MANAGING OPEN HIGH SCHOOL IN WEST JAVA INDONESIA

By:
Dina Thaib
Didi Permana,
Raja Rosnenty
Rasdjo Dedi Suwardi
Dinathaib@ecampus.ut.ac.id

Abstract

As one of the efforts to fasten the APK in middle education, West Java Provincial Education Office develop the Open High School Program (*SMA Terbuka*/Smater) that is developed in the exist high school and by opening Learning Activity Center (*Tempat Kegiatan Belajar*/TKB) in certain remote areas which are unreachable by high school students. In Info Mitra (22nd edition) it is mentioned that West Java Provincial Education Office propose "All Children Must be In School" (*Semua Anak Harus Sekolah*) Program in front of Gedung Sate as a part of open middle school activity, as an effort to ensure the fulfilment of availability, affordability, quality, harmony and certainty in obtaining educational services. The general problem in this research is how to describe the success rate of the program that is implemented in Open High School? and the general aim is to identify the description of implementation program at Open High School. This is a qualitative descriptive research. The primary data sources are principals, teachers and students, while secondary data is from documents and observations in the main school as many as 22 high schools as research samples. To ensure the validity of the data the researcher using informant review techniques, and triangulation. The sampling technique used was purposive sampling with data analysis, namely an interactive analysis model. The results of the research on the implementation of the Open High School in West Java in 2018 are as follows: 1) for the Person in Charge seen from eight aspects of the activity, Good for the three aspects of activities, Good Enough for the four aspects of activities and Poor for one aspect of activities. 2) for visiting teacher / tutor, which is seen from the five aspects of the activity shows Good. Whereas 3) for student respondents seen from six aspects of activity, showing Good for one aspect of activity, Good Enough for two aspects of activity and Poor for two aspects of activity. In addition, 4) almost all activities do not have standard implementation guidelines that have an impact on the variety of the activities of the SMA Open in each Main School / TKB. The learning process / tutorial is not enough to prepare students to face the UAN.

Keywords: Organizing the Open High School in West Java

BACKGROUND

The vision and mission of West Java Province are listed in the Medium Term Development Plan (RPJM) in 2013 – 2018. The vision is "To build a quality and competitive society" and the mission is "To improve the quality and competitiveness of West Java people through superior, affordable education, even and open". To realize the vision and mission, the government plans to provide free education services at the middle level. But in reality, as stated in the Guidelines for Implementation of Distance Education (PJJ) in Vocational Schools (2017), West Java Province has not succeeded in achieving the APM-APK as expected. Data of 2015-2016 shows that APK achievement of secondary education in West Java Province has 76% gap from 10% from the target achievement of APKSM that has been determined. It is shown by there are still 247,067 students who did not continue to secondary school level. In 2014-2015, there were 703,747 students from junior high school/ Tsanawiah (SMP / MTs) graduate, while the capacity of the school only 469,567 students. Therefore there is a gap around 234,180 students who cannot continue to secondary education. Besides the physical factors of secondary schools in West Java that do not yet have the capacity according to their needs, as stated in the Guidelines for Implementation of Distance Education (PJJ) for Vocational Schools in West Java (2017), there are two factors that becomes the obstacle in reaching secondary education services; the first is seen in terms of the economy, the low economic status of parents or the community and secondly in terms of geographical, remote place of the residence of students.

One of the efforts to accelerate the achievement of APK for secondary education, the West Java Provincial Education Office developed the Open High School (Smater) program, which was developed in existing high schools and by opening Learning Activities in certain areas that cannot be reached by high school students. In Info Mitra (22nd edition) it is mentioned that West Java Provincial Education Office propose "All Children Must be In School" (*Semua Anak Harus Sekolah*) Program in front of Gedung Sate as a part of open middle school activity, as an effort to ensure the fulfilment of availability, affordability, quality, harmony and certainty in obtaining educational services.

The aim of Open High School as stated in the Open High School Implementation Guidelines is basically the same as the secondary education goals as stated in Article 3 of Act Number 20 of 2003 concerning the National Education System and its description and explained in Article 77 of Government Regulation Number 17 of 2010 concerning Management and Organizing Education, it is stated that: "Secondary education aims to form students to become a person who: (a) believe and devote to God the Almighty, have noble character, and have character/virtue; (b) knowledge, skilful, critical, creative and innovative; (c) healthy, independent and confident; and (d) tolerance, sensitive to social condition, democratic, and responsible." Open High School is held in such a way that it gives two choices to students, namely preparing the graduates to continue to higher education or preparing the graduates to enter the workforce. To that end, Open High School is expected to be able to produce graduates who are ready to continue to higher education and / or ready to enter the relevant workforce, both as workers and entrepreneurs who are well-known, flexible

and broad-minded and technology literate, and able to compete nationally and internationally with still upholding local excellence of Indonesia.

It was also stated that the aim of organizing Open High School was to increase the APK through access for Indonesian people who were constrained by; 1) geographical conditions, b) time constraints, c) economic conditions, and d) socio-cultural conditions, to pursue quality secondary education through open services and distance learning systems.

In this research, the problem formulation is "what is the description of the success rate of the Open High School in West Java? Specifically break down into:

1. How is the implementation of Open High School socialization?
2. How is the TKB selection conducted by the Main High School?
3. How is the implementation of the recruitment for Tutors and Activity Managers?
4. How is the tutorial preparation at Open High School?
5. How is the orientation of new students (the Period of Introduction to the School Environment-MPLS) conducted in open high school?
6. How is the tutorial implementation at Open High School?
7. How is the assessment of learning outcomes carried out at Open High School?
8. How is management of finance at Open High School?

The general objective of this study is to identify the portrayal of the implementation of Open High School in West Java, and specifically to find out the description of the implementation in:

1. Implementation of Open High School socialization
2. Selection of TKB conducted by the Main High School
3. Implementation of recruitment of Tutors and Activity Managers
4. Implementation of tutorial preparation at Open High School
5. The implementation of the orientation of new students (The School Environmental Recognition Period -MPLS) conducted in open high school
6. Implementation of tutorials at Open High School
7. Assessment of learning outcomes carried out at the Open High School
8. Finance management at the Open High School

The research hypothesis used is:

1. With the socialization of the Open High School in West Java, the implementation of the Open High School in West Java will be known by the community
2. With the selection of TKB, it will facilitate the implementation of Open High School learning activities in West Java
3. With the recruitment of visiting teacher/tutors, the implementation of Open High School learning in West Java will be well implemented
4. With the preparation of the tutorial, the Open High School learning activities in West Java will be run well
5. With the orientation activity to the new Open High School students in West Java, students will have better understanding on the Open High School

6. With the implementation of tutorials that are in accordance with the provisions of the Open High School, the Open High School in West Java will be good
7. With the implementation of assessments at Open High School that is in line with the rules, the Open High School in West Java will be good
8. With financial management that in accordance with the rules, the Open High School in West Java will run smoothly

RESEARCH METHODS

The type of research that is used by researchers is a type of qualitative descriptive which study the existing problems and work procedures that have been applied. This qualitative descriptive study aims to describe what is currently happened. According to Mardalis (1999; 26) qualitative descriptive research aims to obtain information about existing conditions. In this case it is describing, recording, analysing and interpreting the current conditions in accordance to the implementation of the Open High School in West Java.

The sampling technique used in this study was purposive sampling. Purposive sampling according to Aman (2007) means that samples are not intended to represent the population, but rather to represent information. By determining the samples by ourselves which was taken with certain considerations, it is expected can obtain more accurate results about the implementation of the Open High School in West Java province. The respondents are Principal/ Person in Charge as many as 21 people, Open High School teachers/ Tutors as many as 95 people, and 144 students of the Main High School, which were originally 10 principals/Person in Charge, 30 teachers/tutors, and 60 students.

To ensure the validity of the data collected, this study used informant review techniques and triangulation techniques, this is as stated by Aman (2007) from Milles and Hubberman, (1992: 453) to ensure the validity of data to be collected in research, researchers can use informant techniques review or feedback from informants. In addition, the researchers also used triangulation techniques to validate data, which included source triangulation, method triangulation, and theory triangulation. While the data analysis techniques that are used namely interactive analysis models (Miles and Huberman, 1984). According to Aman (2007) in this analysis model three components of the analysis, namely data reduction, data presentation and conclusion or verification are carried out in an interactive form with the process of collecting data as a continuous, repetitive and continuous process to form a cycle . Schematically this interactive analysis process can be described as follows:
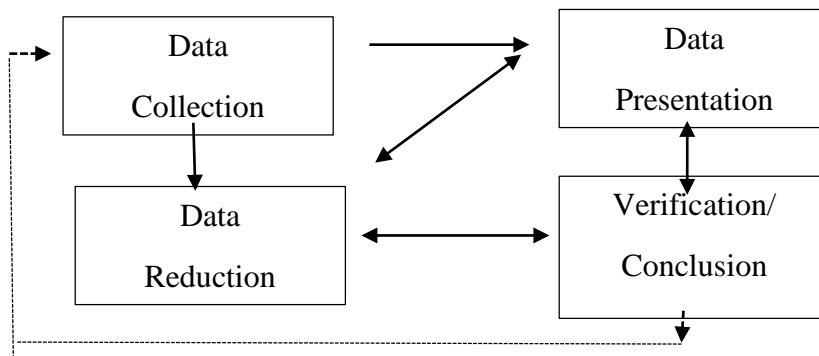
Figure 1 Miles and Huberman's Interactive Analysis Model (Aman; 2007)

RESULTS AND DISCUSSION

The description of the results of the Open High School implementation for 8 (eight) activities aspects of Person in Charge, 4 (four) activities aspects of Tutor Teachers and 6 (six) activities aspect of student is portrayed in the following 3 (three) tables:

Table 4.1 : The Implementation of Open High School (Person in Charge)

No	Activity Aspect	Choices	Frequency	Percentage
A	Socialization	Y	259	94.87%
		N	14	5.13%
B	TKB Selection	Y	33	31.4%
		N	72	68.6%
C	Recruitment of Tutor & Managements	Y	63	60.0%
		N	42	40.0%
D	Tutorial Preparation	Y	174	59.2%
		N	120	40.8%
E	the School Environmental Recognition Period	Y	91	86.7%
		N	14	13.3%
F	Tutorial Implementation	Y	132	52.4%
		N	120	47,6%
G	Learning Outcome Assessment	Y	82	78.1%
		N	23	21.9%
H	Financing	Y	98	51.9%
		N	91	48.1%

**Table 4.2. The Implementation of Open High School
(Visiting teacher/Tutor)**

No	Activity Aspect	Choices	Frequency	Percentage
A	Socialization	Y	676	54.74%
		N	559	45.26%
B	Tutorial Preparation	Y	468	49.26%
		N	577	60.74%
C	Tutorial Model	Y	190	33.33%
		N	380	66.67%
D	Tutorial Implementation	Y	1879	54.94%
		N	1541	45.06%
E	Financing	Y	251	66.05%
		N	129	33.95%

Table 4.3. The Implementation of Open High School (Students)

No	Activity Aspect	Choices	Frequency	Percentage
A	Students Recruitment	Y	415	92.22%
		N	35	7.78%
B	New Academic Year Activities	Y	562	74.93%
		N	188	25.07%
C	Tutoring Service Model	Y	165	27.50%
		N	435	72.50%
D	Tutoring assistance	Y	387	51.60%
		N	363	48.40%
E	Tutorial Implementation			
	1. Learning Load	Y	139	30.89%
		N	311	69.11%
	2. Learning Schedule	Y	274	60.89%
		N	176	39.11%
	3. Teaching Learning Activity	Y	1,260	49.41%
		N	1,290	50.59%
	4. Learning Outcome Assessment	Y	1,156	64.22%
		N	644	35.78%
F	Financing	Y	70	15.56%
		N	380	84.44%

Open High School socialization is given to Tutors, students and managers with various socialization materials; however no standard socialization material is available. All Visiting Teachers/tutors (150 people) attend socialization activities at

least once with varied keynote speakers. The standard socialization material intended for Visiting Teachers / Tutors is not yet available. There are still 18% students who do not participate in the School Environmental Recognition Period (MPLS) where information about the introduction of the Open High School is delivered. The implementation of socialization with standard material and attended by all relevant parties plays an important role in order to obtain the same perception by parties directly involved in the activities of the Open High School.

Recruitment of TKB is not done because there are already foundations that are appointed based on the readiness and readiness of the learning infrastructure. Direct appointment of an institution that will function as a TKB occurs because there are no specific guidelines as references.

Tutor selection is conducted with various criteria for each TKB. Visiting teachers were not specifically selected but received additional assignments. The manager is appointed by the Person in Charge/Principal. The separation of Visiting Teacher's functions and tutors in Open High School learning/tutorial activities can basically be justified as long as the academic qualifications and educational background of the two groups are not much different and are in accordance with the subjects that are being taught. This is important to maintain the continuity of the learning process that has been determined based on the meeting schedule that has been prepared. In the reality, with the variations in tutor recruitment criteria, there was no standard (written) criterion that was used as a reference in the tutor recruitment process, so for some TKB the determination of Tutors was based on consideration of TKB managers.

Tutorial preparation conducted by visiting teachers / tutors varies and there is no one element of tutorial preparation done by all visiting teachers / tutors. The Tutorial Schedule is prepared by the Primary School / TKB, it has not referring to the predetermined time allocation and without the application of the learning model / tutorial for each subject. All subjects are treated equally. Printed, non-printed and other sources of teaching material are available at 17, 8 and 15 (81%, 43% and 33%) respectively from 21 main schools / TKB for students, and for each Tutor available at 15.10 and 11 (71%, 48% and 52%) of 21 main schools / TKB. Of the 95 visiting teachers / tutors, 48 (51%) attended Tutor Training; 55 (58%) have tutorial guidelines; 77 (81%) stated that there was a tutorial schedule, 73 (77%) made a tutorial plan for each semester and meeting plans and 57 (60%) prepared face-to-face or online tutorial materials. Training material, tutorial guidelines, plans and tutorial materials vary from one main school / TBK to another. The elements in the preparation aspects of the tutorial for visiting teachers / tutors are very important so that they can carry out their duties properly. Tutorial is not the same as teaching whether viewed from the material delivery or the time provided. Visiting teachers are accustomed to teaching not tutoring, even though they have academic qualifications and backgrounds that fulfil the requirements. They need to be trained to act as tutors, so tutors with varying academic qualifications and educational backgrounds; they also need to be trained. To equalize perceptions in carrying out their duties there needs to be debriefing activities for visiting teachers and tutors. For

each subject visiting teacher and the tutor together compile a tutorial plan that covers what material will be delivered at each meeting, what model of tutorial will be applied, what time allocation is given, and what will the visiting teacher and tutors will do for each meeting. This plan was used consistently during the implementation of the tutorial.

In MPLS activities, which were attended by 123 (82%) of the 150 new students from 22 Open High Schools, not all main schools / TBK delivered material about the independent learning system, Open High School learning models, learning outcomes assessment systems and the use of Information and Communication Technology (ICT) on the online learning system at the Open High School. The new student who did not attend did not have the any knowledge about the learning process that would be accepted, all they knew was that they entered school for free and the learning process that would be accepted was more or less the same as students in regular high school in general.

The characteristics of Open High School students are very different from general high school / vocational students, especially from their academic abilities. With conditions where all students have not been sitting in school for a long time, it is necessary to prepare them to become independent learners. This effort is not enough if it is only done once in the MPLS activity forum, there needs to be other activities provided before they are truly become Open High School students. MPLS, as an initial activity of the new academic year must be set as an activity that must be followed by all students and the main material delivered in this activity should be standardized for each main school / TBK and delivered in a way that fosters enthusiasm and motivation for students to enter Open High School learning process.

One of the elements in implementing the tutorial is the tutorial schedule. The tutorial schedule that has been prepared has not been fully implemented consistently due to the absence and or delay in attending Visiting teachers/Tutors and students. The level of student's attendance on Saturdays tends to be lower than Sunday because they do not get permission from the supervisor where they work. On the monitored location, the implementation of tutorials by visiting teachers in the Main School is similar to the ordinary teaching process with very little time so the material that can be given is also limited. The limited knowledge of students who tend to be passive and the unavailability of printed teaching materials also contribute to the stagnation of the face-to-face tutorial process. Students have not carried out online tutorials, they have only received teaching materials in file form for certain subjects. Activities that lead to practice skills in internship place are the dominant activities carried out by Tutors for certain subjects. Despite facing various difficulties, the TKB Manager with the Tutor is actively conducting a home visit.

The next element is monitoring. The monitoring process was carried out at the initiative of each Person in Charge/Principal who also involved elements from the Provincial/District Education Office; there was no standard instrument to be used as a reference. Monitoring the implementation of the tutorial is intended to ensure the availability of guidance for visiting teachers / tutors, the presence of visiting teachers / tutors and students, the suitability of schedules and performance of visiting teachers /

tutors, the availability of printed / online teaching materials and the availability of facilities and infrastructure. Another element, the assessment of teacher visiting performance / tutors, is only limited to the aspect of attendance not yet on the aspects of their performance on the application of tutorial models inside and outside the classroom. Visiting Teachers' performance / tutors in the classroom also need to be monitored, to find out whether the tutorial model that is applied is in line to what is planned and what obstacles are faced in implementing the planned tutorial model. The lack of optimal implementation of the activities described above has an impact on the achievement of scores obtained in the tutorial implementation activities (54.9%).

The unavailability of tutorial planning documents that become a reference for tutors' activities, disobedience to the tutorial schedule, unavailability of printed teaching materials for students and the absence of application of the tutorial models in the classroom are predicted to be the reason for the low scores that was obtained. If viewing to the scores obtained and the results of observations, then the implementation of the tutorial can be said do not be able to provide provisions for students to succeed in the UAN with the same quality as regular high school students. Real effort is needed to improve all the things discussed above. Based on interviews with students, their response to the implementation of tutorials and visiting teachers / tutors is positive. This is a very valuable basic asset. The absence of special incentives for visiting teachers who carry out additional tasks is predicted to be one of the obstacles for managers to explicitly ensure the presence of visiting teachers consistent with the planned schedule.

The ability of the learning process in the Open High School (Tutorial) as a provision for students in facing UTS and UAS is the main indicator of the success of holding the High School Open in the West Java province. This is in accordance with one of the objectives of the implementation of the Open High School namely increasing the APK of the West Java province. The results showed that 14 (67%) of the 21 Person in Charge believed that the implementation of the tutorial was able to prepare students to face UTS and UAS. Observation of researchers in one Main School shows the opposite opinion. The lack of time allocation provided in the tutorial process for each subject, limited time with a dense curriculum content, the learning process that is far from ideal, the unavailability of printed teaching materials during the learning process, constraints on the use of online teaching materials, unavailability of standardize monitoring instruments and the lack of Visiting Teacher/Tutor role in doing his functions are the things that underlie this conclusion. If these constraints can be overcome, it is possible that the students not only will able to obtain good UAS results, but they will also be able to face the National Examination. The opinion of the researcher is based on the learning outcomes (report cards) of the school students in the last semester which were all good.

The funds received are not sufficient for most of the Main Schools / TKB and concrete efforts have been made to overcome these obstacles. The concrete efforts of the Person in Charge of Open High School to cover the lack of funds for activities are highly appreciated but only temporary cannot be carried out continuously in the following semester. For this reason, the Provincial Education Office and other related

parties need to review and conduct a comprehensive evaluation specifically on this aspect so that in the future this aspect will no longer be one of the factors that hinder the implementation of an ideal Open High School.

CONCLUSION AND RECOMMENDATIONS

1. Viewed from the score of 8 (eight) indicators for Person in Charge respondents, 5 (five) indicators for Visiting Teacher / Tutor respondents and 6 (six) indicators for Student respondents, therefore the Open High School in West Java that held in 2018, respectively:
   a. Good socialization aspects, MPLS and learning outcomes assessment, quite good for tutor and manager recruitment aspects, tutorial preparation and tutorial implementation and not good for TKB selection aspects.
   b. Good enough for all of activities aspects.
   c. Good for student recruitment aspects, Good enough for the initial activities in the new academic year, tutoring assistance, learning schedule and assessment of learning outcomes with the highest score achievement
2. Almost all aspects of activities do not have standardize activity guidelines yet that have an impact on the varied perceptions of the implementation of the Open High School in each main school / TKB.
3. The available standardize guidelines for certain activities are not fully used as reference for activities. For example, visiting teachers / tutors do not fully implement the tutorial models that have been set in the guidelines for the implementation of the Open High School.
4. The learning / tutorial process is not yet capable enough to prepare students in facing the UAN.

RECOMMENDATION

1. There needs to be a standardize guideline for all aspects of the activity that is used as a reference for the work of the person in charge and visiting teacher / tutor. This standardize guideline can be enriched with information that is necessary in accordance with the characteristics of Open High Schools in each district / city.
2. The name Tutors for Teachers at Open High School (both for face-to-face tutors and online). If it is maintained as it is today, it is necessary to explain clearly the main tasks and functions of Visiting Teachers and Tutors.
3. To ensure that Open High School students are not only ready to face UTS UAS but are also ready to face National Exams with more or less the same quality as other general high school students, then the quality of the implementation of learning must be maintained by taking into account the following

a. The allocation of learning time should refer to the elaboration of the allocation of learning time for Open High School students according to applicable guidelines. For this reason, both face-to-face and online tutorial scheduling must be based on what tutorial models will apply to each subject.

b. The tutorial model that will be applied is determined by the subject groups / Teachers / Teachers who are considered experts by seeing the readiness of printed and non-printed teaching materials, human resources and learning facilities and infrastructure in the Primary School / TKB.

c. Academic qualifications and educational background of the Tutor are at least the same as visiting teachers and in accordance with the subjects that are being tutored. Consequently, the number of Tutors will at least be the same as the number of Visiting Teachers; Visiting Teachers can also serve as Tutors. Mastery in Information Technology (IT) skills applies to both groups. There must be training in using online tutorial applications for visiting teachers and tutors at least once.

d. The tutorial is not the same as teaching, for that as a preparation stage, visiting teachers and tutors must be trained so that they can act as appropriate Open High School tutors. Training products are in the form of Tutorials Kit, which consist of tutorial plan documents for each semester which are also called Tutorial Activity Plan (RAT), derivatives of RAT in the form of tutorial plan documents per meeting which are also called Tutorial Event Units (SAT). The RAT contains the essence of what material will be delivered and what time allocation is provided, for each meeting per subject per semester. If the RAT is a description in semester, then the SAT is a description in meeting. This Tutorial Kit is a work reference for visiting teachers and Tutors during their assignments as tutors. The RAT and SAT also include activities that students must do in independent learning activities. Thus any tutorial model that is applied, all the elements of learning are listed in the RAT and SAT documents, which ensures that the provisions of the 70 minute time allocation per subject / meeting / week which have been accommodated in the planning of the tutorial.

There needs to be a Meeting Note, which records important things that are discussed and occur at each tutorial meeting, the test prediction. Meeting Notes can beome a link between visiting teachers and tutors, so that they can ensure the sustainability of the material.

e. Students also need to be prepared to become independent learners. They must be trained (at least 8 hours) how to read printed teaching materials quickly and operating online teaching materials and other online learning resources and develop their own learning plans. This activity is separate from MPLS.

f. The consequences from the description of e and f above, printed and online teaching materials must be available, because the preparation of the Tutorial Kit and self-learning training for students requires those materials.

4. To grow or to improve certain skills of students, in compiling the Tutorial Kit, the Visiting Teachers and Tutors consider the infrastructure owned by the Main School /

TKB, noticing do certain types of skills require the guidance process refer to certain subjects. If yes, it is necessary to provide a time allocation for the guidance process and it should be included into the RAT / SAT. If not, then by mutual agreement, the skills guidance process is included in one of the subjects. This is needed to reduce the time constraints for both students and visiting teachers.

5. To ensure that all tutorial activities are in accordance with planning, monitoring needs to be carried out using standardize instruments. There are at least two standard instruments that need to be prepared, instruments for tutorial implementation and visiting teacher/tutor performance assessment.

6. The workload of Visiting Teachers and Tutors is equally large and both contribute significantly in determining the success of the implementation of Open High School learning, which aims to achieve the goal of the Open High School in West Java Province. For this reason, it is important to consider incentives for visiting teachers as well as tutors.

BIBLIOGRAPHY

Aman, (2007). *Metodologi Penelitian Kualitatif*. Makalah disampaikan pada Acara Diklat Penulisan Skripsi Mahasiswa Pendidikan Sosiologi yang diselenggarakan oleh HIMA Pendidikan FISE UNY

Andriani, D. (2012) *Metode Penelitian*, Jakarta; Universitas Terbuka

Belawati, T. Wardani, I.G.A.K (2012). *Analisis Data dan Penyusunan Laporan* dalam *Metode Penelitian*. Banten: Universitas Terbuka.

Dinas Pendidikan (2017). *Panduan Pelaksanaan Pendidikan Jarak Jauh (PJJ) Pada SMK di Provinsi Jawa Barat*. Bandung Dinas Pendidikan Provinsi Jawa Barat.

Direktorat Jenderal Pendidikan Menengah (2014). *Pedoman Penyelenggaraan Sekolah Menengah Terbuka*, Jakarta: Direktorat Jenderal Pendidikan Menengah, Direktorat Pembinaan Pendidiksn Khusus dan layanan Khsusus, Kementerian Pendidikan dan Kebudayaan.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2014). *Pedoman Pelaksanaan Sekolah Terbuka Pada Jenjang Pendidikan Menengah*, Jakarta: Diretorat Jenderal Pendidikan Menengah.

Kusuma, Mochtar. M.Pd. Dr. (2016). *Evaluasi Pendidikan. Pengantar, Kompetensi dan Implementasi.* Yogyakarta: Dua Satria Offset

Kristianti, P.A. dkk (2009). *Metode dan Instrumen Pengumpulan Data dalam Metode Penelitian*. Banten: Universitas Terbuka

Nurkancana, Wayan (1986). *Evaluasi Pendidikan*. Surabaya: Usaha Nasional.

Sudjana, Nana, Dr. (2016). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.

Sugiyono (2010). *Metodologi Kuantitatif, Kualitatif dan R & D,* Bandung: Afabeta