsih, 2015:96). The psychomotor aspect lies in the accuracy of the movements performed by Students are seen from the appearance of students in carrying out practice with the focus of the assessment being on movement, time, results achieved and work safety.

The development of an effective assessment instrument in schools has become a must for a teacher in carrying out the learning process and the assessment affects the achievement of student competencies, teachers need to apply it comprehensively in assessing the success of practical learning (Fuadi et al., 2015:2). Ari (2019:5) Assessment serves to determine the achievement of student learning outcomes. Assessment can improve students' ability to learn. The assessment is carried out through 3 approaches, namely the final assessment of learning, learning assessment, and assessment as learning during the learning process, and is used as a basis for improving the teaching and learning process.

The development of performance assessment instrument is a learning program that the conducting of the programs needs to be evaluated of its implementation (Ramadani et al., 2017:3) . The achievement of the aims and objectives of learning activities, so that educators can determine good teaching strategies to improve the quality of education through an assessment system. As one of the efforts to improve the learning outcomes of the art of music, a valid and reliable performance appraisal model is needed. The results of interviews and observations conducted in 3 schools showed that the instruments used by teachers to evaluate student learning outcomes in singing folk songs were not equipped with assessment guidelines and did not have an assessment manual because teachers judged students only by seeing students

singing, so that in assessing teachers not yet on target. Performance assessment is an assessment based on observations of student activities as they occur. Evaluation performance in language learning could used when the teacher wants to evaluate the performance of students in terms of the ability to sing folk songs (Januari, 2014:34).

The instrument used by the teacher is not standardized (valid and reliable), because the teacher does not understand how to make a performance assessment instrument for singing folk songs. The assessment instrument used by the teacher is still general in nature, only in the form of an assessment sheet, and not equipped with indicators that are appropriate for the assessment in the material for singing folk songs. The process of assessing learning outcomes needs an observation sheet with assessment indicators to measure students in music lessons, the assessment indicators used are still not appropriate to assess singing ability and there are still many singing assessments that are assessed subjectively by the teacher, so the evaluation results are not in accordance with the assessment objectives (Rahmawan et al., 2016:82). The difficulties that teachers often face in assessing is the lack of improvisation in using the instrument evaluation (Syamsudduha et al., 2020:83).

The selection of the assessment technique used by the teacher for students is still not appropriate, judging from the results of the assessment, it has not been able to provide information on the results of learning to sing student folk songs authentically, because the teacher in assessing student skills is focused only on aspects of the assessment of students who are able to sing folk songs which are considered successful in learning. The teacher does not pressure students to sing folk songs to the fullest, but just seeing students having enthusiasm and not neglecting the tasks given by the teacher is good enough. The learning outcomes obtained by students still produce notes that are not quite right, and the singing attitude of students is still not right. Jamalus stated that singing is an activity of making sounds regularly and rhythmically, both accompanied by accompaniment music or without accompaniment music (Eris, 2016:3). Singing is different from speaking, because singing requires certain techniques, to be able to sing well one must learn the basics of singing techniques which include posture, breathing, voice formation, articulation, and intonation

(Eris, 2016:4).

The right solution to overcome the problems described, the researchers developed a performance assessment instrument on the folk song singing material that was valid, reliable, and practically used to assess student performance. The instrument does not use paper as an observation sheet so it is more practical so as to produce a performance assessment that can be integrated quickly. The development of art science and technology (IPTEKS) presents its own challenges for education graduates to create learning media that can improve the quality of better education, the development of science and technology encourages teachers to produce android-based assessment instruments with technological advances, making it easier for teachers to make instruments for subjects that require high costs (Anita & Siti, 2020:40).

The objectives of the research on the development of a standard instrument for assessing performance in singing folk songs with the aid of an android are 1) Describe the need for an android-assisted performance assessment of singing folk songs, 2) Analyze the design of developing standard instruments for performance assessment of singing folk songs with the help of android, 3) Testing the validity, reliability, and practicality of developing a standard instrument for assessing performance in singing folk songs with the help of Android, 4) Produce applications and teacher manuals containing the development of standard instruments for assessing performance in singing folk songs with the help of Android.

METHODS

Based on the formulation of the problem, the type of research used is development research that aims to produce certain products and test product quality. The research product is an android application and a teacher's manual containing standard instruments for the assessment of singing folk songs with the help of android. Research and development (Research and Development), namely the process used to develop and validate educational products (Samsu, 2017:173-174). The development design model from Dick and Carry (Hamzah, 2019:25) is the ADDIE Model where there are 5 stages, namely Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation (Mulyati, 2012:178). In the analysis consisting of needs analysis and curriculum analysis, at the design stage, a model design is

carried out by underpinning the development process, namely determining instrument specifications, writing instruments, and determining scores. the development stage consists of a review of the instrument by an expert, tested in the field in the form of analysis and revision. The implementation phase is broad-scale testing and practical testing. The evaluation phase consists of assembling and refining the instrument. Sources of data are obtained from data from observations, interviews, expert validity, questionnaires, and documentation.

Observation activities were combined with interviews with teachers and documentation studies. on learning tools in the form of performance assessment instruments, student learning outcomes, lesson plans, on K-13, and other supporting devices. At the development stage, the data sources in the study were obtained from expert validation data and small and large-scale trial data. The subject of a small-scale trial or a limited trial was conducted at SMP Negeri 3 Teluk Keramat involving 100 students of class VIII. Field trials or large-scale trials were conducted using the revised product I. The trials were conducted in 2 junior high schools, namely SMP 9 Teluk Keramat and SMP 5 Pontianak with 100 and 100 students respectively. So, the research subjects amounted to 200 students.

Data collection techniques are very important activities in research to obtain the required data or information. The data obtained are qualitative data and quantitative data. Qualitative data collection techniques used are observation, interviews, and document studies. while the quantitative data collection techniques used are expert validation and questionnaires. A validity test to find out whether a scale is able to produce accurate data according to its measurement objectives and a process of testing validity or validation is needed (Azwar, 2014: 313). Test the validity of the instrument used in this study using validation by experts (expert judgment) with a total of 4 validators. The validity of the content of the instrument is based on the assessment of n experts on an item by using the Aiken's V formula. The assessment is carried out by giving a number between 1 to 4 (Azwar, 2014:134). The reliability test used in this study is the ICC inter-later reliability test with 4 raters. The reliability between raters was then tested using the Interclass Correlation Coefficient, the reliability analysis using SPSS 26.0. The

practicality test is carried out with Virtual Workshop activities. Practicality testing through workshop activities is deemed necessary and representative to be used as an activity effort that provides a forum for teachers to understand the essence of how to determine performance assessment in accordance with predetermined stages.

RESULTS AND DISCUSSION

Needs Analysis instrument for performance assessment of singing with the help of android

Needs analysis was conducted by conducting interviews with 3 teachers who teach arts and culture subjects in three schools. The needs analysis is carried out using a practical model, namely interviews with participants (teachers) involved in development projects (Andersson, 2019:62). Data collection of performance assessment instruments and materials contained

in music learning resources in class VIII are applied in the field through interviews with teachers. There are several problems obtained from the identification of this potential problem, namely the school system still uses a simple assessment so that the practical value of students assessed is sometimes only in the form of reports.

Appropriate performance evaluation certainly allows teachers to make subjective assessments. In connection with the teacher's experience in developing the instruments used in carrying out singing assessment activities in the evaluation activities of learning the art of music, the material for singing folk songs can be seen through the number of responses, percentages, and priority choices for using assessment devices and instruments as summarized in table 1 as follows:

Table 1. Use of Assessment Instruments

Number	Assessment Toolkit	Number of Responses	Percentage
1	Kisi-kisi dan Tugas	3	100
2	Lembar Pengamatan	1	30
3	Rubrik Penilaian	0	0
4	Prosedur Penilaian	0	0

Practical facilities in the three schools are complete enough to carry out the singing learning process, but are rarely used only when students are doing practical lessons. Assessment of performance in schools is indeed less supportive to assess students' ability to sing folk songs, so an update is needed in the assessment of singing performance. At the needs analysis stage, information was obtained that the obstacles experienced were performance assessments in the evaluation of the material for singing folk songs, one of the obstacles experienced was in conducting assessments, teachers still did not understand the scoring guidelines in instruments that were not clear so that the instruments used were difficult to use the components assessed are also difficult to observe, so they tend to be ignored and not used.

The data obtained show that the teacher arranges a grid and a test before carrying out the assessment activities. Observation sheets, assessment rubrics, and assessment procedures were not made because the assessment used by the teacher was adopted from description tests that already had an assessment tool in the form of an assessment procedure. The results of the responses of the teachers can be concluded that

so far the mastery of teachers is mainly only in compiling grids and description tests, which is because the understanding of the development of assessment rubrics and assessment procedures has not been widely understood by teachers. The rater is generally only one person, namely the art and culture subject teacher. The components assessed and the number of students assessed is quite large, so it is difficult to get comparisons to be taken into consideration in making a final decision. Finally, there is a tendency to give high marks or vice versa, this is caused by the instruments used by teachers do not meet the requirements of validity, reliability, and practicality.

Android-assisted instrument design for singing regional anthem performance assessment

At the instrument grid stage, the researcher began to compose a grid based on basic competencies which were compiled in accordance with the regulations of the minister of education and culture. The design of the instrument can be started from the preparation of an instrument grid based on concepts and theories regarding the assessment of the performance of singing relevant folk songs so

that the grid of instruments designed includes standard instruments for assessing the performance of singing folk songs for students which are used by teachers to assess the results of student performance and observation instruments by teachers that can be used as raters. The observation instrument grid contains 3 aspects in assessing the performance of singing folk songs, namely mastery of songs, mastery of character, and mastery of appearance.

The instrument grid that has been compiled and then the instrument grid is designed in the form of a standard instrument application form of performance assessment of singing folk songs with the help of android which can be operated on a mobile/smartphone system using a kodular website. Kodular is a website that provides tools to create an android application with the concept of drag-drop block programming. In the product development stage, the researcher developed a

performance instrument to assess the psychomotor domain. The psychomotor domain is a type of learning outcome which is achieved through manipulation skills involving muscles and physical strength. Learning outcomes in the psychomotor domain of students follow the learning process or after the learning process. Assessing performance instruments, the teacher must prepare at least two documents, namely: 1) Questions/worksheets/task sheets/work orders, 2) Observation instruments/observation sheets, and rating scales.

The grid for the observation instrument in the aspect column contains 3 aspects in assessing the performance of singing folk songs. In the last column there is a description column, which is a description of the 3 criteria for students' success in singing folk songs. The assessment instrument grid can be seen in table 2 as follows:

Table 2. Performance Assessment Instrument Grid

Kompetensi Dasar	No	Aspek	Deskripsi
4.1 Menyanyikan Lagu Daerah	1	Penguasaan Lagu	Menguasai intonasi, syair, artikulasi dan frasering pada lagu daerah yang dinyanyikan.
	2	Penguasaan Pembawaan	Menguasai tempo, dinamika, pernapasan dan irama pada lagu daerah yang dinyanyikan.
	3	Penguasaan Tampilan	Menunjukkan ekspresi, gestur tubuh, dan bloking panggung pada saat menyanyi lagu daerah.

Validity, Reliability, and Practicality of the Instrument

Each expert was given a validation instrument containing indicators and assessment answers using a Likert scale of 1, 2, 3, and 4 to determine the feasibility of the standard instrument for assessing the performance of singing folk songs, which is very important to measure student performance in singing folk songs. Then proceed with input from each validator in the form of criticism and suggestions for each statement item. Finally, each validator is expected to provide a conclusion on whether or not the instrument of performance assessment of singing folk songs is to be tested on students. If not, then proceed to revise the instrument according to input from the validator. The standard instrument for assessing the performance of singing folk songs assisted by Android is assessed by experts who are described from each aspect, for each item of the test instrument the measurement scale is determined qualitatively, through the system for

performance quality, it can be scored gradually starting with a score of 1 if only able to achieve one criterion, and a score of 4 if it is able to achieve all the scoring criteria.

The steps taken in the development of performance assessment standards for singing folk songs are formatted in the form of a table, whose main elements consist of: the first column contains the assessed aspects/indicators, the second column contains the scoring criteria/descriptors, and the third column contains the scores obtained. for each indicator. the results of the standard instrument validation of the performance assessment of singing folk songs assisted by android were analyzed using the Aiken's value formula to calculate the content validity coefficient. Aiken's coefficient ranges from 0-1, for the content validity test items $V1 = 0.92$ (item 1), $V2 = 0.83$ (item 2), $V3 = 0.92$ (item 3), $V4 = 0.92$ (item 4), $V5 = 0.67$ (item 5), $V6 = 0.75$ (item 6), $V7 = 1$ (item 7), $V8 = 0.83$ (item 8), $V9 = 0.75$ (item 9), $V10 = 0.83$ (item 10), $V11 = 0.67$ (item 11), $V12 = 0.83$ (item 12), $V13 = 0.58$ (item 13), $V14 = 0.83$ (item 14),

V15=0.58 (item 15), V16=0.67 (item 16), V17=0.67 (item 17), V18=0.75 (item 18), V19=0.92 (item 19), V20=1 (item 20), V21=0.75 (item 21), V22=0.67 (item 22), V23=0.67 (item 23), V24=0.75 (item 24), V25=0.83 (item 25), V26=0.75 (item 26), V27=0.67 (item 27), V28=0.67 (item 28), V29=0.92 (item 29), V30=0.92 (item 30), V31=0.83 (item 31), V32=0.92 (item 32), V33=0.67 (item 33), V34=0.75 (item 34) and V35=0.83 (item 35). The average value has a score of 0.78 so it can be said that the instrument used has a high validity above 0.30. each criterion is declared valid if it reaches a score interval of 2.60 $P \leq 5.00$ (Bari et al., 2020:39).

The high-reliability coefficient between raters can be interpreted that the rating that has been carried out by each rater is consistent with one another. The reliability coefficient is not high enough, so there is inconsistency among raters (Lalu, 2016:91). The level of agreement (Reliability) between the four raters can be explained by calculating the reliability coefficient between raters using the Interclass Correlation Coefficient. Calculation of ICC using SPSS 26.0, the result of price analysis of a rater (expert) is 0.297, while for the rater the consistency is 0.937, which means it has a high level of stability. (Streiner et al: 2000; Polgar, et al: 2000). According to Arikunto (2007:75), if the reliability coefficient lies between 0.80-1.00, it is included in the very high category.

Reliability Interclass Correlation Coefficient limited trial of Single Measures (reliability of an evaluator) has 0.543 and Average Measures (average reliability of three raters) has a score of 0.826, it can be interpreted that the instrument has very high stability seen Average measure 0.80. The measuring instrument has adequate stability if the ICC between measurements is > 0.50 , and high stability if the ICC between measurements is 0.80. Testing using the reliability coefficient between raters (Interclass Correlation Coefficient) shows the average value of the three raters has high stability, as can be seen from the Average Measures 0.891 (Very High), while the Single measure is 0.672 as a whole the instruments used in SMP Negeri 9 Teluk Keramat on average have high stability. The test results at SMP Negeri 5 Pontianak using the Interclass Coefficient Correlation show that the average value of the four raters has high stability, as seen from the Average Measure of 0.979 (Very High), while the average for Single Measure is 0.922 as a whole it can be concluded

that the results of the assessment instruments used in SMP Negeri 5 Pontianak on average have high stability.

Practicality test to assess the feasibility of each component and the practicality of the instrument developed for use in junior high schools. The results of the calculation of the teacher's response to the practicality of the instrument obtained information that for all aspects, the lowest practicality value was 48 and the highest was 80 out of 20 teacher respondents. The percentage value of the score obtained is 60% - 100%. Based on the score criteria made by the researchers, it was concluded that each respondent assessed that the standard instrument for assessing the performance of singing folk songs with the help of Android was practical and very practical.

The final result of developing a standard instrument for performance assessment of singing folk songs with the help of android

The application of the standard instrument for evaluating the performance of singing folk songs produced has passed the testing phase, both validity, reliability, and practicality tests. The application of the standard instrument for assessing the performance of singing folk songs that have been developed includes: (1) the standard instrument for assessing the performance of singing folk songs consists of 3 aspects that already include authentic assessment, (2) the teacher's handbook which is used to assist teachers in preparing the guidebook. and the use of the application (3) an assessment application that contains assessed indicators and rubrics from the standard instrument of assessment for singing folk songs assisted by android, (4) techniques and steps of instrument development in a nutshell.

The standard instrument for assessing the performance of singing folk songs with the aid of Android has been designed based on the needs of cultural arts teachers and analysis of the problems experienced by art and culture teachers in the field, so that the assessment instrument is more useful and on target, the results of the research are discussed from the beginning following the development procedure adopted from Dick and Carry (Hamzah, 2019:25) is the ADDIE Model where there are 5 stages, namely Analyze, Design, Development, Implementation, and Evaluation. Results and discussion are combined in one part. It contains: The results of the findings to answer the research objectives,

Figure and table should be clear and the description must be concise and clear, Discussion must reveal the in depth analysis of the obtained results it is critically and in-depth synthesis accompanied by proof of evidence related latest references, Explain the novelty of your research, The benefits and contribution of research for the science/ society.

CONCLUSION

The results of the research on the development of standard instruments for assessing performance in singing folk songs with the help of Android that has been carried out can be concluded as follows: Preliminary study obtained data that the process of implementing the assessment of the practice of singing folk songs carried out by teachers still uses non-standard assessment instruments. The difference in indicators for the assessment of the practice of singing folk songs for each teacher has a less effective impact on assessing the potential of students on the results of the ability to sing folk songs. The design of the instrument produces data from the results of data analysis in the form of performance assessments used by teachers, textbooks, and the learning process carried out by teachers, and there is no standard performance assessment instrument to assess the performance of singing students. The results of the instrument design obtained the determination of performance assessment instruments, instrument grids, observation sheets, and performance appraisal android applications singing folk songs. The validation of the standard instrument for evaluating the performance of singing regional songs was carried out through content validity and construct validity tests, the results of the assessment obtained from the validation of experts stated that the performance assessment of singing regional songs was feasible to be used as a form of assessment.

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