

## Research Article

# Does Student Global Literacy Increase? Designing of SMART based Learning Evaluation: Lesson from Indonesia

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**Abstract:** The purpose of this research is to create a SMART evaluation design that focuses on improving students' global literacy, especially in economics subjects. This study involves the identification and classification of learning process evaluation practices and outcomes used by teachers in East Java. In addition, this study develops an evaluation method based on global literacy, which includes digital, media, scientific, and language literacy. In addition, this evaluation measures how far students are expanding their global literacy. The importance of this research lies in the need to improve students' global literacy, which is an essential skill to face challenges and opportunities in the era of globalization. In addition, innovation is needed in learning evaluation through the application of technology in education. This research makes a significant contribution to improving the quality of teaching and learning by focusing on the evaluation of learning processes and outcomes. The research also offers a broadly adaptable teaching evaluation development model to meet dynamic learning needs in a variety of contexts, strengthen students' global literacy, prepare them to face challenges around the world, and make a sustainable contribution to improving the quality of education at the institutional and national levels.

**Keywords:** global literacy, SMART based, learning evaluation

## INTRODUCTION

Designing SMART-Based differentiated learning evaluation focuses on the use of differentiation technology and strategies to meet the different learning needs of students (Susilawati et al., 2024). Teachers must understand how to use digital tools and platforms effectively, and be able to plan evaluations according to the characteristics of differentiated learning (Mahoney & Hall, 2017). This involves adjusting the objectives, evaluation criteria, and assessment methods to reflect the diversity of students and provide relevant feedback. This activity is because it answers challenges and opportunities such as unequal access to technology, teachers varied understanding of the concept, and the time needed to design adaptive learning. However, it is also important to get opportunities, such as the potential to increase student engagement, provide a more personalized learning experience, and use data to guide teaching practices. To increase student involvement also by increasing global literacy.

Global literacy consists of a combination of different types of literacy that help students function effectively in an increasingly globally connected and complex society

(Edi Irawan et al., 2020). Student can be better equipped to handle the opportunities and challenges presented by the globalization era by enhancing these literacies (Lada et al., 2018; Bernadetha & Lamhot, 2020). Digital literacy, scientific literacy, media literacy, cultural literacy, foreign language literacy, and financial literacy are all components of global literacy (Diyah, 2022). Students will be better equipped to handle global difficulties if they are prepared with global literacy through the Process Evaluation course and learning objectives. There are various models that can be used to help students in this course produce their content, including: 1) The use of global case studies that are relevant to the topic of evaluation of learning processes and outcomes; 2) discussion of global issues related to the evaluation of learning processes and outcomes; 3) international collaboration in learning evaluation projects can provide hands-on experience for students to work with individuals from different cultural backgrounds; 4) research on global evaluation practices used in various countries; and 5) the use of global learning resources (Iswanto et al., 2019).

The overarching focus on incorporating global literacies in the framework of developing evaluation tools for economics subjects and learning objectives in particular distinguishes this study from previous research. By focusing on the use of these literacies in learning evaluation, this research goes beyond previous studies that examined the various forms of literacies that comprise global literacies (such as digital, scientific, media, cultural, foreign language and financial literacies). International collaboration in learning assessment projects, the utilization of global case studies, global issue talks, and research on evaluation procedures across nations are some of the novel approaches introduced in this study. These models give students experiential, globally relevant learning opportunities that earlier studies might not have thoroughly examined within the particular context of assessing learning outcomes and processes. This emphasis on process evaluation and global resources makes a distinctive contribution to the area of education by fusing global literacy with useful, real-world applications.

Therefore, this research activity is to develop a SMART evaluation design to improve students' global literacy. This study aims to identify and classify the Evaluation of Learning Processes and Outcomes in teachers in East Java. In addition, to develop innovative design for Evaluation of Learning Processes and Outcomes based on global literacy (digital literacy, media literacy, scientific literacy and language literacy) and to measure student progress in strengthening global literacy in economics subjects. The urgency of this research is to: 1) Improve students' Global Literacy as a key skill in facing challenges and opportunities in the era of globalization; 2) Innovation in Learning Evaluation: The integration of educational technology provides an innovative approach in learning evaluation; 3) Improving the Quality of Learning: With a focus on evaluating learning processes and outcomes, this research contributes to improving the quality of teaching and learning. As for the benefits of this research, they are: 1) This research helps strengthen students' global literacy, preparing them to play a role in an increasingly globally connected society; 2) This research can be a model for the development of effective and responsive teaching evaluation to students' learning needs; 3) This research helps prepare students to face global challenges by strengthening their understanding of global issues in the context of economics subjects; 4) This research not only provides direct benefits for students and teachers, but also makes a sustainable contribution to the development of education at the institutional and national levels.

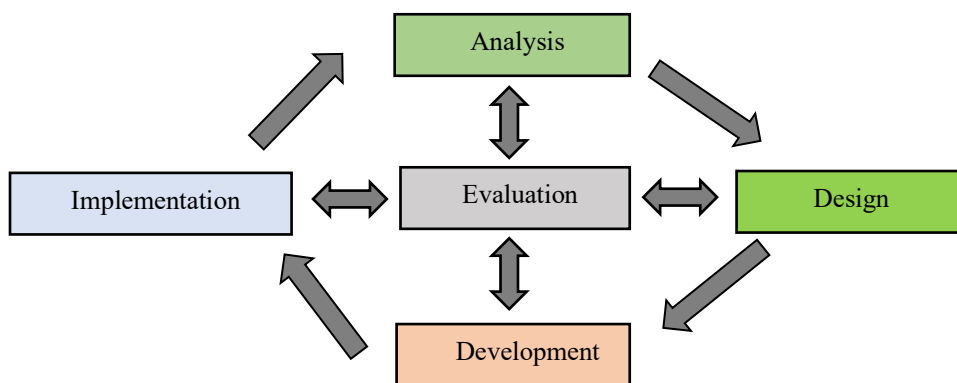
## METHOD

### Research Design

This research includes development research and continues by applying innovations that have been developed in several specific high schools in East Java. In this study, the research method of the ADDIE model is specialized (Andriyani & Suniasih, 2021). The steps of the research flow using the Procedural method or the steps carried out in the research and development of the ADDIE model are taken based on theoretical studies that are in accordance with the needs. The following is a chart of ADDIE's research and development model (see Figure 1).

**Figure 1**

*ADDIE Development Research Procedure*



Source: Tegeh et al. (2014)

The procedure and explanation in the research and development of the SMART evaluation design in an effort to improve students' global literacy are explained as follows:

### Analysis Stage

First is problem analysis in economics learning. In the first stage, an analysis of the potential and problems in students' economic learning was carried out in the area of several schools in East Java. Based on these problems, then a discussion was held to find solutions to problems in Economics learning. Second is curriculum and material analysis. This analysis aims to find out the curriculum applied in several schools in East Java, namely at MAN 2 Blitar and SMA Negeri 8 Malang. It is crucial to concentrate on this area, particularly the curricula used at SMA Negeri 8 Malang and MAN 2 Blitar in East Java, for a number of reasons. First, examining how assessment techniques have been developed in light of the demands and distinctions between Madrasah Aliyah Negeri (MAN) and Senior High institutions (SMA), which have various graduate outcomes and varied learning activity circumstances as general and religion-based institutions. Thus, kids have diverse demands when it comes to learning economics.

In order to connect learning objectives and outcomes with relevant educational standards, it is imperative that the evaluation design be thoroughly analysed and understood. This analysis, which focuses on economics learning materials, attempts to make sure that the evaluation techniques employed are appropriate and successful in gauging students' knowledge and proficiency in this area. The ultimate goal of this area

of focus is to make economics education more efficient and in line with the demands of students by improving curriculum design and learning outcomes.

Third is analysis of students' characteristics in learning capacity. The next stage is to analyze the character and ability of students in learning. Data collected on the basis of the current state of the learning process, learning methods, and the use of learning media. The common problem that often occurs in economic learning is almost the same, namely low interest in learning. In addition, the use of technology-based learning media also affects learning. The data is used as one of the determinants of content and material in the learning media that is acknowledged.

### Design Stage

The design stage is aimed at designing a SMART-based evaluation design in economics subjects.

### Development Stage

At the development stage, a process of making SMART-based learning evaluations is carried out.

### Implementation Stage

At the implementation stage, what was done was a trial on students at SMA Negeri 8 Malang and MAN 2 Malang City. Before the media is used and applied to learning, the validity of the material and the validity of the media are tested by experts.

#### *Material Validation and Design Evaluation*

Validation of material experts and media validation is carried out to assess whether the product design developed is feasible or not used in learning. This expert test is carried out by experts who are asked to provide input and assessment of the product with a questionnaire of instruments related to the product developed as the basis for improvement. The following are the instruments of material validity in this study (see Table 1).

**Table 1**

*Material Validation Observation Sheet*

Assessment Indicators	Material Assessment Aspects	Questionnaire Number
Relevance of the material to Learning Outcomes	Suitability of material to learning outcomes	1
	Suitability of the material to the learning objectives	2
	Suitability of the material to the level of development of students	3
	Completeness of material description	4
Accuracy	Material thinking flow	5
	Description of the material	6
	Captions and sources	7
Serving Clarity	Scientific truth	8
	State-of-the-art developments	9
	Presentation of competencies	10
	Presentation of the source	11
	Presentation of reference lists	12

Assessment Indicators	Material Assessment Aspects	Questionnaire Number
Suitability of the presentation to the demands of learning	Material structure	13
	Ease of understanding the material	14
	Encourage the curiosity of educators	15
Compatibility of language with the right rules	Material feasibility	16
	Spelling	17
	Usage of terms	18
	Sentence structure arrangement	19
	Sentence structure suitability	20
	Language used in the material	21

For the validity of the design expert evaluation as in the Table 2.

**Table 2**  
*Observation Sheet Validation Design Evaluation*

Assessment Indicators	Material Assessment Aspects	Questionnaire Number
Specific	Clarity of evaluation objectives	1
	Focus on measured competencies	2
	Specification of assessment criteria	3
Measurable	Measurability of evaluation results	4
	Clarity of success indicators	5
Achievable	Accuracy of the measuring instrument used	6
	Alignment of evaluation targets with students' abilities	7
	Realism of the goal to be achieved	8
Relevant	Appropriateness of the time provided with the task load	9
	The relevance of evaluation to learning objectives	10
	The relevance of the evaluation material to the needs of students	11
Time-bound	The relationship between the evaluation task and the real context	12
	Clarity of deadlines for completing evaluation tasks 1	13
	Suitability of evaluation duration to task complexity	14
Accuracy	Accuracy of evaluation scheduling	15
	Scientific truth in evaluation material	16
Completeness of Dishes	Updates to information used	17
	Comprehensive and detailed presentation	18
Ease of Understanding	Presentation of relevant sources and references	19
	Clarity of instructions in evaluation	20
	Language preparation that is easy for students to understand	21

**Table 3**  
*Grid – Student Response Grid*

<b>Assessment Indicators</b>	<b>Material Assessment Aspects</b>	<b>Questionnaire Number</b>
Specific	Clarity of instructions and evaluation objectives	1
	Ease of understanding the assessment criteria	2
	Relevance of the question/assignment to the material studied	3
Measurable	Ease of understanding success indicators	4
	Evaluation ability in measuring student understanding	5
	Clarity of expected outcomes from evaluation	6
Achievable	The difficulty of the questions/assignments is according to the student's ability	7
	The time given is enough to complete the evaluation	8
	The evaluation feels realistic and can be completed well	9
Relevant	Relevance of the question/task to real life	10
	Evaluation materials are relevant to students' needs and interests	11
	Evaluation helps students understand the application of the material in real-life situations	12
Time-bound	Clarity of deadlines for each evaluation section	13
	The time given is according to the complexity of the question/task	14
	Suitability of the evaluation schedule with the student's learning rhythm	15
Student Satisfaction	Satisfaction with the format and content of the evaluation	16
	Evaluation provides a balanced challenge	17
	Evaluation motivates to learn more	18
Design Quality	Neat and clarity of the evaluation display	19
	Easy-to-read selection of fonts, colors, and layouts	20
	Visual fit with the material presented	21

This observation sheet can be used by validators to assess the effectiveness and suitability of SMART-based learning evaluation designs. Each aspect of the assessment in the SMART indicator is described with a questionnaire number to facilitate the filling and analysis of observation results.

### **Large Group Test**

The large group test was carried out after conducting field tests on small groups. At the large group test stage, it was carried out in a wider scope, namely carried out on

students of SMA Negeri 8 Malang class XI IPS with a total of 60 students. The product trial is adjusted to the learning implementation plan (RPP) using the android-based Augmented Reality Website learning media.

### **Evaluation Stage**

The evaluation stage of this research is carried out to determine the success of the product developed. Whether the product developed is in accordance with the specified criteria, both in terms of design and content. Furthermore, these shortcomings and weaknesses will be used as improvements. This stage is carried out periodically to get improvements or revisions of products that are suitable for learning in high school. Negeri 8 Malang.

### **Product Trial Design**

Product trials in this development research consist of trial design. The level of validity of learning media is known through the results of a trial analysis carried out through several stages, namely; Material expert review, media expert review, small group trial, large group trial. Learning media that have been validated by experts, are then revised based on data obtained from validation questionnaires. Furthermore, field trials were carried out, in this case product trials were applied to small groups of 3 teachers and large group tests on 20 students at MAN 2 Blitar. The step taken during the trial is to explain how to develop a SMART-based evaluation and test it directly to students.

### **Test Subject**

The product research subjects resulting from the development of learning media are as follows: (a) Trial of Material Experts and Media Experts. The test subjects at this stage are one material expert and one learning evaluation expert. The subject matter expert in this development research is Dr. Mohamad Zuber Abd Majid, as a senior lecturer from The National University of Malaysia (UKM). Meanwhile, the learning media expert in this development research is Mrs. Dr. Retno Mustika Dewi, M.Pd, as a lecturer in Economic Education UNESA, and (b) field trial. This research was conducted by MAN 2 Malang with a student population of class XI IPS 2 consisting of 35 students.

### **Data Collection**

The Data Collection technique is carried out with the results of observations from validators, on the validation sheet there are several questions and validators fill in by providing a check mark (✓) in the assessment column according to the criteria assessed. In addition, it is also carried out with a student response questionnaire used to obtain data and aims to determine the feasibility of the learning media.

### **Data Analysis**

The research on the development of the SMART based evaluation uses three data analysis techniques, namely: (1) Validation Test Data Analysis. Data analysis techniques for the validation of material experts and media experts can use the following formula (Ningrum et al., 2023):

$$Va = \frac{TSe}{TSh} \times 100\%$$

Information:

$Va$  = Validity of the expert

$TSe$  = Total empirical score

$TSh$  = Maximum total score

After the validity results are obtained, to find out whether the materials and media that have been developed are suitable for use or not, they are based on the following criteria scale (see Table 4).

**Table 4**

*Validity Criteria*

Validity Criteria	Assessment Criteria
81% - 100%	Highly Worthy
61% - 80%	Proper
41% - 60%	Less Worthy
21% - 40%	Not Eligible
0% - 20%	Very Unworthy

The feasibility calculation is carried out by adding up the total score obtained, then dividing by the maximum score and presented by multiplying by 100%. The percentage results show the eligibility category of SMART-based evaluation of candidates.

### Field Test Data Analysis

The data analysis technique used in this study was carried out by calculating the results of the student response questionnaire. According to Slamet (2022) to calculate each questionnaire, the following formula can be used.

$$Rpd_x = \frac{TSe}{TSh} \times 100\%$$

Information:

$Rpd_x$  = XI IPS student response = 1, 2, 3...n

$TSe$  = Total empirical score

$TSh$  = Maximum total score

## RESULT

From the stages carried out in the study, it can be seen in Table 5.

**Table 5**

*Characteristics of Respondents*

Indicators	School Origin	Sum	Percentage (%)
Gender			
Male	SMAN 8 Malang	16	45.71
	MAN 2 Blitar	11	31.42
Woman	SMAN 8 Malang	19	54.29
	MAN 2 Blitar	24	68.57
Learning Style			
Visual	SMAN 8 Malang	18	51.43
	MAN 2 Blitar	21	60
Audio	SMAN 8 Malang	7	20

Indicators	School Origin	Sum	Percentage (%)
Kinesthetics	MAN 2 Blitar	9	25.71
	SMAN 8 Malang	10	28.57
	MAN 2 Blitar	5	14.29

**Table 6**  
*Results of SMART-Based Evaluation Development*

Research Stages		Research Results
1	<p>Analysis Stage</p> <p>Problems in Economics Learning</p> <p>Curriculum and Materials</p> <p>Economics learning materials, by conducting an assessment on several relevant book sources.</p> <p>Characteristics of Students in Learning Capacity.</p>	<p>From interviews conducted with economics teachers in 2 schools (SMAN 8 Malang and MAN 2 Blitar), it was obtained that there are still misconceptions in Central Bank Materials and Payment Instruments. This is because there are too many economic terms that must be understood by students.</p> <p>The curriculum that has been carried out at the level of educational units is by using an independent curriculum that refers to the learning outcomes of Phase F.</p> <p>There are still difficulties in understanding the concept of dasr from the topic of central banks and means of payment.</p> <p>From discussions and interviews with teachers, it is known that almost 80% of students prefer interactive learning and use innovative technology.</p>
	<p>Design Stage</p> <p>The design stage is aimed at designing a SMART-based evaluation design in economics subjects.</p>	<p>Developing SMART-based learning objectives</p> <p>Designing and developing SMART-based learning designs</p> <p>Developing instruments and redaction questions from the SMART-based Learning Assessment Process</p>
	<p>Development Stage</p> <p>At the development stage, a process of making SMART-based learning evaluations is carried out.</p>	<p>The result of this stage is by making Learning Evaluation and Product Validation. From the results of the validity by the expert team, a score of 77.14 was obtained for material experts and 74.55 for experts in the learning evaluation design that had been carried out by experts/experts. So that from the results obtained, it can be said that the SMART-based evaluation developed is declared feasible because it is included in the range of 61% - 80%.</p>
	<p>Implementation Stage</p> <p>Implementation Stage</p> <p>At the implementation stage, what was done was a trial on</p>	<p>From the data obtained, it was found that as many as 82.73 students stated</p>

Research Stages		Research Results
Evaluation Stage	<p>students at SMA Negeri 8 Malang and MAN 2 Blitar. Before the media is used and applied to learning, the validity of the material and the validity of the media are tested by experts.</p> <p>The evaluation stage of this research is carried out to determine the success of the product developed. Whether the product developed is in accordance with the specified criteria, both in terms of design and content. Furthermore, these shortcomings and weaknesses will be used as improvements. This stage is carried out periodically to get improvements or revisions of products that are suitable for learning in high school. Negeri 8 Malang and MAN 2 Blitar.</p>	<p>that the evaluation design developed by the researcher.</p> <p>The product can be considered successful in fulfilling its main goal, which is to improve the quality of learning at SMA Negeri 8 Malang and MAN 2 Blitar, after applying the SMART-based evaluation development model and obtaining a good score. This score shows that the evaluation developed is not only relevant and in accordance with learning needs, but also effective in helping students achieve the learning outcomes that have been determined. The results of the evaluation stage show that the SMART-based evaluation model can meet the different needs and characteristics of students and provide clear and measurable feedback. The results of the evaluation stage also show that teachers can implement these evaluations successfully, demonstrating their understanding and ability to apply SMART principles in their learning evaluations.</p>

## DISCUSSION

In the development of learning evaluation, especially those based on SMART (Specific, Measurable, Achievable, Relevant, and Time-bound), several important aspects are the main focus. This study shows that the implementation of SMART-based evaluation in two schools, namely SMA Negeri 8 Malang and MAN 2 Blitar, gives positive results in improving the quality of learning and students' understanding of the material taught. The early stages of this research show that there are several challenges in learning Economics, especially in complex topics such as Central Banks and Means of Payment. The results of interviews with Economics teachers revealed that there was a misconception among students, which was caused by economic terms that were too technical and difficult to understand. This condition indicates the need for an evaluation that not only quantitatively measures students' understanding, but also helps them in overcoming the conceptual difficulties they face.

The development of SMART-based evaluations offers a solution to this problem. By setting specific and measurable learning objectives, these evaluations are designed to ensure that students not only understand the basic concepts but are also able to apply them in relevant contexts. Research conducted by (L, 2019) supports this approach, where he

emphasizes the importance of evaluations that focus on achieving clear and measurable learning objectives, which can provide constructive feedback to students. The implementation stage of this study shows that SMART-based evaluation can be applied effectively in SMA Negeri 8 Malang and MAN 2 Blitar. Before being implemented, this evaluation had gone through a validation process by experts, with a fairly high validity score, namely 77.14 for material experts and 74.55 for evaluation design experts. This score indicates that the developed evaluation meets the standards required to be used in learning.

Furthermore, the results of the test conducted on students showed that 82.73% of students felt that the evaluation design developed by the researcher could help them understand the learning material better. This finding is in line with research conducted by (Sudiyanto et al., 2015), which shows that well-designed formative evaluations can improve student learning outcomes by providing valuable feedback and encouraging students to be more actively involved in the learning process. The final evaluation stage of this study reveals several areas that still need improvement. Although this SMART-based evaluation has shown success in improving the quality of learning, some teachers and students have provided feedback that evaluation instruction needs to be further simplified. It is important to ensure that the evaluation is accessible to all students, including those with a variety of different learning styles and abilities.

This continuous development process is an integral part of the SMART-based evaluation model. Effective evaluation must be flexible and able to adapt to changing learning needs. Therefore, the evaluation products that have been developed will be updated immediately based on the feedback obtained during the evaluation stage. This revision will focus on improving the ease of use, relevance of materials, and clarity of instructions, so that evaluation can make a more significant contribution to improving the quality of education.

In addition, the results of this further evaluation will also be used as a basis for the implementation of SMART-based evaluations in other schools. This step is important to ensure that the developed evaluation can provide broader benefits in the larger educational context. With reference to relevant research, such as those conducted by (Ikhwan, 2023), which emphasizes the importance of clear and directed feedback in the evaluation process, this research can make a significant contribution in strengthening the evaluation system in the educational environment.

## CONCLUSION

From the above discussion, it can be concluded that the SMART-based evaluation developed in this study has succeeded in achieving its main goal in improving the quality of Economics learning at SMA Negeri 8 Malang and MAN 2 Blitar. Nonetheless, continuous improvement is needed to ensure that these evaluations remain relevant and effective in meeting evolving learning needs. With a systematic and evidence-based approach, this evaluation is expected to be a model that can be adopted more widely in the context of education in Indonesia.

### Implication

The findings of this study highlight the positive impact of SMART-based evaluation on improving the quality of Economics learning, particularly at SMA Negeri 8 Malang and MAN 2 Blitar. The application of specific, measurable, achievable, relevant

and time-bound objectives in the evaluation process has been shown to improve students' understanding of complex Economics topics. For educators, the implications are significant as the model can be adopted across a range of subjects, providing a systematic way to evaluate student performance and learning effectiveness. In addition, the high level of validation from experts indicates the adaptability of this model for wider application. Educational policy makers may also consider integrating SMART-based evaluation principles into the national curriculum to standardize assessment practices and improve overall educational outcomes.

### Limitation and Future Directions

Future research should address the limitations of this study, despite the encouraging outcomes. First off, the sample size was restricted to two schools—MAN 2 Blitar and SMA Negeri 8 Malang—which might not accurately reflect the variety of learning settings and student populations found throughout Indonesia. Further study on the efficacy of SMART-based assessments would be more broadly applicable if it were expanded to include schools from various geographic locations and socioeconomic backgrounds.

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