Developing Authentic Assessment Rubric Based on 21st Century Learning Methods for Assessing Second Semester of 11th Grade Senior High School

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A R T I K E L I N F O

A B S T R A C T

Tujuan penelitian ini adalah untuk membuat rubrik penilaian autentik dengan menggunakan pembelajaran berbasis Problem-Based Learning (PBL), Project-Based Learning (PjBl), and Discovery Learning. Penelitian ini menggunakan pendekatan Desain dan Pengembangan Richey dan Klein (2007), yang memiliki empat tahapan: Analysis, Design, Development, and Evaluation, atau disbut ADDE. Peserta dalam penelitian ini adalah instruktur bahasa Inggris SMA dan siswa kelas 11. Data dikumpulkan dengan menggunakan berbagai alat, termasuk survei, wawancara, dan analisis dokumen, dan kemudian diperiksa dengan menggunakan Mixed Method. Instruksi untuk instruktur dan siswa serta metode penilaian yang tepat dimasukkan dalam rubrik yang dibuat. Kemudian produk rubrik yang dibuat menghasilan produk yang sesuai dan menyesuaikan sintaks dari masing-masing metode pembelajaran, dalam kasus ini sudah disesuaikan dengan tujuan pembelajaran, mata pelajaran, tema, metode pembelajaran, dan aktivitas pembelajaran. Kemudian kualitas produk akan diperiksa oleh para ahli, dari pemeriksaan para ahli tersebut dapat disimpulkan bahwa produk yang dikembangkan sudah dapat dikategorikan sebagai rubrik unggulan yang sesuai untuk pembelajaran bahasa Inggris.

A B S T R A C T

The purpose of this study is to create an authentic assessment rubric using Problem-Based Learning (PBL) based learning, project-based learning (PjBl), and discovery learning, three 21st-century learning strategies. This study employed the Richey and Klein (2007) design and development (DnD) approach, which has four stages: analysis, design, development, and evaluation, or ADDE. The participants in this study were a senior high school English instructor and 11th graders. The data was gathered using a variety of tools, including surveys, interviews, and document analyses, and was then examined using a mixed technique. Instructions for instructors and students as well as the proper assessment methods were included in the created rubric. The developed rubric then produced an appropriate and unique product that is in line with the syntax of each teaching method. It has been specifically adapted for the learning objectives, topics, themes, teaching strategies, from the expert's examination, it can be concluded that the product developed can be categorized as a superior rubric that is suitable for learning English

1. INTRODUCTION

Curriculum 2013, also known as K13, which attempts to adapt to the present, is used in Indonesia for learning activities during the 4.0 era of the 21st century. In the current curriculum for senior high school in Indonesia, the school learning system has been completely different level in junior high school and elementary school where some of the subjects are included in one single subject which makes it not that specific. But in this case, the subject of English in the Indonesian learning system has been separated and become one of the must-have subjects in the curriculum since junior high school started, and it become more specific in senior high school. so in today's curriculum ,English has become one of the most important subjects that need to be included in today's assessment as one of the required subjects and not treated as a Local subject like in elementary school, where the school will only teach English if there is an English teacher or a teacher that understands English quite well even though they are not an English teacher. All senior high school students are required to be able to communicate in English at an informational level (Ministry of Education and Culture, 2006), which is the rationale for the integration (Mukminin et al, 2015).

But at the same time. Nowadays, Indonesia has changed its curriculum from K-13 to Kurikulum Merdeka. Kurikulum Merdeka is the latest curriculum used in Indonesia, also known as KM, kurikulum merdeka is based on 2 words one of them is Kurikulum which can be translated into curriculum, and merdeka which has the meaning of independence which can be interpret as a curriculum where the academic community can have their freedom in learning process, which can lead them to move forward, learn more efficient and include to freedom of thought. Hasim (2020) backs up this claim by saying The Minister of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched the merdeka belajar policy program for the Advanced Indonesia Cabinet. According to Nadiem, teachers must first educate students the fundamentals of free thought. Furthermore, (Padmadewi et al, 2017) observed that in order for the scientific method to be successful, students must be able to think critically, be more engaged in their learning, and understand the notions of cooperative learning. The merdeka curriculum can be seen as the result of 21st-century abilities, such as critical thinking, communication, teamwork, and creativity.

The emergence of curriculum 2013 as a product of 21st-century learning also same as the merdeka curriculum which mainly focuses on student-centred. The learning and teaching process during the application of Merdeka Curriculum. Fulfilling the learning objectives, particularly in the areas of cognitive, emotional, and psychomotor development, is the aim of the Merdeka curriculum. Implementing the Merdeka curriculum requires assessment in order to accomplish the learning objective and evaluate the students' progress. The goal of evaluation is to determine how well the learning activity process is working and how well the students are understanding the material. (Susilo & Wandarita, 2017, p.186). The evaluation that needs to be used for this 21st-century learning is known as genuine assessment. But the majority of schools have not yet adopted it. The teachers continue to evaluate and assess their students manually. Performance evaluation, portfolio evaluation, and self-evaluation are the three domains that make up authentic assessment (O'Malley & Pierce, 1996)..

The other thing besides that is the effect of the pandemic that happened in 2020, which force the teacher to be more creative, to be able to teach the students in such a way and forcing them to go online since then, but at this moment it back with the offline based learning. The sudden pressure and changes made some of the teachers have a hard time assessing their student's competencies in the online learning process. by those facts in mind, it pushed the teacher to their limit when faced with these sudden changes, and then resulting such a bias assessment when they try to assess their student's competencies, the reason behind this biased assessment is because the parent of the students usually taking part in their children project or homework that are given to them, not only that the teacher can only see the final result of their project and not the process so it will be much harder to assess the students progress, and their result from that progress. according to Abu (2017) The exact characteristics and actions that are thought to characterize effective teaching have received a lot of attention from educational researchers throughout the years. The right learning techniques must be taught by the teachers as well. In the age of revolution 4.0, an English learner has to have a variety of talents under their belt, including the capacity for critical and creative thought, as well as effective communication and teamwork skills. Teachers are supposed to be able to focus instruction to students through a held assessment, but there are additional factors they must take into account in addition to the skills that need to be mastered.

Therefore the need of authentic assessment is needed to help the teacher, assess their students learning process, According to Zaim, Refnaldi, & Arsyad (2020) Despite the fact that the assessment is one that is advised in the school-based curriculum, most teachers have trouble using it in the classroom when students are learning a new language. To put it another way, most of the time teachers and schools do not have a strong understanding of the curriculum being utilized in instruction because the syllabus is not clearly published by the education office. Most of the time, teachers are unable to conduct effective English learning activities and lack the time necessary to evaluate the diverse learning processes. Teachers also can't provide their authentic assessment to assess the student thoroughly. Yet, according to Alolaywi (2021), the majority of instructors have improved their technological knowledge in a short amount of time, independent of their past exposure to technology. This is despite the fact that teachers were failing to improve the quality of offline learning engagement.

In assessing students, several things must be considered by the teacher. Students who enter secondary school will experience a period of significant changes in their physical, cognitive, and emotional states (Fonseca, 2005). Teachers need to gradually improve students' reasoning and abstraction management skills. In intellectual growth, students will demand challenges, problem-solving

activities, and thinking tasks where linguistic information, knowledge, and real-life procedures need to be put into practice. Assessment and assessment instruments play really significant part in the success among students itself in the future. Therefore, teachers must be capable of design assessment instruments and carry out assessments as well as possible following what students need. The school classroom environment must be interesting, and activity-based and must be following the learning styles of students because every learner must get something (Bhat, 2014).

There are thus many things we may do to bring about a change for the better by keeping in mind those mentioned above. For students to acquire the desired learning capabilities, student learning and assessment must be enhanced. As a result, teachers need to be very adept at carrying out the proper assessment process. First, there are a number of learning strategies that are highly appropriate to apply in this revolutionary period of 4.0 and the newest curriculum, for instance, problem-based learning, project-based learning, and discovery-based learning. After the learning process has been successfully completed, there is obviously a need for an assessment mechanism of the learning process and student learning outcomes. But the thing that needs to keep in mind is how the authentic rubric assessment will help the teacher either in offline or online learning. The creation of the authentic assessment rubric will therefore be the subject of inquiry..

This study's goal is to develop an authentic assessment rubric that is suitable for senior high school students in grades 11 during their second semester. The reason for the writer choosing the second semester of 11th grade students is because The writter would like to develop more efficient and accurate rubric assessment in each of the semester, in this case to create a better rubric assessment on the second semester of eleven grade highschool in buleleng Regency. Knowing the standards for creating authentic assessment rubrics for discovery learning, problem-based learning, and problem-based learning is important before creating a rubric. After that, it was continued by designing and developing authentic assessment rubrics to assess students in grades 11 in high school who were taught using discovery learning, problem-based learning, and project-based learning methods. Finally, the quality of the rubric developed must be assessed by experts.

2. METHOD

This research study implements Design & Development (D&D) by Richey and Kleins (2007) specifically using the ADDE Model, which consists of four phases: Analysis, Design, Development, and Evaluation (see Figure 1)
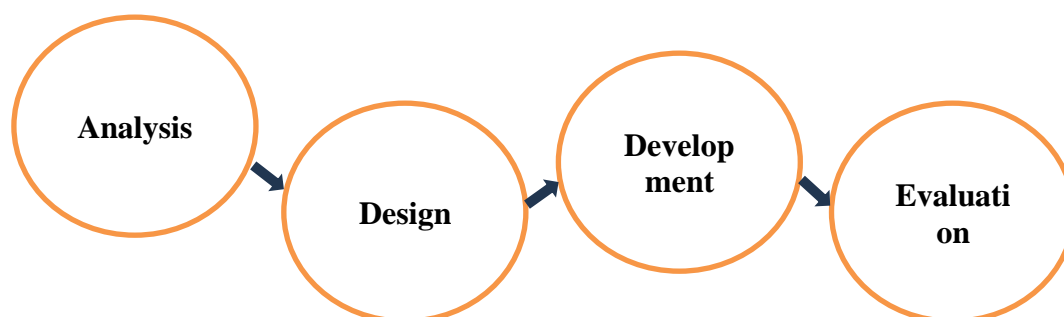

Figure 1. Reaserch Step by Richey and Kleins (2007)

The goal is to create an authentic assessment rubric for assessing XI-grade students at SMA N 1 Tejakula. The researcher will analyze the current curriculum, interview teachers and students, design the rubric, develop it based on 21st-century learning methods, and evaluate its quality through expert judgment to determine its efficiency.

The research follows the ADDE (Analysis, Design, Development, and Evaluation) procedure. In the analysis stage, the researcher conducts observations and interviews to gather data on the learning system, teachers, rubrics, English teaching, syllabus, and assessment instruments used in 11th grade high school. In the design stage, an authentic assessment rubric is created based on PBL, PjBL, and Discovery learning approaches, aligned with the curriculum and student demands. After design, the rubric undergoes development and revision with expert input to ensure its quality. Finally, in the evaluation stage, the effectiveness of the rubric is assessed to support English learning for 10th grade high school students.

The study focuses on senior high school students at SMA N 1 Tejakula, specifically the XI-grade students. Random sampling will be used to determine the subject, while convenience sampling will be used for recruiting students for interviews and observations. The object of the research is the development of an authentic assessment rubric for senior high school students, which will guide teachers in assessing students' learning processes using problem-based learning, project-based learning, or discovery learning methods.

Data collection methods include observation, interviews, document analysis, expert judgment, and blueprint design. Observation will involve pre-observation to understand the conditions at SMA N 1 Tejakula and observing teachers' lesson plans. Interviews will be conducted with teachers and students, focusing on their learning processes and assessments used. Document analysis will be performed using researcher notes. Expert judgment will be gathered through questionnaires for evaluation. Lastly, a blueprint will be designed based on the data collected during the analysis stage to guide the development of the authentic assessment rubric.

The data were analyzed using a mixed method approach, incorporating qualitative and quantitative analysis. Qualitative data will be collected through interviews and observations with EFL teachers and students regarding the syllabus and lesson plans. Quantitative data will be analyzed using Nurkancana and Sunartana's (1992) formula, which involves the following steps: (1) Collect the data from the questionnaire, (2) Classify the data based on its dimensions. (3) Calculate the percentage of respondents who checked the boxes for "Strongly agree, agree, neutral, disagree, and strongly disagree" based on their criteria. (3) Apply Nurkancana and Sunartana's (1992) formula to determine the rubric's qualification based on the obtained data. The formula compares the score (X) with the ideal mean (Mi) and standard deviation (Sdi) to determine the rubric's quality.

Table 1. Formula of Nurkancana and Sunartana (1992)

Formula	Qualification
$X \geq Mi + 1.5\ Sdi$	Excellent Rubric
$Mi + 0.5\ Sdi \leq X < Mi + 1.5\ Sdi$	Good Rubric
$Mi - 0.5\ Sdi \leq X < Mi + 0.5\ Sdi$	Average Rubric
$Mi - 1.5\ Sdi \leq X < Mi - 0.5\ Sdi$	Below Average Rubric
$X < Mi - 1.5\ Sdi$	Poor Rubric

Notes:

Mi	: 1/2(score max + score min)
Sdi	: 1/2 (Mi)
Mi	: The ideal mean
Sdi	: The standard of deviation
X	: The score

3. FINDING AND DISCUSSION

The research aimed to create an authentic assessment rubric for evaluating 11th-grade students in their second semester at a senior high school in Buleleng. It utilized 21st-century teaching strategies such as project-based learning, problem-based learning, and discovery-based learning. The Design and Development (DnD) research method was employed, consisting of four stages: Analysis, Design, Development, and Evaluation. The analysis stage involved identifying the criteria for designing the rubric by conducting interviews, distributing questionnaires, and analyzing documents. The findings of the teacher interview highlighted the use of the K13 and Kurikulum Merdeka (KM) curriculum, as well as the implementation of various teaching methods and assessments. However, challenges in creating authentic and effective rubric assessments were identified.

A survey was conducted among 11th grade students at SMAN 1 Tejakula to gather information about their learning and assessment practices. The survey results provided valuable data on teaching methods, assessment practices, and feedback. The majority of students reported frequent group activities, intense discussion sessions, and question-and-answer sessions conducted by their English teacher. However, there is room for improvement in terms of consistency in using these methods. The teacher often used 21st-century learning methods, but there is a need for increased consistency. Students reported receiving homework frequently and generally felt satisfied with the assessment and feedback

provided by the teacher. The teacher often returned students' work and gave feedback, but there is room for improvement in terms of consistency. Written feedback was less common compared to other forms of feedback. The teacher used various assessment methods, with an emphasis on homework, projects, and digital tools. Overall, the findings highlight the importance of continuous improvement in teaching practices and the need to incorporate modern learning methods for effective assessments.

In disscussing the procedures of how the Product will be created. The rubric was developed to evaluate the teaching and learning process of 11th grade senior high school students in the Buleleng district. The researcher used the DnD (Design and Development) model from Richey and Kleins (2007) theory, which involves four stages: analysis, design, development, and evaluation (ADDE).

The researcher used four research methods, including observation, interviews, questionnaires, and document analysis, to analyze and develop the rubric. The analysis stage involved examining the current state of teaching and learning in the Buleleng district, identifying the strengths and weaknesses, and determining the needs for improvement. The following are the data obtained through four methods conducted in analysis stage, namely teacher interviews, student questionnaires, and document analysis. The overview of the teacher interview can be seen in the table below

Tabel 2. Teachers Interview

Topics	Findings
Curriculum	K13 curriculum is used in 11th and 12th grade – New school academic year will use KM (Kurikulum Merdeka)
Lesson Plan and Module	Designed in accordance with the syllabus and curriculum – Ensure alignment with school's goals and objectives
Assessment in Lesson Plan and Module	Designed to measure learning purposes – Methods used: discussion, demonstration, QnA
Utilization of 21st-century Learning Techniques	Primarily use problem-based learning (PBL), project-based learning (PjBL), and discovery-based learning
Feedback to Students in Assessment Process	Teacher provides comments and feedback during and after the learning process
Assessment Rubric Creation	Evaluation rubric developed based on completed worksheets – Worksheet s should be related to indicators in the lesson plan
Challenges in Rubric Assessment	Difficulty in determining assessment categories – Struggle with authentic assessment

In teacher interview additionally, the learning activity conducted is offline learning-based. The curriculum used includes both the Merdeka curriculum and K13, with the 11th-grade students still following the K13 curriculum. The lesson plans generally adhere to the syllabus, but the teacher incorporates individual learning purposes to address potential limitations. The primary teaching methods employed are discussion, demonstration, and QnA. The teacher incorporates 21st-century learning methods such as PBL, PjBL, and Discovery-Based Learning. Feedback is given to students during and after the learning process. Assessment rubrics are created based on completed student worksheets, but challenges arise in determining assessment categories and implementing authentic assessment.

The second data obtained include the student questionnaires in order to observe how the student view the english assessment that the teacher use in class. The overview of the students questionnaires can be seen in the table below.

Tabel 3. Students Questionnaires Result

Categories	Often (%)	Always(%)	Sometimes (%)	Rarely (%)	Never (%)
Students' groups activity	52.5	17.5	22.5	7.5	-
Intensity of discussion session	70	12.5	12.5	5	-
Question and answer session	42.5	22.5	-	12.5	10
Question and answer intensity	35	22.5	-	10	10
Homework intensity	37.5	30	27.5	5	-
Use of 21st-century learning methods	57.5	7.5	17.5	10	7.5
Self-introspection on feedback	45	5	37.5	10	-
Teacher's assessment methods	75	-	-	-	-
Student satisfaction with assessment	60	20	-	15	-
Returning student's work	42.5	15	22.5	15	-
Feedback given by the teacher	27.5	7.5	32.5	20	12.5

Direct feedback given intensity	52.5	12.5	25	-	-
Written feedback given intensity	30	7.5	42.5	12.5	7.5

Note: "-" indicates that data for that category is not provided in the findings.

This table summarizes the percentage of student responses for each question in the survey. It provides an overview of the frequency and intensity of various aspects of learning and assessment practices in the English class at SMAN 1 Tejakula. The last data that the researcher found was from the Document Analysis which provide the teacher guide when teaching the students. The overview of the students questionnaires can be seen in the table below.

Tabel 4. Syllabus Analysis Result

Num	Semester	Topic	Theme
1	2nd Semester	1. Passive Voice	Explain something without mentioning the subject
		2. Personal Letter	Letter writing
		3. Cause and Effect	Cause & Effect
		4. Explanation Text	Explain This
		5. Songs	Meaning Through Music

Tabel 5. Lesson Plan and Assessment Analysis Result

Aspect	Findings
Incorporation of 21st-century learning strategies	• Lesson plans did not sufficiently incorporate PBL, PjBL, and discovery-based learning strategies.
Assessment Instruments	• Lack of appropriate assessment instruments to measure students' learning processes and portfolios.
Focus of Assessment	• Assessment primarily focused on students' outcomes rather than assessing progress effectively.
Optimization of Teaching and Learning Process	• Teaching and learning process may not be optimized to promote 21st-century learning skills. • Lack of authentic assessments can hinder the acquisition of critical thinking, problem-solving, and collaboration skills.
Mprovement Recommendations	• Need to improve lesson plans and assessments to support the development of 21st-century learning skills.

These findings highlight the shortcomings in the incorporation of 21st-century learning strategies, the lack of appropriate assessment instruments, and the focus on outcome-based assessment rather than assessing progress effectively. The analysis suggests that the teaching and learning process in the 11th-grade English class at SMAN 1 Tejakula may not be optimized to promote critical thinking, problem-solving, and collaboration skills. To address these issues, there is a recommendation to improve lesson plans and assessments to support the development of 21st-century learning skills, ensuring students' success in their future academic and professional endeavors. Lack of authentic assessments can hinder the acquisition of critical thinking, problem-solving, and collaboration skills.

After analyzing the data collected, which are interviews with teachers, questionnaires to students, and document analysis was done, the next is the design stage. Based on the previous analyses, the design stage for the authentic assessment rubric should focus on several key components. In the design and stage, the researcher used the results of the analysis to create a blueprint for the rubric, which included defining the criteria and standards for assessment. The development stage involved creating the rubric based on the bluprint and refining it through feedback from experts in the field.

Finally, the evaluation stage involved testing the rubric to determine its validity and reliability. The rubric was found to be effective in evaluating the teaching and learning process of 11th grade senior high school students in the Buleleng district.

After analyzing the interview, questionnaire, and document study data, it can be concluded that developing scoring rubrics for authentic assessment is crucial for English teachers to assess students' learning process and outcomes effectively. Chowdhury (2018) suggests that assessment rubrics are tools that assist teachers in training and evaluating students' skills, knowledge, and performance. Using

assessment rubrics promotes transparency and fairness and mitigates subjectivity in the assessment process.

The scoring rubrics in this research were developed in line with the English syllabus for the eleventh grade in their second semester, and tailored to the syntaxes of three authentic teaching methods: problem-based learning, project-based learning, and discovery-based learning. The learning activities were designed to engage students during the learning process and promote their 21st-century learning skills. Authentic assessment, according to Marhaeni and Dantes (2014), provides students with the opportunity to explore life-like situations by offering problem-solving tasks. Geisinger (2016) suggests that organizing 21st-century skills should focus on cognitive skills, intrapersonal skills, interpersonal skills, and technical skills.

The scoring rubrics were developed based on a blueprint that included the learning topic and subtopic, basic competencies, teaching method, assessment type, teacher guidelines, learning activities, and the format of the rubric itself. The rubrics were designed as authentic assessment instruments to assess both students' learning process and outcomes (product or performance) and to facilitate self-assessment. The rubrics for assessing students' learning process were adjusted based on the syntax of the three teaching methods used for the learning activities, while the rubrics for assessing students' learning outcomes were adjusted based on the product or performance made by the students. The self-assessment rubrics were designed to help students reflect on their strengths and weaknesses during the learning process and have metacognitive awareness.

During the development of the scoring rubrics, the researcher received feedback from experts, who suggested using simple language in the rubrics and ensuring that the language activities are innovative and suitable for eleventh-grade students. The learning activities were designed to be incorporated with accessible learning sources such as videos, written handouts, or other relevant sources.

In the final stage of development, three experts evaluated the scoring rubrics, two of whom were lectures from Ganesha University of Education, and one was the eleventh-grade teacher who was the subject of the research. The following are the data that summarise the expert judgement on the product. The table below presents the score ranges for each category of the rubric based on the determined ideal mean (Mi) of 81 and standard deviation (Sdi) of 27.

Tabel 6. Rubric Score Ranges

Categories	Score Range
Excellent Rubric	$X \geq 121.5$
Good Rubric	$94.5 \leq X < 121.5$
Average Rubric	$67.5 \leq X < 94.5$
Below Average Rubric	$40.5 \leq X < 67.5$
Poor Rubric	$X < 40.5$

Tabel 7. Expert Judgement Stage 1 Scores

Num.	Judges	Score	Criteria
1.	Expert 1	116	Good
2.	Expert 2	121	Good
3.	Teacher	121	Good

Tabel 8. Expert Judgement Stage 2 Scores

Num.	Judges	Score	Criteria
1.	Expert 1	127	Excellent
2.	Expert 2	127	Excellent
3.	Teacher	130	Excellent

Based on the data above it can be said that the experts evaluated the rubrics using an expert judgment sheet developed by Nurkancana and Sunartana (1992). Expert judgment consists of 27 items. Based on the result of the first stage of expert judgment, the scores were 116 categorized good, 121 categorized good, and 121 categorized good. However, several revision and inputs were gained in the first stage. The teacher suggests revising the language use and making the instruction more detailed, simpler and easier to understand by the teacher. Based on the second stage of expert judgments, the score was 127, 127, and 130. To sum it up the final evaluation results were excellent, indicating that the

scoring rubrics could be used as an assessment instrument to assess students' process and outcomes during the learning process

4. CONCLUSSION

The study that focused on authentic assessment rubric based on 21st century learning methods for assessing second semester of 11th grade senior high school. In developing material the researcher employed Design and Development research step by Richey and Kleins (2007) theory. The development of the authentic assessment rubric was developed by using the DnD model, which has four stages, namely analysis, design, development, and evaluation. In the process of the researcher analysing the criteria of authentic assessment the researcher did 4 methods to gather the information needed including the Observation, Teacher Interview, Students Questionnaires, and Document analysis. In the design an development stage the rubric was developed to help English teachers assess students in both the learning process and the student's learning outcomes. The rubric should be designed based on 21st-century learning strategies such as problem-based learning, project-based learning, and discovery-based learning. The rubric should also assess both the learning process and the final product, and be aligned with the learning objectives outlined in the syllabus and lesson plans. Additionally, clear and specific criteria should be established for each objective to ensure accurate and fair assessment. The rubric development process involves several stages, including creating a blueprint, developing the rubric draft, and revising the rubric based on feedback from experts. It is also essential to consider the teaching and learning method, learning topics, activities types, activities stage based on learning method syntax, teacher and student directions, learning sources, types of assessments, and rubrics for the learning process, self-assessment, and student products, projects, activities. The rubric also include time allocation, semester, clear instructions, and sources in form of QR for teachers and students. Overall, the rubric design and development stage requires collaboration and feedback from experts to ensure that the rubric is well-designed, aligned with learning objectives, and easy to use and understand for both teachers and students. As for the last stagetThe quality check of the authentic assessment are taken based on the result of 2 stages of expert judgments in the evaluation stage, the product was categorized as "excellent", so the product can be used for helping teachers in assessing 11th grade senior high school students. For other researchers which conducting similar research are suggested to undertand this research then upgrade and develop better rubric assessments. There will be other research that conducted in the future which is similar, this research is suggested as one of source other could use.

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