



ANALYSIS OF ASSESSMENT MODELS USED IN ENGLISH SUBJECT DURING COVID-19 PANDEMIC

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Abstract. The objective of this study is to describe how English teachers implemented assessment approaches in the English subject during the COVID-19 pandemic. second, to highlight the advantages and disadvantages of assessment models employed by English teachers during the COVID-19 pandemic. This study take place at MAN 4 Kebumen. The researcher selected two English teachers as research participants in this qualitative study. The researcher employed interview, observation, and documentation to gather data. During the COVID-19 pandemic, the researcher discovered that the assessment at MAN 4 Kebumen was done online. Additionally, English subject teachers use the following assessment models: (1) Google Form, (2) Quizizz, (3) Computer-Based Test, and (4) Core Competence 4. The advantages of online assessment utilizing these assessment models, according to data analysis, are that they are efficient and simple to utilize to test students during the COVID-19 pandemic. Furthermore, the usage of online assessment models ran into issues. The lack of numerous capabilities in online assessments might cause delays in the assessment process, and some students have had signal service problems in their location. The school noticed and acknowledged the appearance of these barriers. As a result, the school has launched a number of initiatives to overcome the current barriers, such as distributing electronic devices in the form of 33 tablets and 70 PCs to students who do not have electronic devices and students who are having problems with signal coverage in their region. These students are permitted to attend school while following health procedures..

Keywords: assessmnt models, online assessment, English subject.

1 Introduction

In the process of teaching and learning, the teacher is expected to not only impart material to students and ensure that they grasp it, but also to administer tests or assessments. The process of determining a student's ability and development is known as assessment. It is the gathering, analysis, and application of data to assist instructors in making better decisions in order to increase student learning [1]. Teachers undertake assessments on a regular basis to check the process, progress, and development of students' learning outcomes [2]. The goal of assessment in learning is to track students' progress throughout their studies. Measuring

learning outcomes allows teachers to assess their students' progress. To achieve an effective and efficient learning process, each educational unit plans the learning process, its implementation, the assessment of learning outcomes, and the supervision of the learning process [3].

Assessment is essential in the teaching and learning process, especially in English language education. There are a variety of reasons why foreign language education and learning should be assessed. To begin with, it displays how many students have met their foreign language learning objectives, who has encountered any challenges or problems in their studies, and which teaching strategies are effective in foreign language instruction. Second, the teacher must determine whether or not to continue teaching the foreign language. As a result, assessment might reflect a teacher's success in the classroom [4]. English teachers should be able to examine and evaluate their students' progress [5]. Assessment and evaluation are two skills that a teacher must possess. In addition, the teacher must be able to use the results of the assessment and evaluation for the benefit of the students' learning.

Learning activities have been carried out online since March 2020 due to the COVID-19 pandemic, including MAN 4 Kebumen, for which learning activities have been conducted out online. The Corona Virus is a virus that attacks the respiratory system. This virus spreads via droplets or little volumes of fluids, most commonly via sneezing or coughing. Additionally, touching and shaking hands, handling objects or surfaces with the virus on them, then touching the mouth, nose, or eyes before washing hands are all ways for the virus to spread [6]. As a consequence, when COVID-19 emerged in Indonesia and many residents became infected with the corona virus, the government has encouraged the people to maintain a physical distance. To limit the spread of COVID-19, the government imposed a lockdown in numerous afflicted locations. As a means of combating COVID-19, the government has eliminated learning activities in schools, replacing them with an online system or online learning.

The previous study researchers examined how the process and implementation of assessments on certain assessment focus such as online assessment, authentic assessment, and formative assessment were used to support the materials and how effective they were in normal learning condition. This study focuses on the analysis of assessment models used in English subject during the COVID-19 pandemic [7][8][9][10][11].

Furthermore, considering the aforementioned description the researcher formulated the following research questions:

- a. What are the assessment models in English subject used by English teacher during COVID-19 pandemic at MAN 4 Kebumen?
- b. What are the benefits and obstacles of assessment models in English subject used by English teacher during COVID-19 pandemic at MAN 4 Kebumen?

The study's objectives, based on the research question above, are to describe how the implementation of assessment models in English subject used by English teachers during COVID-19 pandemic at MAN 4 Kebumen and to describe the benefits and obstacles of assessment models in English subject used by English teachers during COVID-19 pandemic.

2. METHOD

Qualitative research aims to describe and analyze occurrences, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups of people [12]. This form of research is known as qualitative research. The data acquired in this qualitative study is descriptive. The English teacher at MAN 4 Kebumen was the subject of this study.

The researcher picked two teachers as the sample for this study since there were only two English teachers at MAN 4 Kebumen at the time. Purposive and snowball sampling are two types of sampling techniques used in qualitative research seeking data sources. Purposive sampling is a data-sampling strategy that takes into account specific factors. Snowball sampling is a technique for sampling data sources that start off tiny but grow in size over time [13]. The researcher utilized a technique called purposive sampling in his investigation. The data source used in this study was English teacher. Data on the curriculum and studying English, as well as assessment models, can be received from the English teacher.

The research instrument is a data gathering tool that researchers use to make their jobs easier and produce better findings. It is more accurate, complete, and methodical, making it easier to handle [14]. While Sugiono [15], stated that the researcher is the fundamental instrument in qualitative research. The researcher was the primary tool for assessing the data in this study. In conducting the study, the researcher employed interview guidelines as a supportive tool.

Data collection procedures are the most strategic phase in research because the goal of the research is to collect data. The researcher will not receive the established standard of data if they do not understand the data collection technique. In addition Burhan Bungin [16], stated Observation, interviewing, life history analysis, folklore analysis, dream recording methods, cross-cultural survey methods, and other data collection methods can all be used in social research. Interview, observation, and document analysis were among the data collection strategies employed in this study.

a. Interview

Interviews are a method of gathering data through one-sided question and answer sessions that are conducted systematically and in accordance with study objectives [17]. This study used a standardized interview in which the researcher created a list of questions to use as an interview guide. The researcher created an interview guide to keep the directions and focus of the questions straight. The researcher prepares an interview guide in the form of a list of questions with the goal of making it easier for the researcher to conduct interviews.

b. Observation

The term "observation" refers to the systematic observation and documentation of symptoms that develop on the research object [18]. The researcher observed the school environment as well as the school's facilities. In addition, the researcher observed the English teacher's teaching and learning activities.

c. Document analysis

The document method searches for information about items or variables in notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, agendas, and other documents [19]. Documents are frequently utilized as data sources in research since they can be used to evaluate and interpret data in many circumstances. Documents are utilized as a supplement in this study to analyze the power derived from interviews and observations.

Data analysis was carried out in this study by gathering, reducing, displaying, and confirming data. The interview results have been reduced or important data has been picked. Following the presentation of the data, the researcher draws conclusions.

3. FINDINGS

According to the results of interviews performed by the researcher from the 15th to the 17th of April 2021, the English teacher indicated that the evaluation in English courses at

MAN 4 Kebumen was done online. The following are the assessment models used by English teachers at MAN 4 Kebumen.

Table 1. Assessment model used by English teacher in MAN 4 Kebumen

No	Teacher 1	Teacher 2
1	Google Form	Google Form
2	Computer-Based Test	Quizizz
3	Core Competence 4	Computer-Based Test
4	-	Core Competence 4

According to the table above, English teachers at MAN 4 Kebumen use four evaluation models: 1) Google Form, 2) Quizizz, 3) Computer-Based Test, and 4) Core Competence 4. The following is an explanation of Google Form, Quizizz, Computer-Based Test, and Core Competence 4's uses, advantages, and disadvantages.

a. Google form

It is used for English subject assessment by the two English teachers. They used Google Form to assess various learning resources on a daily basis in order to assess grammar and vocabulary skills. There are advantages and disadvantages to using Google Form. This is based on what an English subject teacher has experienced. The advantage of the Google Form, according to (Teacher 1), is that it is convenient to use for performing assessments or for other purposes.



The screenshot shows a Google Form titled "Penilaian Harian 'Narrative Text'" with a red header banner that reads "S.E.M.G.O Smart English of MAN Gombong". The form contains three text input fields: "Kelas X", "Nama:", and "Teks jawaban singkat:". To the left of the form, there are three labels with arrows pointing to the input fields: "class filling column" points to the "Kelas X" field, "filling column name" points to the "Nama:" field, and "attendance number" points to the "Teks jawaban singkat:" field. The form is set against a light pink background. At the top right, there are icons for sharing, printing, and a "Kirim" button. At the bottom right, there is a watermark that says "Activate Windows Go to Settings to activate Windows."

Figure 1. Google Form user interface of English teacher.

Researcher: In your opinion, what are the advantages of using Google Forms to assess students?

Teacher 1: in my opinion Google Form are easy and simple to use in assessing students or for other things. Even for people who are new to Google Form, they just need a little time to learn it

Teacher 2: the advantages are making data collection and retrieval easier and arranging names and classes are more structured.

Furthermore, Google Form has disadvantages, such as the inability to develop conversational inquiries because Google Forms does not allow you to rearrange lines to create new phrases.

Researcher: So what do you think is the disadvantages of Google Forms?

Teacher 1: In the Google Form, we cannot create conversation or dialogue questions, because we cannot use the space key function to create a new dialogue.

b. Quizizz

This Quizizz application is not used very often by teachers, this application is used as another option for the media to evaluate and entertain students. When used to assess students, Quizizz offers both advantages and disadvantages. Quizizz has the advantage of making learning exercises more exciting and participatory by including characteristics or game versions.

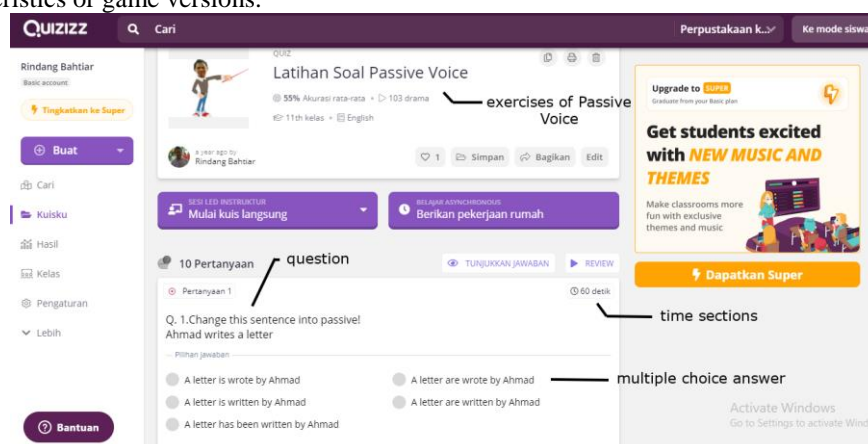


Figure 2. Quizizz user interface of English teacher.

Teacher 2: For a variety of assessments I also use Quizizz, Quizizz is more interesting because there is a semi-game, so when students work there is music too.

Researcher: so is it like semi-game web same as Kahoot! Web?

Teacher 2: yes, it is true.

Quizizz's disadvantages are based on the experiences of English subject teachers at MAN 4 Kebumen.

Teacher 2: so the weakness of the quizizz application, this application is entered using a google account. And sometimes the student's google account doesn't use the real name so I'm having a hard time. Sometimes I am also confused when there is student work but I don't know the owner and his real name.

c. Computer-Based Test

One of the features in e-learning MAN 4 Kebumen is a computer-based test. E-learning MAN 4 Kebumen is a website where teachers and students can participate in educational activities. The advantages of Computer-Based Test, according to (Teacher 1), are that it is simple to use because it is part of the same site as the learning used in the school.

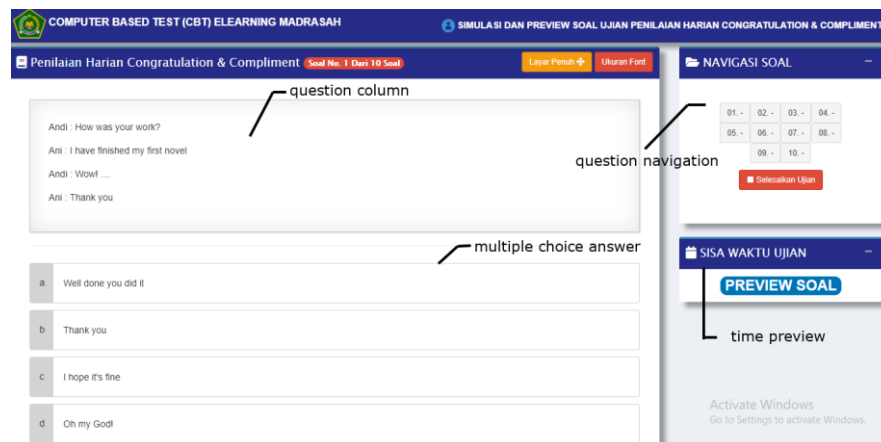


Figure 3. Computer-Based Test of English teacher.

Researcher: when compared to google form, what are the advantages of Computer-Based Test?

Teacher 1: I prefer to use CBT in e-learning because it is more complete and also e-learning is a learning media used in this school

Furthermore, according to both teachers, the disadvantages of computer-based tests are: 1) the questions are only in the form of multiple choices, 2) the system is not complete yet, and there are often multiple questions the teacher wishes to move from one class to another.

Teacher 2: I don't know if the system is not perfect or for some other reason, but sometimes when I copy questions from class to class it sometimes gets duplicated by itself.

d. Core Competence 4

In addition to the Computer-Based Test, the e-learning MAN 4 Kebumen offers a Core Competence 4 feature. Core Competence 4 is a media for assessing student competencies, using written evaluation as one of the aspects of assessment. The teacher instructs the students to photograph the results of their products, which they then upload to the Core Competence 4 part of the website, where they will be assessed by the teacher. The Core Competence 4 assessment paradigm has both advantages and disadvantages. When it comes to the benefits of Core Competence 4, both teachers agree that even though learning is not done face-to-face, teachers may still assess students' skills, particularly writing skills.

PENILAIAN TUGAS KETERAMPILAN SKEMA PENILAIAN UNJUK KERJA / PRAKTEK										
Penilaian Keterampilan berbeda setiap Skema Penilaiannya										
aspect of the assessment				SKOR				final score		
NO	NISN	NAMA	MATERI	PENGUASAAN	RETORIKA	KOMUNIKASI	JML. SKOR	NILAI	TUGAS	Feedback
1	0055804295	Ade Dwi Arianti	3	3	2	2	10	83	Lihat Tugas	
2	0036246416	Agus Setiawan	3	2	2	2	9	75	Lihat Tugas	
3	0057543793	Alya Rossalia	3	2	2	2	9	75	Buka Tugas	
4	0051055491	Amelia Annisa Putri	3	2	2	2	9	75	Lihat Tugas	
5	0047014015	Ana Julia Putri	3	2	2	2	9	75	Lihat Tugas	

Figure 4. Computer-Based Test user interface of English teacher.

Teacher 2: For example, for the assessment of writing skills, students work on their books, then the results are uploaded in Core Competence 4. Meanwhile, when it came to the disadvantages of Core Competence 4, both teachers had the same issues when utilizing Core Competence 4. The disadvantage of Core Competence 4 is that the page for accessing Core Competence 4 can get overcrowded at times, preventing the teacher from seeing the results of student work.

MAN 4 Kebumen's English language teacher had various challenges while conducting an assessment during the COVID-19 pandemic. The following are some of the difficulties faced by the English teacher:

- 1) Not all students have access to electronic devices that can be used to participate in online learning activities or complete teacher-assigned assignments or tests.
- 2) Poor signal service in the students' home area causes delays in submitting assignments.
- 3) Students are unprepared for the circumstance that arises during the COVID-19 epidemic, which forces all activities to be conducted online.
- 4) Due to the large number of tasks, many students were unable to complete their assignments.

4. DISCUSSION

Almost all activities in MAN 4 Kebumen have been replaced online due to the impact of the COVID-19 pandemic. The system has been upgraded to include online learning activities and assessments. This is related to what was stated by Robles & Braathen [20], that online assessment should be considered a method of evaluating students' academic performance. The assessment process should be considered as a system because there are so many components to measure.

English teachers at MAN 4 Kebumen employed various media to perform online learning and assessment as a follow-up to substituting face-to-face learning with online learning. English teachers used a variety of assessment models for online assessments, including 1) Google Form, 2) Quizizz, 3) Computer-Based Test, and 4) Core Competence 4.

a. Google Form

Google Form is a Google tool that allows us to create surveys, questions, and responses using the online form function. Many people used Google Forms, including students, teachers, and lecturers. This is accordance with what was stated by Batubara [21], Google Forms is a component of the Google Docs service. This program is good for students, professors, lecturers, office employees, and professionals that enjoy producing quizzes, questionnaires, and online surveys.

The English teacher chose Google Form because it is simple to use. The English teacher remarked that using Google Form to collect data was easier, and the organization of students' names and classes was more structured. In line with this Fauzi [22] stated, that using Google Forms in learning evaluation activities has consequences and benefits in terms of effectiveness, efficiency, attractiveness, and design Teachers benefited greatly from the existence of Google Form in terms of cost, time, and energy.

As a result, Google Form can satisfy the requirements for English teachers conducting online assessments.

b. Quizizz

Quizizz is a website that allows us to create interactive evaluations or quizzes for classroom use. As explained by Zhao [23], Quizizz is a game-based educational app that brings multiplayer activities to classrooms while also making in-class exercises more dynamic and fun. On their mobile devices, students can use Quizizz to complete in-class exercises. Quizizz, unlike other educational apps, uses game aspects like avatars, themes, memes, and music to make studying more enjoyable.

Based on their experiences using Quizizz to assess students' progress, English teachers believe that Quizizz is an engaging media for assessing and learning because it incorporates game and music elements that keep Quizizz from becoming monotonous. This is accordance with what was stated by Aini [24], Quizizz has features that can be used as learning assessment resources, such as data and statistics on student performance that can be used as evaluation material to help students learn more effectively. Another feature of this media as a learning tool at home is (homework), which can allow students to learn outside of the classroom, particularly in the virtual classroom and as a location to learn while playing with this media. If students play games that are innovative, original, challenging, and pleasant, they will be more driven to learn. Therefore Quizizz can be used as alternative of online assessment and learning.

c. Computer-Based Test

A Computer-Based Test is one that uses an internet connection and a specific equipment to assess a student's progress. This correspond to what Daniela & Lorentz [25], Computer-Based Tests are tests or assessments that are administered by a computer in a stand-alone or dedicated network environment, or by other technology devices connected to the internet or the World Wide Web, with the majority of them using multiple choice questions (MCQs).

English teachers utilize computer-based tests because they are simple to use and include all of the functionality needed to conduct evaluations. In line with this Katrina & Stephen [26], outlined the benefits of computer-based testing, To begin with, a Computer-Based Test can provide more effective adjustments in a faster and more efficient manner. Second, a Computer-Based Test provides for more accurate data collecting, which can help the examinee's cognitive processes (eg, item response time). Finally, the Computer-Based Test allows students to keep track of how much accommodation they use.

Furthermore, the Computer-Based Test is a part of MAN 4 Kebumen's e-learning, which is used as an official daily learning platform during the pandemic. For

data documentation, Computer-Based Test is also linked to Microsoft Excel. However, due to the flaws in the system, the distribution of questions for the Computer-Based Test in various courses may be double at times.

d. Core Competence 4

Core Competence 4 is a platform for evaluating student competencies, using written evaluation as one of the aspects of assessment. Processing, reasoning, and presenting in both concrete and abstract realms related to the independent evolution of what students learn in school and the ability to apply scientific ideas [27].

Skills assessments can be conducted directly by English teachers to students during non-pandemic settings, and with the Core Competence 4 feature, English teachers can conduct skills assessments online, although the assessment criteria are only limited to written assessments. The teacher can still satisfy the assessment components of students by using Core Competence 4.

There are some obstacles that have been mentioned in finding section, the obstacles are as follows:

- 1) Not all students have access to electronic devices that can be used to participate in online learning activities or complete teacher-assigned assignments or tests.
- 2) Poor signal service in the students' home area causes delays in submitting assignments.
- 3) Students are unprepared for the circumstance that arises during the COVID-19 epidemic, which forces all activities to be conducted online.
- 4) Due to the large number of tasks, many students were unable to complete their assignments

The obstacles that develop as a result of the pandemic are to be expected. The school noticed and acknowledged the establishment of these obstacles. As a result, the school has created several programs to overcome the current difficulties, such as distributing electronic devices in the form of 33 tablets and 70 computers to students who do not have electronic devices or who have signal service issues in their area. These students are permitted to attend school if they follow certain health requirements.

Each assessment model used by the English teacher in MAN 4 Kebumen has advantages and disadvantages, but it is common in a system. In addition, four of the assessment models used by the English teacher are suitable for use during this pandemic.

5. CONCLUSION

The researcher may conclude, based on the research findings described in the preceding part, that the assessment of English subjects at MAN 4 Kebumen is done online utilizing different assessment models, including Google Form, Quizizz, Computer-Based Test, and Core Competence 4.

The advantages of using these assessment models to assess students online are that they are efficient and simple to apply during the COVID-19 pandemic. However, this does not rule out the possibility of using online assessment models in the future. The lack of numerous elements that can prolong the assessment process, as well as certain students experiencing signal service problems in their location, are some of the challenges of online assessment when used to measure student competence.

In general, the researcher concludes that the implementation of online English subject assessment at MAN 4 Kebumen during the COVID-19 pandemic was fairly good.

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