EVALUATIVE STUDY: LITERACY OUTREACH PROGRAM BASED ON LOCAL WISDOM AT SDN 1 APUAN BANGLI

I Wayan Widana
Universitas PGRI Mahadewa Indonesia

I Wayan Sumandya
Universitas PGRI Mahadewa Indonesia

Ni Putu Restu Trinadi Asih
Universitas PGRI Mahadewa Indonesia

Address for Correspondence:
iwayanwidana@mahadewa.ac.id

ABSTRACT

This study evaluates literacy achievement programs based on local wisdom at SD Negeri 1 Apuan. The evaluation model used is the CIPP (context, input, process, and product) with a qualitative descriptive approach. The research data source documents are education reports and local wisdom-based literacy achievement programs—data collected by interview, observation, and document study. The research respondents were the headmaster, teachers, and students. Data were analyzed by descriptive qualitative. The results of the study show that: (1) context evaluation, the scope of the school literacy movement includes the school's physical environment, social and affective environment, as well as the academic environment; (2) input evaluation, including human resources for school principals, teachers, education staff, and supporting infrastructure; (3) process evaluation, program implementation includes three activities namely habituation, development, and learning; and (4) product evaluation, including students' understanding of local wisdom, is getting better, literacy skills in educational report cards are still low, teachers' concern for improving students' literacy outcomes is increasing, and school members are actively involved in school literacy program activities.

Keywords: Evaluative Study; Literacy; Local wisdom

INTRODUCTION

The new civilization is characterized by rapid technological developments, much information in all aspects of life, and the unstoppable flow of globalization (Abdurakhmonova et al., 2021). To increase the competency of students in this digital era, academic units need to equip students with the ability to: (1) think critically in solving problems; (2) be creative in facing challenges; (3) communicate skillfully, and; (4) able to collaborate effectively. These four fundamental abilities need to be developed in elementary education through literacy activities in elementary schools (Setiawan et al., 2019). Therefore, the government issued an independent learning policy episode 22 which focused on changing the national selection system for admitting new students to state universities through literacy and numeracy tests. The policy was carried out to harmonize the learning process at the secondary education level and the quality of higher education. In addition, the purpose of the 22nd independent learning program is to ensure that the input synergy of students entering tertiary institutions must be integrated in a fair, inclusive, and holistic way to be able to jump into the future and catch up with all that is left behind in the field of education.

The development of literacy skills is not only the responsibility of language teachers but also all subject teachers. All teachers in schools are required to grow and strengthen students' character by cultivating the school literacy ecosystem so that they become lifelong learners (Darmada et al., 2020). Some of the roles of the teacher in the literacy movement in schools are the teacher as a role model, motivator, facilitator,

and creator, providing facilities and infrastructure, as well as providing rewards and punishments. Efforts to civilize the school literacy ecosystem are carried out through various forms of activities aimed at: (a) fostering a culture of literacy in schools; (b) increasing the literacy skills of school members; (c) making the school a fun and child-friendly learning park; (d) maintaining the continuity of learning by presenting a variety of learning media and various strategies that involve multimodal texts (Sudiarta & Widana, 2019).

Literacy ability is defined as the ability to access, understand, and use information intelligently. Literacy is the ability to interpret information critically so everyone can access science and technology to improve their quality of life (Widana, 2020). In this case, literacy is not only limited to the ability to read but the ability to analyze a reading and understand the concepts behind the writing. Literacy can also be interpreted as the ability to access, understand, and use multimodal information through various activities that improve the ability to read, see, listen, write, and speak. Thus, literacy is closely related to the human capacity to use various resources for a quality life.

In developing literacy skills, there are three main components teachers need to pay attention to the measured cognitive level, context, and content. The cognitive level shows the thought processes needed in literacy to solve problems or questions (Widana & Ratnaya, 2021). Cognitive processes in literacy are divided into three levels: (a) finding information, (b) interpretation and integration, and (c) evaluation and reflection. The context shows aspects of life or situations for the content used. The context for literacy development is divided into three, namely: (a) personal, related to personal self-interest; (b) socio-cultural, related to inter-individual interests, culture, and social issues; and (c) scientific, relating to issues, activities, and scientific facts both that have been carried out and are futuristic. While content in literacy shows the type of text used, in this case it is divided into two groups, namely: (1) informational text, namely text that aims to provide facts, data, and information in the context of developing scientific insights and knowledge; and (2) fictional texts, namely texts that aim to provide readers with the experience of getting entertainment, enjoying stories, and contemplating (Meijer et al., 2020).

Local wisdom is one of the contexts for developing socio-cultural and community-based literacy. There are several advantages in developing local wisdom-based student literacy (Suhartini et al., 2019). First, local wisdom has character values originating from religion, tradition, customs, art, culture which students often see and even experience contextually. For students in elementary schools, this context is very suitable because they generally live in rural areas that are thick with local wisdom in that area. This is able to link the learning done in class with the context of real situations in everyday life (Widodo et al., 2020). Second, learning based on local wisdom is a very effective strategy for preserving and developing noble character values that have grown and developed in society for generations. Through the learning process, students are able to build understanding of their ancestral heritage so that awareness will grow to care for and develop it so that local wisdom persists and develops over time (Hidayati et al., 2020). Third, being able to provide space for community leaders to be directly involved in the educational process at school. Involving the community in education is very important to optimize the existing potential in accordance with the area of expertise they have (Darmadi, 2018).

The minimum competency assessment aims to measure the basic competencies needed by all students in the cognitive domain, to be able to develop self-capacity and participate positively in society (Pusmenjar, 2020). There are two

basic competencies that are measured by minimum competency assessment, namely literacy and numeracy skills. For both literacy and numeracy skills, the competencies assessed include logical-systematic thinking skills, reasoning skills using learned concepts and knowledge, skills in sorting and processing information. The minimum competency assessment presents problems in various contexts that students are expected to be able to solve using their literacy and numeracy competencies. The minimum competency assessment is intended to measure competency in depth, not just content mastery (Wijaya & Dewayani, 2021).

The minimum competency assessment produces skills maps about students' literacy and numeracy that can be used to improve the learning process at the education unit level (Kemdikbudristek, 2022). With the minimum competency assessment, students can improve literacy and numeracy skills, stimulate students to think critically, and be able to solve problems in various contexts. provide references and a framework for developing a conducive school climate and improving the learning process in educational units. The minimum competency assessment results are reported in four groups representing different competency levels. The order of competence level from the least is: 1) needs special intervention, 2) basic, 3) proficient, 4) proficient. Explanation of each level of competence in literacy is described in table 1 below (Pusmenjar, 2020).

Table 1. Description of Literacy Competence

Levels	Ability Description
Proficient	Students are able to integrate some cross-text information, evaluate the content, quality, way of writing a text, and be reflective of the content of the text
Competent	Students are able to make interpretations of implicit information in the text; able to make conclusions from the integration of some information in a text
Basic	Students are able to find and retrieve explicit information in the text and make simple interpretations
Need Special Intervention	Students have not been able to find and retrieve explicit information in the text or make simple interpretations

In learning, there are three important components, namely curriculum (what goals are expected to be achieved), learning (how to achieve these goals) and assessment (how to know the goals have been achieved). Assessments are carried out to obtain information on student achievement of the expected competencies (Wiggins & McTighe, 2005). The Minimum Competency Assessment is designed to produce information that triggers improvements in the quality of teaching and learning, which in turn can improve student learning outcomes. Reporting on the minimum competency assessment results is designed to provide information about the level of competence of students. This level of competence can be used by teachers of various subjects to develop effective and quality learning strategies according to the level of student achievement. Thus teaching at the right level can be applied (Prasojo et al., 2018). Learning that is designed by taking into account the level of achievement of students will make it easier for students to master the content or competencies expected in a subject.

METHOD

This research is an evaluative study aimed at evaluating local wisdom-based literacy achievement improvement programs at SD Negeri 1 Apuan, Bangli Regency, Bali Province. The evaluation model used is the CIPP model (context, input, process, and product) with a qualitative descriptive approach (Widoyoko, 2014). The main documents used as sources of research data are: (1) education report for SD Negeri 1 Apuan, (2) the school's annual work program, (3) literacy achievement improvement

program based on local wisdom, and (4) school literacy movement program. Data collected by interview, observation, and document study. The research respondents were headmaster, teachers, and students. Data were analyzed descriptively qualitatively with the following stages: (a) data reduction, (b) data presentation, and (c) drawing conclusions or verification. Test the validity of the data using triangulation techniques (Worthen & Sanders, 1981).

RESULTS AND DISCUSSION

Context evaluation. SD Negeri 1 Apuan is located in Apuan Village, Susut District, Bangli Regency, Bali Province. Since 2021 schools have developed a school literacy movement program which aims to improve students' abilities in the field of literacy. The scope of the school literacy movement that has been implemented includes (Dewayani et al., 2021): (1) the physical environment of the school, including schools that are safe, clean, comfortable and fun, filled with text-rich materials and provide space for students to explore in intra-curricular, co-curricular and extra-curricular activities; (2) the social and affective environment, namely school members who respect, respect, love, and give appreciation, especially for literacy achievements in intra-curricular, co-curricular, and extra-curricular activities; and (3) the academic environment, with regard to an academic atmosphere that is supported by a collaborative spirit so as to generate innovation and creativity in creating literacy in intra-curricular, co-curricular and extra-curricular activities at school.

The school literacy program implemented at SD Negeri 1 Apuan uses the context of local wisdom. Utilization of the context of local wisdom is felt to be very suitable for the school environment in rural areas. Local wisdom which is used as the context for the implementation of the school literacy movement program uses a variety of content including information texts based on religious rituals where the majority of students are Hindus (Ramdani, 2018). Likewise, Balinese art and culture, which has been rooted for generations, is also a very rich content with information as material for developing students' literacy. Dance and percussion arts are very rich in information content which is well known in foreign countries. Even Apuan Village has a legend that has high historical value regarding the existence of the ancestors of Apuan Village, currently it is a historical relic of a mortar (a place for pounding rice) made of wood that is hundreds of years old but the shape and texture of the wood have not changed with time, era, season, temperature, and weather. The mortar is believed to have magical powers, so it was placed on top of a large banyan tree located in the middle of Apuan Village.

Even though the school literacy program has been implemented optimally, the literacy achievements of SD Negeri 1 Apuan students are still low. Education report card data shows that the literacy achievement of SD Negeri 1 Apuan students only reached 1.75 (on a scale of 1-3) education report cards issued by the Ministry of Education, Culture, Research and Technology. Less than 50% of students have achieved the minimum competency for reading literacy. This achievement is still low because the percentage of students based on their ability to understand, use, reflect on, and evaluate various types of texts (informational texts and fictional texts) is still low. The literacy achievements of the students of SD Negeri 1 Apuan in 2021/2022 can be seen in table 2 below (GTK, 2022).

Table 2. Literacy Achievements of Students in SD Negeri 1 Apuan

No.	Category	Persentage (%)
1.	Proficient	5
2.	Competent	45
3.	Basic	40
4.	Need Special Intervention	10

Input evaluation. SD Negeri 1 Apuan is currently implementing two curricula, namely the 2013 Curriculum and the Merdeka Curriculum, which aims to prepare Indonesia's young generation to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective, and able to contribute to social life, nation, and state. For students in grades 2, 3, 5, and 6, they use the 2013 Curriculum. Meanwhile, students in grades 1 and 4 use the Merdeka Curriculum. This is in accordance with the changing status of the school as the executor of the Implementation of the Merdeka Curriculum, Merdeka Berubah types. Thus, the school also organizes co-curricular activities of the Pancasila Student Profile Strengthening Project as a basis for developing character education.

The implementation of literacy achievement improvement programs is supported by human resources including school principals, teachers, education staff, and students. There are 9 teachers at SD Negeri 1 Apuan consisting of 4 government employees, 4 non-permanent teachers, and 1 honorary teacher and 4 education staff. Teachers who already have educator certificates are only 55.56% with a teacher-student ratio of 1:16. Currently SD Negeri 1 Apuan manages 144 students. The infrastructure owned includes: (a) 6 study group study rooms, (b) 1 unit of library room, (c) 3 units of toilets, (d) 1 unit of worship room, and (e) 1 unit of warehouse. The school has been accredited, with a B accreditation grade.

All teachers of SD Negeri 1 Apuan come from Apuan Village, so they really understand the characteristics of the Apuan community very well, including the local wisdom that exists in Apuan Village. Apart from being teachers at school, several teachers are also "prajuru" (community administrators/leaders) in the "Banjar Dinas" where they live. This has a positive impact on the school because the presence of the teacher can facilitate the relationship between the school and the surrounding community. The activities carried out at the school can be fully supported by the surrounding community. Including literacy activities that require community support and participation can easily be carried out because of the psychological closeness of teachers to the surrounding community. Likewise students, most of them come from Apuan Village so that the closeness of students to the surrounding environment is not new, especially with regard to local wisdom in their area which is very appropriate to use as content for school literacy activities.

The psychological relationship between school members looks very harmonious. This is because the headmaster, teachers, education staff, and students come from the same area, namely Apuan Village. The school implements the 7S culture (*Senyum, Salam, Sapa, Sopan, Santun, Sabar, dan Semangat*). All school members are required to implement the 7S culture in order to support the implementation of the literacy movement, especially within the scope of the social and affective environment, to develop an attitude of mutual love, to give appreciation for achievements or achievements that have been achieved by school members including students. The headmaster as a learning leader shows a polite and authoritative attitude, so that he deserves to be a role model in behavior and action by teachers, students, and other school members (Safitri & Dafit, 2021).

Process evaluation. The implementation of the local wisdom-based literacy achievement program at SD Negeri 1 Apuan has been carried out in accordance with the program plan that has been prepared. The procedure for implementing the program can be seen in the following scheme (Setiawan et al., 2019).
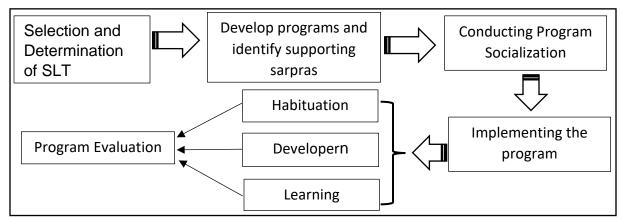

Figure 1. Program Procedure Schematic

The local wisdom-based literacy achievement program begins with a teacher council meeting to select the School Literacy Team (SLT) which comes from elements of teachers and education staff. The SLT is determined through the Decree of the Principal of SD Negeri 1 Apuan. The SLT is a special team (can be part of the School Education Quality Assurance Team) that is directly responsible to the school principal. The SLT tasks are: (a) designing and evaluating school literacy activities; (b) ensuring the continuity of the 15 minutes of reading activity every day; (c) ensuring the availability of a collection of enrichment books in the library and reading corner at school; (d) managing the school library and reading corners in the classroom and other school areas; (e) schedule the implementation of activities in the school library for at least 1 hour a week (can be carried out during relevant class hours or special literacy hours); (f) coordinating the holding of literacy festivals, book weeks, or celebrations of other literacy-based holidays; (g) coordinating efforts to develop literacy activities through fundraising for business people or other funders outside the school environment; (h) coordinate efforts to promote school literacy activities for parents/guardians of students, reading books aloud, parenting training, and promotion of reading activities at home; (i) publish literacy activities in schools in print, audiovisual and online media in order to obtain wider support from the community; (j) network with stakeholders related to literacy, the SLT in other schools, and literacy activists to work together to strive for the sustainability of literacy activities in schools.

Furthermore, the SLT compiled a program of activities and identified supporting infrastructure including a library room, availability of reading books, reading corner, and stationary and office equipment (Astuti, 2021). After the preparation of the program was felt to be ripe, the SLT carried out outreach to all school members including the parents of the students. Socialization activities were also carried out to the community, especially religious leaders, artists, humanists and prajuru in Apuan Village. It's just that community involvement in literacy activities is not running optimally, due to various reasons, including the busyness of the community carrying out their daily activities and several community leaders living outside Apuan Village.

In accordance with the activity program previously prepared, schools carry out literacy activities through three types of activities which can be described as follows (Dewayani et al., 2021).

Habituation Activities. Before the learning activities begin, students and the class teacher carry out reading activities together. The main activities carried out include: (1) students read books together with the teacher; (2) students listen to stories in books read by the teacher and discuss them, but the results of the activities in this discussion are not assessed/evaluated; (3) students take turns reading books while their friends listen; (4) students listen to folklore told by the teacher and students also tell stories for their friends; (5) books that are read/read are books that are of interest to students and are not followed by tasks of memorizing stories, writing synopsis, etc.; (6) reading/reciting books at this habituation stage takes place in a relaxed and pleasant atmosphere. This habituation activity is carried out in the classroom, in the library, or in the school yard which is comfortable for students; (7) to get around the limited number of enrichment books, teachers vary them with other activities that involve the ability to read, listen, write, create, speak, sing, and appreciate works of art.

Other activities carried out in habituation activities are creating an atmosphere in the school environment that is comfortable and enjoyable, safe to explore, has text-rich material in the form of information on utilization and contains invitations to foster a culture of literacy in schools. Literacy facilities in elementary school include the school library, classroom reading corner, reading area outside the classroom, the school health, school canteen, teacher and student toilets, garden/school yard, teachers' and principal's rooms and parents' waiting room. To foster a culture of literacy, these areas need to be decorated with text-rich materials. Based on the results of observations, the arrangement of the school environment has not been carried out optimally as a means of supporting literacy activities. The writings that are displayed in several places are not well done and interesting. Likewise, the management of the library is carried out soberly, with a very minimal number of reading books. The arrangement of reading corners in each class has not been able to create a comfortable atmosphere for students. The school canteen is only used for students' shopping needs, not much text is installed in the canteen. The school health room has also not been laid out properly, there is very little information in the room.

Development Activities. To accommodate the diverse interests of students, literacy activities at SD Negeri 1 Apuan explore a variety of activities according to students' preferences. Activities that explore this interest are accompanied by teachers, education personnel, parents, or professionals. Some things that need to be considered in development activities include: (a) the reading material used is material that fosters pleasure in reading or recreational reading, such as non-textbooks; (b) literacy activities can be part of extracurricular activities or mandatory visits to the school library; (c) literacy activities can include drawing, writing, crafts, movement arts and roles in responding to reading, which are adjusted to the level and ability of students; (d) the assessment of students' literacy activities is non-academic and focuses on students' attitudes in participating in activities. This non-academic assessment can be accommodated in student report cards; (f) the teacher's suggestions and comments on students' work are motivating for them; and (g) literacy activities take place in a pleasant atmosphere and in accordance with the interests of students.

Teachers and education staff at SD Negeri 1 Apuan monitor and pay attention to the growing interest of students in books and reading activities as measured by indicators of attitude, seriousness and behavior of students. This literacy-based award emphasizes the process of learning and reading, not just skills and quality of work. Appreciating the learning process of students is proven to be able to foster learning

motivation and foster their curiosity and enthusiasm to work together. The teacher's assessment of the literacy results of students at SD Negeri 1 Apuan in development activities was not encouraging. There are still many students participating in literacy activities less seriously. Guidance and firmness of coaching teachers need to be increased to carry out this activity program.

Learning Activities. The development of literacy outcomes at SD Negeri 1 Apuan refers to the principles of learning activities that use literacy strategies, including: (1) using a variety of learning models to ensure the active participation of students and their various learning styles (auditory, visual, or kinesthetic). Literacy strategies can be combined with participatory learning models such as Problem Based Learning, Project Based Learning, Discovery Learning, etc.; (2) held in comfortable classrooms, having a variety of text-rich materials, learning media, and seating arrangements that allow active participation of students in the learning process; (3) using a variety of learning media that are made by involving the participation and creativity of teachers and students; (4) utilizing local wisdom, and in accordance with the culture of the school environment; (5) accompany students to improve their ability to understand texts through strategies before, during, and after reading to improve students' critical thinking skills.

Several indicators of literacy strategies in learning used in SD Negeri 1 Apuan can be presented in table 3 below (Dewayani et al., 2021).

Table 3. Literacy Strategy Indicators for Learning Activities

No.	Activity	Indicator
1.	Introduction	Understand the purpose of learning/reading
		Make predictions on learning materials
		Discuss learning materials through fun media (enrichment books, teacher stories/tales, films, etc.)
		Study the features of learning media (book titles/authors/film titles, etc.)
2.	Core Activities (Lower class)	Identify new vocabulary and guess its meaning using text features (pictures/sentence context)
		Pronounce repetitive words with the correct intonation, pronunciation, and rhythm
		Drawing of a simple concept map
		Role playing/singing/retelling to express understanding of the learning material
		Discuss with friends and work in groups in the learning process
	Core Activities (High class)	Identify new vocabulary and guess its meaning using the text feature (image/sentence context)
		Make a concept map/graphic organizer to understand the text
		Make notes/summaries while reading
		Think aloud while reading and discussing their understanding with the teacher/friends
		Present understanding verbally/written/image/digitally
3.	Closing Activities	Draw conclusions about learning materials and relate them to everyday life.
		Reflect on the learning process
		Confirm the predictions/questions made in the preliminary activities

Product evaluation. After the implementation of the local wisdom-based literacy achievement improvement program at SD Negeri 1 Apuan, the results achieved included: (1) students' understanding of their local wisdom is getting better, concern for maintaining, preserving and developing local wisdom is increasing; (2) students' literacy skills have increased, even though literacy achievements in educational report cards are still low; (3) the teacher's concern for improving students' literacy outcomes

increases. This can be seen from the seriousness of the efforts made by the teacher to find new breakthroughs both in habituation, development and learning activities; (4) school members are actively involved in school literacy program activities; and (5) the commitment of school members to improve students' literacy achievements in the following year is very high. This can be seen from the activities outlined in the activity plan and school budget which show a preference for the literacy achievements of students.

In general, the efforts made by SD Negeri 1 Apuan to increase students' literacy achievements have been maximized. Although the results are not as expected. This does not dampen the enthusiasm of the school community to continue to strive to improve students' literacy achievements. The recommendations obtained from the evaluation of the program to improve students' literacy outcomes at SD Negeri 1 Apuan are used as guidelines for reflection so that students' literacy achievements can be increased. Support from the community continues to be increased through various activities, as a form of community involvement in the implementation of education in schools.

CONCLUSION

Based on the evaluation carried out on the literacy achievement improvement program for students at SD Negeri 1 Apuan, it can be concluded: (1) the local wisdom-based literacy achievement improvement program at SD Negeri 1 Apuan is in line with government policies to improve the quality of education, especially in the field literacy; (2) the procedure for implementing the program is in accordance with the activity plan which refers to the Guidelines for the Movement for School Literacy in Elementary Schools; (3) students' literacy achievements in educational report cards are not in line with expectations, still in the low category; (4) students' understanding and concern for preserving and developing local wisdom is increasing through formal learning conducted in schools; (5) the involvement of parents of students in programs to improve local wisdom-based literacy outcomes is very high through voluntary support and funding. Recommendations that can be conveyed through this research are: (1) programs to improve local wisdom-based literacy achievements to continue to be carried out with improvements to the parts that are not optimal; (2) school members to continue to reflect and evaluate program implementation; and (3) school members to remain enthusiastic and maintain a commitment to improve students' literacy achievements, even though the current results are not as expected; (4) the support of stakeholders to be increased including religious leaders and community leaders so that they care about the efforts made by schools to improve the quality of education.

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