



Evaluation of Implementation of Face-to-Face Lectures Limited to Table Tennis and Aquatic I Courses

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Abstract

The purpose of this study was to evaluate the implementation of limited face-to-face lectures for Table Tennis and Aquatics I. The study was conducted on students of the Physical Education Study Program FKIP in semester 4 of the even academic year 2021-2022 as the sample used for the Table Tennis course and semester 2 of the even academic year. 2021-2022 which is used as a sample for the Aquatic I course. The research carried out includes a qualitative descriptive type which evaluates the implementation of limited face-to-face lectures for the Table Tennis course with Aquatic I through interviews and filling out questionnaires via Google Form. The results obtained from interviews for Table Tennis courses based on 1) indicators of the evaluation of the learning process concluded that most of the learning process could run well even though it was limited by health protocols 2) indicators of evaluation of the implementation process, it could be concluded that the process of implementing face-to-face lectures was limited to courses Table Tennis is quite good and 3) Based on the indicators of learning outcomes, it can be concluded that the learning outcomes can be achieved, although it must be improved in several supporting factors such as the internet network and the availability of table tennis which needs to be increased. While the results obtained from interviews for Aquatic I Course are based on 1) indicators of evaluation of the learning process, it can be concluded that most of the learning process can run well even though it is limited by health protocols 2) indicators of evaluation of the implementation process, it can be concluded that the process of implementing face-to-face lectures is limited by eyes. Aquatic I lecture is quite good and 3) Based on the indicators of learning outcomes, it can be concluded that learning outcomes can be achieved, although it must be improved in several supporting factors such as the internet network. The results obtained by filling out questionnaires for the Table Tennis Course show that the Table Tennis lectures were carried out well even though they were held face-to-face. The same results were obtained through filling out questionnaires for the Aquatic I Course, indicating that the Aquatic I lecture was carried out well even though it was held face-to-face in a limited manner. In conclusion,

during limited face-to-face lectures, both Table Tennis and Aquatic I courses can be carried out well.



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INTRODUCTION

The change in the lecture system at the beginning of the even semester 2021-2022 with the introduction of Limited Face-to-face Lectures is a breath of fresh air for students and lecturers. This has a positive aspect in order to increase loss of learning that occurred due to online lectures almost in the previous 2 years as a result of Covid 19. Members of the Research Team who are also lecturers in charge of practical courses, especially Table Tennis and Aquatic Learning courses I. The lecturers and students who initially both experienced difficulties while undergoing practical lectures with the distance learning system. Now switching to limited face-to-face lectures, it is hoped that the implementation of the Table Tennis and Aquatics I Lectures will show a higher level of implementation and achievement compared to the online learning system.

Problems that have arisen when learning is done online, ranging from academic achievement that tends to decline, mastery of movement that is not optimal, limited facilities and supporting infrastructure. Through limited face-to-face lectures, it will be evaluated whether all problems that arise during online lectures can be resolved or not. So the researchers raised the title "Evaluation of the Implementation of Limited Face-to-Face Lectures for Table Tennis and Aquatics I Courses".

Evaluation is a crucial part of the educational process, before evaluation is carried out, it must pass measurement and assessment activities. Improving the performance of a person or group is the goal of evaluation in the field of education (Tarigan, A. L., 2021). Sodikin, S., & Gumiandari, S. (2022) stated that basically evaluation is closely related to policies and information regarding the implementation and success of learning programs that affect planning in the next period.

PrilANJI & Gaperius (2020) stated that a learning activity is said to be effective if it is proven by the availability of information about the good and bad of the learning process and results obtained through the evaluation process. The evaluation process can be used as a benchmark to determine the level of progress, development, and achievement of student learning, as well as the effectiveness of learning. Suwardi, S. (2021) stated that by conducting an evaluation during the COVID-19 pandemic, it should be able to encourage teachers to continue to try to be more active and creative as intermediaries to realize educational goals. According to (Priowuntato in Sapulette, M.S., 2021) evaluation is divided into several components, including:

- a. Evaluation activities are a systematic process. Evaluation is carried out not only at the end of certain learning activities or closings, but is carried out at the beginning

of learning, during learning, and at the end of learning.

- b. Input, transformation, and output are assessment elements for students and students related to the target of evaluation activities.
- c. Evaluation activities and learning objectives are an inseparable unit.

Aqmarani, et al (2020) stated that evaluation of learning programs requires data about the implementation of learning and the level of achievement of learning objectives. Previous research conducted by Dermawan, & Harmianto (2021) regarding the application of learning evaluation in distance learning shows that the learning evaluation which includes the assessment of knowledge, skills, and attitudes is still carried out, but the results shown are not satisfactory because it does not run optimally. Previous research conducted by Fitrah & Ruslan (2020) regarding the Exploration of the Learning Evaluation Implementation System in Schools During the Covid-19 Pandemic in Bima showed that the implementation of learning evaluations in schools during the Covid-19 pandemic was less effective and had not been maximally carried out on the cognitive, affective, and social aspects psychomotor. Previous research conducted by Winarti, et al (2020) regarding the analysis of the 2013 curriculum learning evaluation management in elementary schools showed that the cognitive readiness of teachers in implementing the 2013 curriculum was good and the management of cognitive and affective aspects of learning evaluation was good. Previous research conducted by Muhammad, et al (2021) regarding the implementation of the Indonesian language learning evaluation procedure at Pekanbaru Vocational School during the pandemic showed that the implementation of learning evaluation by Indonesian language teachers at Pekanbaru Vocational

School for the 2020/2021 academic year was categorized as sufficient, namely getting a score (72.56 %).

Previous research conducted by Jemadis, et al (2022) regarding the analysis of readiness for implementation and evaluation of learning during the COVID-19 pandemic at the elementary school level in the city of Ruteng revealed that the implementation of online learning and evaluation of student learning outcomes during the Covid-19 pandemic in elementary schools in Langke sub-district Rembong, Manggarai Regency, NTT is very diverse. They tend to use face-to-face (conventional) learning on a limited basis rather than online learning. Previous research conducted by Mustika, et al (2022) regarding the implementation of limited face-to-face learning in the new normal period at MTSn 3 Rokan Hulu showed that limited face-to-face learning in the new normal in the midst of the Covid-19 pandemic can be carried out with the teacher readiness stage in learning, where teachers have ready in making lesson plans before the lesson starts. Previous research conducted by Magdalena, et al (2020) regarding the analysis of teacher competence in the process of implementing the learning evaluation at SDN Peninggilan 05 shows that teachers already have good competence in planning, implementing, and evaluating learning so that the learning outcomes obtained at this school are also increase.

Previous research conducted by La Ode Onde, et al (2021). The Analysis of Implementation of Limited Face-to-Face Learning (TMT) in the New Normal period on Mathematics Learning Outcomes in Elementary Schools shows that the implementation of limited face-to-face learning is carried out systematically and follows the guidelines for implementing limited PTM in the New Normal.

Previous research conducted by Suryani (2022) regarding the Analysis of Implementation of Limited Face-to-face Learning Implementation in the New Normal Period showed that the implementation of limited face-to-face learning could be carried out properly and systematically and with careful planning by complying with health protocols.

Based on the above background and previous research, this study aims to see the extent to which the evaluation of the implementation of Aquatic I and Table Tennis courses during the Limited Face-to-face Period.

METHODS

The research conducted belongs to the type of qualitative descriptive. The groups are divided into two, namely the Table Tennis group and the Aquatic I group. These two groups will be compared to the implementation of their lectures through questionnaires and interviews.

Participants

The research was conducted on 35 students of the Penjaskesrek FKIP Semester II Class A and B students who attended Aquatic Learning I lectures and 25 people in Semester IV classes A and B who attended Table Tennis Learning lectures for the Even Academic Year 2021-2022. The criteria for selecting the sample are, students must actively participate in 16 meetings, and take the Mid-Semester Examination and the Final Semester Examination for the Aquatic Learning I and Table Tennis lessons.

Sampling Procedures

The sampling technique used was purposive sampling. Requirements that must be met by the sample: The criteria for selecting the sample are, students must actively participate in 16 meetings,

and take the Mid-Semester Examination and the Final Semester Examination for the Aquatic Learning I and Table Tennis lessons.

Materials and Apparatus

Interview Guidelines

Evaluation Research on Implementation of Limited Face-to-Face Lectures for Table Tennis and Aquatics I

No.	List of Questions for Table Tennis
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Learning Program

1. Can the learning objectives of the Table Tennis Course be achieved during limited face-to-face lectures?
2. Can the learning content/materials of the Table Tennis Course be achieved during limited face-to-face lectures?
3. What are the learning methods used by lecturers to deliver learning materials in Table Tennis Courses during limited face-to-face lectures?
4. What are the learning media (tools) used by lecturers when delivering table tennis material during limited face-to-face lectures?
5. What are the learning resources used during face-to-face lectures limited to Table Tennis courses?
6. How is the interaction between students and other students during limited face-to-face lectures for the Table Tennis course?
7. How is the interaction between students and lecturers during limited face-to-face lectures for the Table Tennis course?
8. How is the assessment of learning outcomes carried out during limited face-to-face lectures for the Table Tennis course?

- Implementation Process**
9. What is the procedure for implementing limited face-to-face lectures for Table Tennis courses?
 10. How is the availability of supporting facilities in limited face-to-face lectures for Table Tennis courses?
 11. How effective is the implementation of limited face-to-face lectures for the Table Tennis course?
 12. How do lecturers deliver learning materials in limited face-to-face lectures for the Table Tennis course?
 13. What is the role of students during the limited face-to-face lecture process for the Table Tennis course?
- Learning Outcomes**
14. How are the learning outcomes achieved during the limited face-to-face lectures for the Table Tennis course?
 15. What are the obstacles faced during the limited face-to-face lectures for the Table Tennis course?
 16. In your opinion, what needs to be improved from the face-to-face lecture system limited to Table Tennis courses?

4. What are the learning media (tools) used by lecturers when delivering Aquatic I material during limited face-to-face lectures?
5. What are the learning resources used during face-to-face lectures limited to Aquatic I courses?
6. How is the interaction between students and other students during limited face-to-face lectures for the Aquatic I course?
7. How is the interaction between students and lecturers during limited face-to-face lectures for the Aquatic I course?
8. How is the assessment of learning outcomes carried out during limited face-to-face lectures for the Aquatic I course?

Implementation Process

9. What is the procedure for implementing limited face-to-face lectures for Aquatic I courses?
10. How is the availability of supporting facilities in limited face-to-face lectures for Aquatic I courses?
11. How effective is the implementation of limited face-to-face lectures for the Aquatic I course?
12. How do lecturers deliver learning materials in limited face-to-face lectures for the Aquatic I course?
13. What is the role of students during the limited face-to-face lecture process for the Aquatic I course?

Learning Outcomes

14. How are the learning outcomes achieved during the limited face-to-face lectures for the Aquatic I course?
15. What are the obstacles faced during the limited face-to-face lectures for the Aquatic I course?
16. In your opinion, what needs to be improved from the face-to-face lecture system limited to Aquatic I courses?

No.	List of Questions for Aquatic I Learning Program
1.	Can the learning objectives of the Aquatic I Course be achieved during limited face-to-face lectures?
2.	Can the learning content/materials of the Aquatic I Course be achieved during limited face-to-face lectures?
3.	What are the learning methods used by lecturers to deliver learning materials in Aquatic I Courses during limited face-to-face lectures?

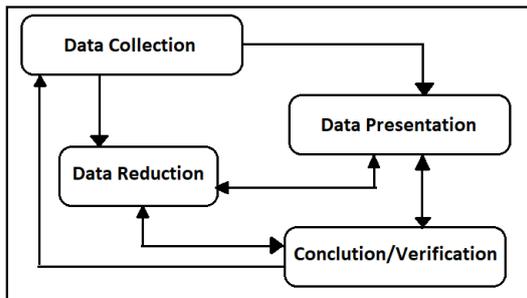
Procedures

Data collection techniques used in this study are as follows:

Questionnaire, at this stage the researcher gave a questionnaire evaluating the implementation of the Limited Face-to-Face Lectures on Table Tennis and Aquatics I to the lecturers and students who attended the lectures.

Interviews, at this stage conducting interviews with teaching lecturers and students who attend the lectures regarding the implementation of the Limited Face-to-Face Lectures on Table Tennis and Aquatics I.

Data Analysis



Data analysis for qualitative research, starting from 1) Data reduction, 2) Data presentation, 3) Drawing conclusions ((Miles and Huberman, 1992). Data reduction presents the results of sharpening the information obtained, sorting out which information should be included and which can be. The procedure for reducing the data is, selecting the information/data obtained, then summarizing it, and finally classifying it in a broader pattern.

Presentation of data is an activity of compiling information so that it is easier to draw conclusions. The form of presentation of qualitative data can be in the form of graphs, diagrams, narrative sentences, charts.

The last activity after doing data reduction and presenting the data is drawing conclusions. The conclusions drawn are results that are not clear at first, then become clear and detailed after going through the stages of data analysis. Conclusions were verified through, 1) recycling during writing, 2) reviewing field notes, 3) peer reviewing.

RESULT

Results of Answers to Statement Number 1

In the statement Number 1 "The learning objectives of the Table Tennis and Aquatics I Courses can be achieved during limited face-to-face lectures". The following are the results of the respondent's answer choices:

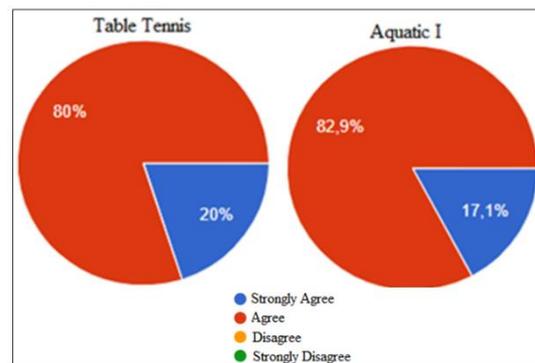


Figure 1 Results of Answers to Statement Number 1

Based on the data above, it shows that the learning objectives of the Table Tennis and Aquatics I Courses can be achieved during limited face-to-face lectures.

Results of Answers to Statement Number 2

In the statement Number 2 "Learning material from Table Tennis and Aquatics I Courses can be delivered during limited face-to-face lectures". The

following are the results of the respondent's answer choices:

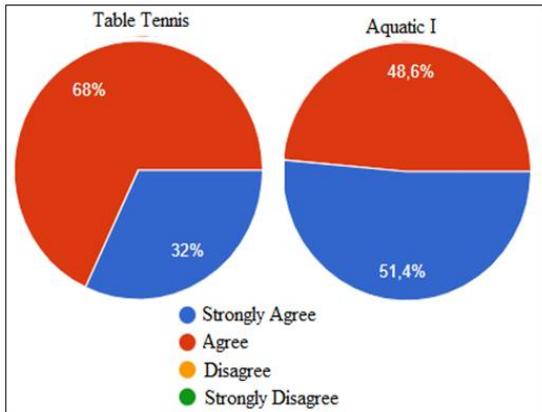


Figure 2 Results of Answers to Statement Number 2

Based on the data above, it can be concluded that the learning materials from the Table Tennis and Aquatics I Courses can be delivered well during the limited face-to-face lectures.

Results of Answers to Statement Number 3

In statement Number 3 "Learning methods used by lecturers to deliver learning materials are very varied in Table Tennis and Aquatic I Courses during limited face-to-face lectures". The following are the results of the respondent's answer choices:

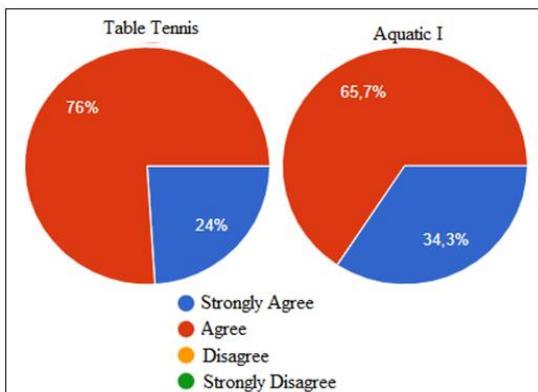


Figure 3 Results of Answers to Statement Number 3

Based on the data above, it can be concluded that the learning methods used by lecturers to deliver learning materials are very varied in Table Tennis and Aquatic I Courses during face-to-face lectures are limited.

Results of Answers to Statement Number 4

In statement Number 4 "Learning media (aids) used by lecturers while delivering material on Table Tennis and Aquatics I are very diverse during limited face-to-face lectures". The following are the results of the respondent's answer choices:

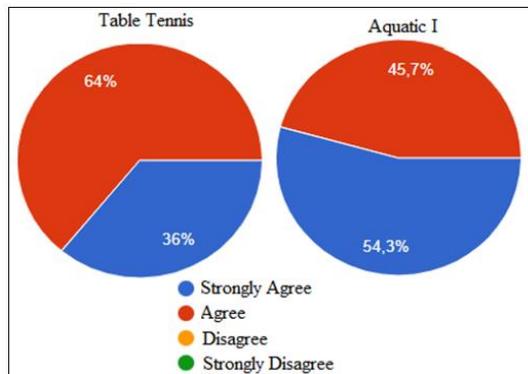


Figure 4 Results of Answers to Statement Number 4

Based on the data above, it can be concluded that the learning media (tools) used by the lecturers while delivering the Table Tennis and Aquatic I materials are very diverse during the limited face-to-face lectures.

Results of Answers to Statement Number 5

In the statement Number 5 "Only sourced from one learning source during face-to-face lectures is limited to Table Tennis and Aquatics I courses". The following are the results of the respondent's answer choices:

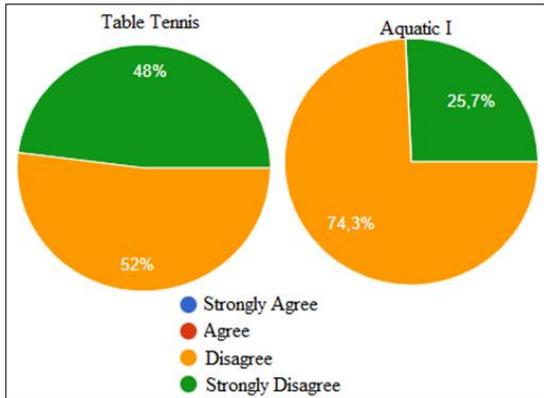


Figure 5 Results of Answers to Statement Number 5

Based on the data above, it can be concluded that it is not only sourced from one learning source, during face-to-face lectures, it is limited to Table Tennis and Aquatics I courses.

Results of Answers to Statement Number 6

In the statement Number 6 "There is no room for interaction between students and other students during limited face-to-face lectures for Table Tennis and Aquatics I courses". The following are the results of the respondent's answer choices:

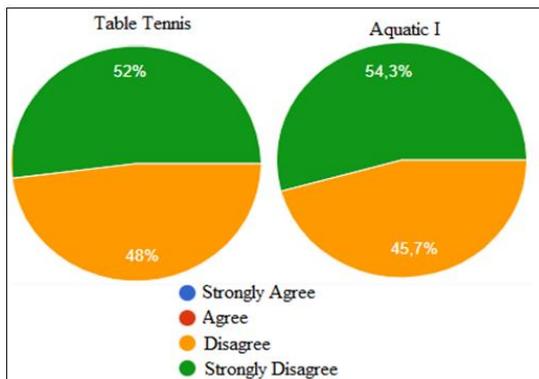


Figure 6 Results of Answers to Statement Number 6

Based on the data above, it can be concluded that there is room for interaction between students and other students during

limited face-to-face lectures for the Table Tennis and Aquatics I course.

Results of Answers to Statement Number 7

In statement Number 7 "Two-way interactions occur between students and lecturers during limited face-to-face lectures for Table Tennis and Aquatics I courses". The following are the results of the respondent's answer choices:

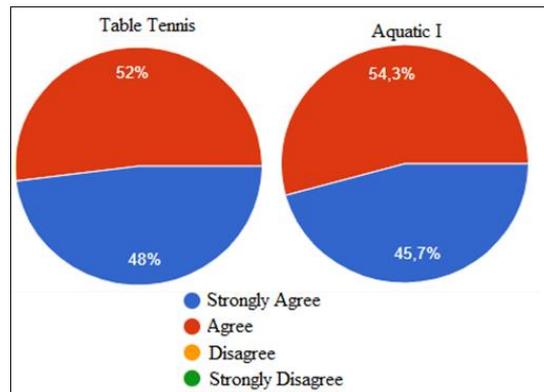


Figure 7 Results of Answers to Statement Number 7

Based on the data above, it can be concluded that two-way interaction occurs between students and lecturers during limited face-to-face lectures for Table Tennis and Aquatics I courses.

Results of Answers to Statement Number 8

In statement Number 8 "The assessment of learning outcomes carried out during limited face-to-face lectures for the Table Tennis and Aquatics I courses is not in accordance with the material being studied". The following are the results of the respondent's answer choices:

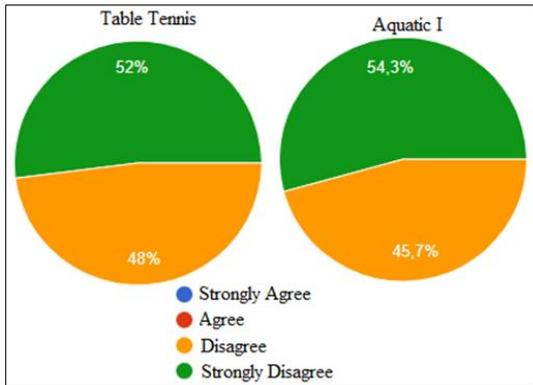


Figure 8 Results of Answers to Statement Number 8

Based on the data above, it can be concluded that the assessment of learning outcomes is carried out during limited face-to-face lectures for Table Tennis and Aquatic I courses according to the material being studied.

Results of Answers to Statement Number 9

In statement Number 9 "There are standard procedures in the implementation of limited face-to-face lectures for Table Tennis and Aquatics I courses". The following are the results of the respondent's answer choices:

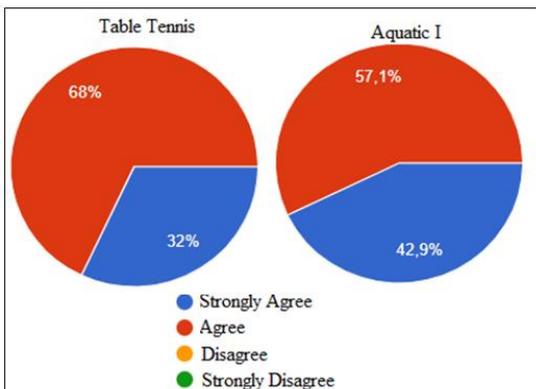


Figure 9 Results of Answers to Statement Number 9

Based on the data above, it can be concluded that the limited face-to-face lectures for Table Tennis and Aquatics I have standard implementation procedures.

Results of Answers to Statement Number 10

In the statement Number 10 "The availability of supporting facilities in face-to-face lectures is limited to the Table Tennis and Aquatics I courses are inadequate". The following are the results of the respondent's answer choices:

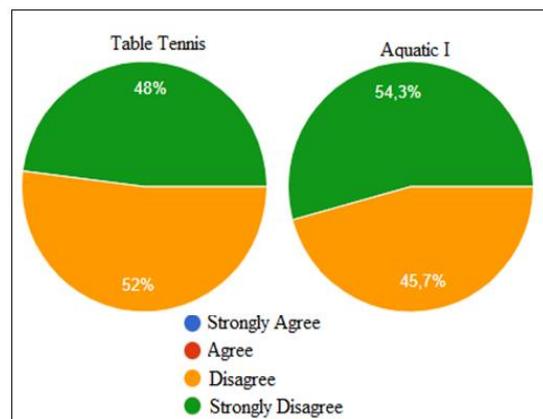


Figure 10 Results of Answers to Statement Number 10

Based on the data above, it can be concluded that the availability of supporting facilities in limited face-to-face lectures for Table Tennis and Aquatic I courses is adequate.

Results of Answers to Statement Number 11

In the statement Number 11 "The level of effectiveness of implementing limited face-to-face lectures for Table Tennis and Aquatics I is still very low". The following are the results of the respondent's answer choices:

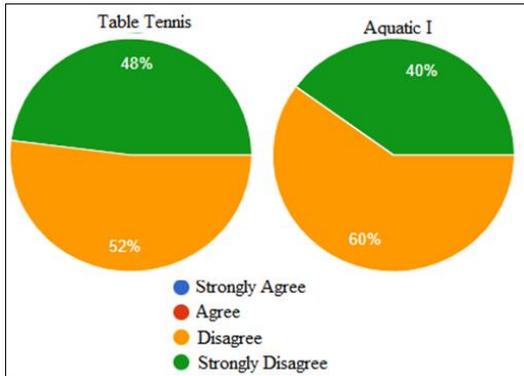


Figure 11 Results of Answers to Statement Number 11

Based on the data above, it can be concluded that the level of effectiveness of the limited face-to-face lectures for Table Tennis and Aquatics I is good.

Results of Answers to Statement Number 12

In the statement Number 12 "Lecturers deliver learning materials in limited face-to-face lectures for Table Tennis and Aquatics I only through learning videos". The following are the results of the respondent's answer choices:

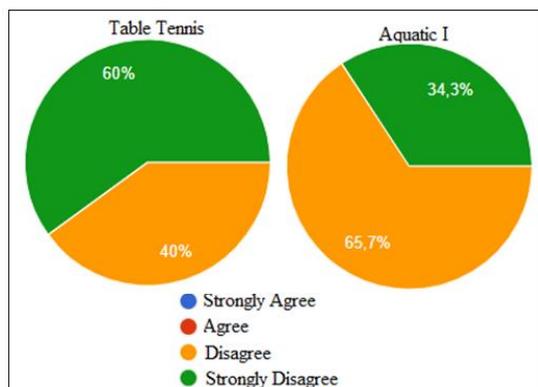


Figure 12 Results of Answers to Statement Number 12

Based on the data above, it can be concluded that lecturers deliver learning materials in limited face-to-face lectures for Table Tennis and Aquatics I, not only through learning videos.

Results of Answers to Statement Number 13

In statement Number 13 "Students take an active role in practicing movement during the limited face-to-face lecture process for Table Tennis and Aquatics I courses". The following are the results of the respondent's answer choices:

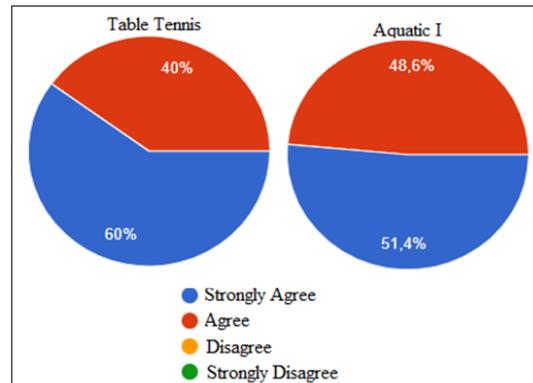


Figure 13 Results of Answers to Statement Number 13

Based on the data above, it can be concluded that students play an active role in practicing movement during the limited face-to-face lecture process for Table Tennis and Aquatics I courses.

Results of Answers to Statement Number 14

In statement Number 14 "The learning outcomes achieved during the limited face-to-face lectures for the Table Tennis and Aquatics I courses are overall satisfactory". The following are the results of the respondent's answer choices:

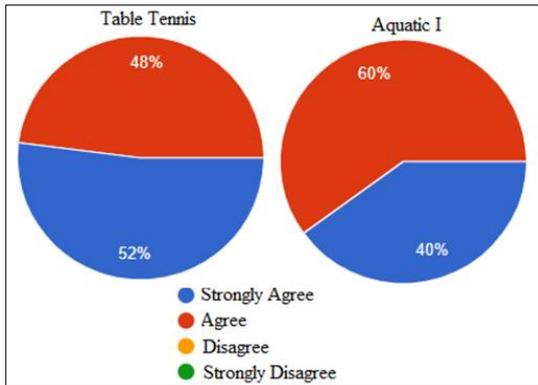


Figure 14 Results of Answers to Statement Number 14

Based on the data above, it can be concluded that the learning outcomes achieved during the limited face-to-face lectures for Table Tennis and Aquatics I are overall satisfactory.

Results of Answers to Statement Number 15

In the statement Number 15 "The obstacle faced during face-to-face lectures is limited to Table Tennis and Aquatics I courses is an unstable network when taking online lectures". The following are the results of the respondent's answer choices:

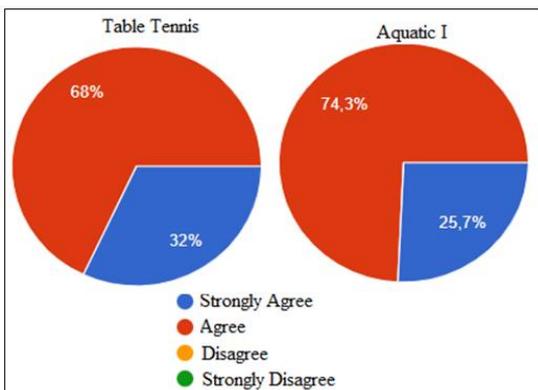


Figure 15 Results of Answers to Statement Number 15

Based on the data above, it can be concluded that the obstacles faced during the limited face-to-face lectures for Table

Tennis and Aquatics I are an unstable network when attending online lectures.

Results of Answers to Statement Number 16

In statement Number 16 "It is necessary to improve the face-to-face lecture system limited to Table Tennis and Aquatics I courses". The following are the results of the respondent's answer choices:

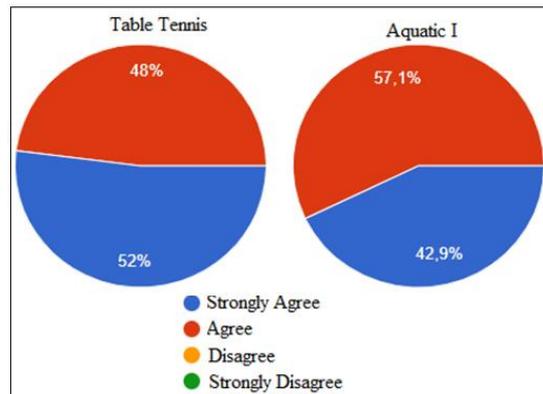


Figure 16 Results of Answers to Statement Number 16

Based on the data above, it can be concluded that it is necessary to improve the face-to-face lecture system limited to Table Tennis and Aquatics I courses. Based on all the answers to the questionnaire, it shows that the Table Tennis and Aquatics I courses during limited face-to-face lectures can be carried out well.

DISCUSSION

Based on the results of interviews and questionnaires given to the research sample. In detail, several factors that influence the results will be discussed.

5.2.1 interviews with students taking table tennis course. The results of the interview show that starting from indicators 1) evaluation of learning programs, 2) evaluation of the implementation process and 3) evaluation of learning outcomes, all can be carried

out well. These results are influenced by several factors, namely:

1. Learning delivery strategy

Lecturers deliver varied learning with a variety of media (tools) both that support online learning and limited face-to-face learning. In addition, there is a two-way interaction between lecturers and students, as well as between students and other students.

2. The process of implementing learning

During the learning process, lecturers apply health protocols, ranging from having to wear masks during limited face-to-face meetings, to keeping a distance. During the limited face-to-face meeting, students practice directly in the physical education laboratory, and the lecturer provides an evaluation if there is a movement error. During online lectures, lecturers and students conduct lectures via zoom, lecturers discuss learning videos about basic techniques that students must practice. Online discussions and face-to-face practice support the learning implementation process.

3. Facilities and infrastructure

The facilities and infrastructure that support lectures during face-to-face meetings are quite limited, ranging from table tennis, table tennis balls and table tennis rackets. In addition, students prepare additional tennis balls independently.

4. Assessment of learning outcomes

Assessment of learning outcomes is based on the given motion task, so that what students learn will be assessed as learning outcomes.

CONCLUSION

The conclusion of the interview for table tennis course is based on 1)

indicators of the evaluation of the learning process, it is concluded that most of the learning process can run well even though it is limited by health protocols 2) indicators of evaluation of the implementation process, it can be concluded that the process of implementing face-to-face lectures is limited to the table tennis course. Quite good and 3) based on the indicators of learning outcomes, it can be concluded that learning outcomes can be achieved, although it must be improved in several supporting factors such as the internet network and the availability of tennis tables that need to be increased. while the results obtained from interviews for aquatic i course are based on 1) indicators of evaluation of the learning process, it can be concluded that most of the learning process can run well even though it is limited by health protocols 2) indicators of evaluation of the implementation process, it can be concluded that the process of implementing face-to-face lectures is limited by eyes. Aquatic i lecture is quite good and 3) based on the indicators of learning outcomes, it can be concluded that learning outcomes can be achieved, although it must be improved in several supporting factors such as the internet network.

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All acknowledgments (if any) should be included at the very end of the paper before the references and may include supporting grants, presentations, and so forth.

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