



Developing of the an Assessment Model for Learning to Write Poetry Based on Projects

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Abstract. This study aims to develop of an assessment model for learning to write poetry based on projects containing local wisdom for PBSI Study Program students. This study is a research and development study that follows the Borg & Gall development procedure. The data collected included: needs analysis survey data with questionnaires, interviews, and observations. Data analysis was conducted in two stages, qualitatively and quantitatively. The AfL model trial used repeated measures analysis. The findings of the study were the production of an assessment model for learning to write poetry based on projects containing local wisdom. The instrument for developing this poetry writing learning assessment model produced products in the form of: (a) a book of an assessment model for learning to write poetry based on projects containing local wisdom, (b) a book of materials of an assessment model for learning to write poetry based on projects containing local wisdom. The results of the study indicate that the assessment for learning model developed has five main characteristics. Learning provides a greater sense of fairness for all students and is suitable for application in all subjects. Some of the findings in this study are: (1) the information obtained through the use of the AfL Model is accurate and in accordance with the real needs of students and (2) the application of the AfL Model in learning to write poetry increases students' motivation, self-confidence, self-awareness, student behavior during learning, and students' ability to write poetry; and (3) student learning progress is displayed through individual profiles and class profiles.

Keywords: developing; model; assessmen for learning (AfL); write poetry, projects



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1. Introduction

Learning is essentially a process, namely the process of regulating, organizing the environment around students so that it can foster and encourage students to carry out the learning process. Learning to write is an important material taught in schools. Because through learning to write, students are expected to be able to express ideas, concepts, and think critically and express them through writing. According to Abidin (2013: 186) states "Learning to write must be interpreted as a process aimed at developing a series of student activities in order to produce a writing under the guidance, direction, and motivation of the teacher". In learning to write there are three main objectives, namely; Cultivating a love of writing in students, developing students' writing skills, fostering students' creative souls to write.

According to Munirah (2018: 94) States that the things assessed in learning to write have several aspects of assessment, namely the content of ideas, content organization, grammar, vocabulary, spelling and punctuation. Assessment is an important aspect in the education process, because assessment is carried out by educators to determine the extent to which students know the abilities they want to achieve. According to Atmazaki (2013:16), states that

"assessment" is the process of documenting knowledge, skills, attitudes, beliefs in a measurable manner. "For an educator, it is inseparable from assessment, assessment is carried out comprehensively and evenly on each student, with the assessment of the educator's method used for students in learning whether it has been successful or not.

This statement is reinforced by Sani (2016:1) who states "Assessment is a part that is never separated from the learning process and can determine the quality of a learning activity." Assessment is the process of collecting evidence and examining the needs, strengths, abilities and descriptions of the achievements of development and learning of students in their activities in educational institutions (Waseso, 2003: 3). Assessment is defined as the process of collecting information about student performance, to be used as a basis for making decisions. "Assessment is a broad term defined as a process for obtaining information that is used for making decisions about students; curriculum, programs, and schools; and educational policy" (A.J Nikto and S.M. Brookhart, 2011).

This means that "assessment is a broad term defined as the process of obtaining information used to make decisions about students, curriculum, programs, and schools and educational policies". Learning assessment functions as a method in the learning process used to determine scores to report them so that the picture of the learning outcomes carried out by the teacher can be known not only by students, but also by all parties. Through the assessment results, teachers can also make improvements to the learning process. This can be one step to improve the quality of education. Assessment is an activity that cannot be separated from learning activities in general. All learning activities carried out must be accompanied by assessment activities. Without conducting an assessment, a teacher cannot assess and report student learning outcomes objectively.

Through assessment, it can be seen whether the learning objectives contained in the curriculum have been achieved or not. The assessment model is always developing and being refined along with the development and changes in the applicable curriculum. So, assessment is one of the main components in a curriculum. In its implementation, assessment is not only carried out on learning outcomes, but also on the learning process. Assessment is seen as a process of collecting information about students who can be used as decision making in the learning process. Assessment is taken from the learning process carried out in the classroom, so that teachers can observe the development of students and can give grades according to their abilities. Learning assessment is an assessment carried out in the learning process.

Assessing student learning outcomes in learning is not easy because to obtain learning assessment results, you must first do a test on the learning material. Assessment in the learning process which is an activity of comparing or applying measurement results to give value to objects in the context of learning. According to Sukenti & Syahraini (2020: 101-102) states that "Learning assessment is an important aspect in the world of education, because it is the key to success for teachers in bringing up successful students in learning." According to Wirawan, (2012: 12) project assessment is a task or investigation carried out by students individually or in groups. (Purwanto, 2008: 23) this task starts from preparation, processing to reporting.

Project assessment is useful when used to assess general investigative skills for the implementation of the learning process. In addition, project assessment is also useful for enriching understanding, deepening knowledge, strengthening reasoning, and training students' writing and actions. In addition, project assessment can also be used to measure student learning outcomes. Local wisdom is a view of life, knowledge and various life strategies in the form of activities carried out by actions in answering various problems in meeting their needs. Local wisdom is also often conceptualized as local wisdom or local knowledge or local intelligence (Fajarini, 2014). Various strategies are carried out by local wisdom to maintain its culture. Local wisdom is an idea that arises and develops continuously in an action in the form of customs, rules/norms, culture, actions, beliefs, and daily habits.

From the results of interviews and needs analysis, the development of assessment instruments for poetry writing learning in the PBSI Study Program, Universitas PGRI Semarang is very limited in implementing varied assessment instruments and tends to be conventional

assessments (paper-based tests) while the CBT (Computer Based Test) which has just been applied to daily assessments often has obstacles during the assessment process and is limited and requires the availability of laptops for the students concerned. This is also in accordance with the results of the student needs analysis which states that 83% of the number of PBSI study program students when using CBT often experience obstacles.

The results of the student needs analysis also showed that lecturers in giving questions, especially in poetry writing courses in the form of interactive quizzes, got a low percentage of 30.6%, student enthusiasm was very high in following the poetry writing learning process, but interest in following the learning assessment process was relatively low. This can happen because the assessment instruments tend not to vary so that this makes students' interest in taking the assessment low. A percentage of 94.4% stated that students needed other instruments to support assessment activities and a percentage of 97.2% needed more interesting and enjoyable assessment instruments.

Based on initial observations on August 12, 2024, on PBSI Study Program students at Universitas PGRI Semarang, the obstacles faced in learning poetry writing skills were in terms of word choice or diction and the use of imagination. Simply put, writing poetry is what someone writes in carrying out their professional duties as a literary writer. Related to the learning model applied, the method of learning to write poetry as basic knowledge of literary writing is also still very monotonous, namely in the form of one-way lectures and assignments that are less varied. This causes learning to be meaningless and boring. Students are not motivated by what they are learning. Without being motivated to learn, students will not learn and ultimately will not achieve success in learning.

These findings and explanations are also in line with the findings of Nurhayati and Ratnawati (2005) in their research which states that in the learning process, lecturers dominate learning more. Lecturers provide more provisions in the form of theory and language knowledge rather than prioritizing language skills, both oral and written. This is the same as what Jabeen (2014: 01) did in his research on the application of the project approach. According to him, many lecturers rarely apply the project-based assessment model approach in learning. Although lecturers claim to apply a scientific approach, in practice, lecturers seem to follow a traditional approach. Next, based on the interviews conducted, information was obtained that learning to write poetry, especially in the Poetry Writing course, is still directed as a science and not functionally, namely based on its function so that students have the ability to write poetry.

This means that students are still directed to understand figurative language as a science, and not as a language skill. This was also stated by the lecturer in charge of the Poetry Writing course that out of 25 students, only two to four students were able to be directed to write poetry, while the other students were passive. Likewise, many students are passive when directed to express their opinions or express their feelings so that lecturers emphasize the aspect of writing figurative language in writing poetry. lecturers give spontaneous assignments to write poetry, they are confused about determining the theme or material to be written (Interview with Lecturer on August 10, 2024). The success of Indonesian language teaching is largely determined by the learning tools used, one of which is the assessment tool.

According to McKenney et al. (2002), the learning tools developed are said to be of high quality if they meet three criteria, namely validity, practicality, and effectiveness. Learning tools are said to be valid if there is a consistent relationship between each component of the learning tools developed and the characteristics of the model applied. Project-based learning tools in an effort to improve students' poetry writing skills. The research instrument is a validation sheet of learning tools. The validity of the tool is reviewed from the aspects of format, language and content. Validation of learning tools aims to assess the feasibility of several aspects carried out by experts/experts (validators) before use, then the learning tools are revised based on suggestions and input from the validator (Naila & Sadida, 2020).

Learning tools in the form of assessment models and teaching materials (materials) as initial capital in the process used to achieve maximum results. The application of assessments in learning allows lecturers to carry out comprehensive assessments that include affective,

cognitive, and psychomotor aspects. Meanwhile, the selection and application of materials based on local wisdom can improve students' poetry writing skills. The addition of local wisdom themes in learning means raising local values in students' understanding, increasing students' insights by maintaining the noble values of regional culture. Lecturers' skills in formulating and implementing assessment models will have a significant impact on improving poetry writing competencies.

In the concept of test driven instruction, assessment as a learning guide and becomes a part that must be mastered by lecturers as the leading agents in learning. Understanding various types of assessments is a basis for lecturers to formulate and implement appropriate assessments. From the explanation above, lecturers are required to know, understand, and apply the assessment model correctly. Based on the problems that occur, there is a potential that must be developed, especially in the assessment system by trying to develop a quality assessment model in poetry writing learning. The purpose of this study is to develop of an assessment model for learning to write poetry based on projects containing local wisdom for PBSI Study Program students.

2. Methodology

This research and development design model is Research and Development / (R & D) developed by Borg & Gall (2007). This model was chosen considering that this model is to produce a certain product and test the effectiveness of the resulting product. This research and development procedure consists of ten activities, namely: (1) research and information collecting / preliminary study, (2) planning / research planning, (3) develop preliminary form of product / initial product development, (4) preliminary field testing / initial field testing (limited), (5) main product revision / revision, (6) main field testing / wider field testing, (7) operational product revision / revision of field test results, (8) operational field testing / feasibility test, (9) final product revision / revision of feasibility test results, and (10) dissemination and implementation / dissemination and socialization of the final product..

3. Results and Discussions

The findings of the study were the production of an assessment model for learning to write poetry based on projects containing local wisdom. The instrument for developing this poetry writing learning assessment model produced products in the form of: (a) a book of an assessment model for learning to write poetry based on projects containing local wisdom, (b) a book of materials of an assessment model for learning to write poetry based on projects containing local wisdom, (c) a guidebook of an assessment model for learning to write poetry based on projects containing local wisdom for lecturers, and (d) a guidebook of an assessment model for learning to write poetry based on projects containing local wisdom for students.

The development product is based on a needs analysis with an emphasis on components that include: basic questions that trigger thinking, structured project planning, schedule preparation, monitoring and evaluation of progress, testing of project results, and reflection and evaluation of experience. The results of the model validation by experts showed that the model's tools, such as the model guide and instruments, met validity and reliability requirements. All expert validation results assessed the model as suitable for use without revision. The empirical results of the model's effectiveness test answer the research hypothesis. The empirical test of the AfL-model's effectiveness was conducted using repeated measures analysis. In the analysis, the variable of interest was student ability in repeated measures, in this case, measurements were conducted five times in two schools, each with two classes.

To conduct the repeated measures analysis, an assumption test was first conducted, namely the sphericity assumption (Field, 2000: 333; Stevens, 1996: 459). To test this assumption, Mauchly's Test of Sphericity was used. The assumptions tested were:

1. H_0 : The error covariance matrix resulting from the orthonormal transformation of the variables of interest = the opposite identity matrix

2. H1: The error covariance matrix resulting from the orthonormal transformation of the variables of interest = the identity matrix

Testing criteria: accept the hypothesis H0 if the significance value of the calculated result $p \geq \alpha$, otherwise H0 is rejected (Miller & Miller, 2004: 402). The results of the calculation of the assumption test are summarized in Table 4. The information presented in Table 4, namely the statistical value for Mauchly's test of 0.235 and the significance of the calculated result p of 0.000001. If the significance value of the calculated result is compared with the significance of $\alpha = 0.05$, then $\alpha > p$. Thus the sphericity assumption is not met.

Field (2000) said that if the sphericity assumption is not met, then corrections can be made by looking at one of the Epsilons (Greenhouse e-Geisser, Huynh-Feldt, or Lower-bound). In this analysis, the researcher chose Epsilon Greenhouse e-Geisser which has a significance value of 0.863. If this e value is associated with the criterion, namely $0 \leq e \leq 1$ (k number of measurements, in this case $k = 5$), then the obtained e lies within this interval. Thus, it can be concluded that the sphericity assumption is met, allowing the repeated measures test to proceed.

Table 1. Summary of Mauchly's Test of Sphericity Calculation Results

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon		
					Greenhouse e-Geisser	Huynh-Feldt	Lower-bound
Pertemuan	.235	210.890	9	.000	.863	.765	.250

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix. The requirements for repeated measures analysis were met, allowing for further analysis. The results of the multivariate repeated measures analysis are summarized in Table 2. The treatment (application of the AfL model) for each meeting and the interaction between the meeting and the class demonstrated a significant effect. This is demonstrated by the significance value (p) for each meeting and the interaction between the meeting and the class, which is lower than the chosen significance value of $\alpha = 0.05$. Therefore, it can be concluded that the application of the AfL model in poetry writing learning has a significant effect on improving students' poetry writing skills.

Table 2. Summary of Multivariate Test Calculation Results in Repeated Measures Analysis

Effect		Value	F	Hypothesis df	Error df	Sig.
Pertemuan	Pillai's Trace	.401	24.086 ^a	4.000	144.000	.000
	Wilks' Lambda	.599	24.086 ^a	4.000	144.000	.000
	Hotelling's Trace	.669	24.086 ^a	4.000	144.000	.000
	Roy's Largest Root	.669	24.086 ^a	4.000	144.000	.000
Pertemuan * Kelas	Pillai's Trace	.327	4.471	12.000	438.000	.000
	Wilks' Lambda	.700	4.579	12.000	381.280	.000
	Hotelling's Trace	.389	4.628	12.000	428.000	.000
	Roy's Largest Root	.255	9.323 ^b	4.000	146.000	.000

1. Exact statistic

2. The statistic is an upper bound on F that yields a lower bound on the significance level.

The results of the multivariate test are confirmed by the results of tests of within-subjects effects, as presented in Table 3.

Table 3. Summary of Calculation Results of Tests of Within-Subjects Effects in Repeated Measures Analysis

Measure: MEASURE_1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pertemuan Sphericity Assumed	478.079	4	119.520	74.611	.000
Greenhouse-Geisser	478.079	2.503	191.025	74.611	.000
Huynh-Feldt	478.079	2.601	183.772	74.611	.000
Lower-bound	478.079	1.000	478.079	74.611	.000
Pertemuan * Kelas Sphericity Assumed	80.261	12	6.688	4.175	.000
Greenhouse-Geisser	80.261	7.508	10.690	4.175	.000
Huynh-Feldt	80.261	7.804	10.284	4.175	.000
Lower-bound	80.261	3.000	26.754	4.175	.007
Error(Pertemuan) Sphericity Assumed	941.925	588	1.602		
Greenhouse-Geisser	941.925	367.896	2.560		
Huynh-Feldt	941.925	382.418	2.463		
Lower-bound	941.925	147.000	6.408		

Computed using alpha = .05

Examining Table 3, it appears that the treatment (implementation of the AfL model) for each meeting and the interaction between meetings and classes demonstrated a significant effect. This is demonstrated by the calculated significance value (p) for each meeting row ($p = 0.0001$) and meeting*class ($p = 0.0001$), which is smaller than the chosen significance value of $\alpha = 0.05$. Therefore, it can be concluded that the application of the AfL model in poetry writing learning has a significant effect on improving students' poetry writing skills. Next, a test was conducted to determine whether this effect is linear.

For this purpose, tests of within-subjects contrast were used, the results of which are summarized in Table 3. As seen in Table 4, the corresponding effect for each meeting row is linear. This is demonstrated by the calculated significance value of 0.00001, which is smaller than the significance value of $\alpha = 0.05$ for linear learning. Therefore, it can be concluded that increasing the number of meetings in the application of the AfL model in poetry writing learning will improve students' poetry writing skills.

Table 4. Summary of the results of the Tests of Within-Subjects Contrast Calculation in the Repeated Measures Analysis

Measure: MEASURE_1

Source	Pertemuan	Type III Sum of Squares	df	Mean Square	F	Sig.
Pertemuan	Linear	469.010	1	469.010	138.258	.000
	Quadratic	7.066	1	7.066	5.464	.021
	Cubic	1.740	1	1.740	2.055	.154
	Order 4	.262	1	.262	.300	.585
Pertemuan * Kelas	Linear	44.822	3	14.941	4.404	.005
	Quadratic	23.536	3	7.845	6.066	.001
	Cubic	5.120	3	1.707	2.016	.114
	Order 4	6.783	3	2.261	2.582	.056
Error(Pertemuan)	Linear	498.665	147	3.392		
	Quadratic	190.118	147	1.293		
	Cubic	124.425	147	.846		
	Order 4	128.716	147	.876		

Computed using alpha = .05

The next step is to determine which pairs of meetings yield different averages. To do this, we examine the results of the post hoc test (in this case using the Bonferroni method), a summary of which is presented in Table 4. As shown in Table 4, the significance value of the calculated p for all pairs is the same, at 0.00001. When compared with the significance value of $\alpha = 0.05$, $\alpha > \beta$. Therefore, it can be concluded that each pair of meetings yielded significant differences in student abilities.

Table 5. Summary of Post Hoc Test Calculation Results in Repeated Measures Analysis of Meeting Cases

Measure: MEASURE_1

(I) Pertemuan	(J) Pertemuan	Mean Difference (I-J)	Std. Error	Sig. ^a
1	2	-.809*	.155	.000
	3	-1.407*	.166	.000
	4	-1.790*	.180	.000
	5	-2.302*	.191	.000
2	1	.809*	.155	.000
	3	-.598*	.138	.000
	4	-.981*	.142	.000
	5	-1.492*	.164	.000
3	1	1.407*	.166	.000
	2	.598*	.138	.000
	4	-.383*	.091	.000
	5	-.894*	.115	.000
4	1	1.790*	.180	.000
	2	.981*	.142	.000
	3	.383*	.091	.000
	5	-.512*	.072	.000
5	1	2.302*	.191	.000
	2	1.492*	.164	.000
	3	.894*	.115	.000
	4	.512*	.072	.000

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

1. Adjustment for multiple comparisons: Bonferroni.

After observing the differences in student abilities for each meeting, the next step was to determine whether the differences in class resulted in differences in students' poetry writing abilities. To determine this, consider Table 5. The information presented in Table 5 shows a significance value of 0.005 for each class pair. When this significance value is compared with a significance value of $\alpha = 0.05$, $\alpha > p$. Therefore, it can be concluded that the two class pairs differed in their poetry writing abilities. The other four pairs either did not differ or had similar poetry writing abilities.

Discussions

Based on the results of the repeated measures analysis above, it can be seen that the application of the AfL model to poetry writing instruction significantly improved students' poetry writing abilities. The improvement in students' abilities followed a linear trend, meaning that each additional meeting (of course accompanied by a two-stage assignment to assess students' abilities) led to an increase in students' understanding of the poetry writing material.

This fact indicates that the AfL model applied to the learning is effective in improving the quality of poetry writing instruction. In addition to influencing increased abilities, the research results also influence increased awareness, motivation, responsibility, and student behavior in learning.

Based on the results of the questionnaire, authentic assessments understood by many lecturers and students are assessments that measure three domains of learning outcomes according to Bloom that is knowledge, attitude, and skills, whereas according to assessment experts, authentic assessment is an assessment to measure the real and actual abilities and skills of students (Frey et al., 2012; Gronlund, 1998; Koh, 2017). Suitable 21st century assessment tools and strategies include: 1) rubrics, 2) evaluation based on performance, 3) portfolio, 4) self-assessment 5) peer assessment , 6) system Student responses. Based on research by Pombo & Talaia (2012), most students responded that performance assessment and peer assessment contributed not only to the development of collaboration skills, but also to the construction of knowledge.

The development of assessment instruments was also carried out by Purwanti et al. (2020), but what was studied was related to science process skills. Based on the results of the responses of lecturers and students, it is known that most lecturers and student understand the assessment consists of 4 C skills, so this research will develop a project-based assessment instrument with local content for PBSI study program students. The thinking skills assessment instrument was previously studied by researchers compared to others proposed by Griffin et al. (2012), because thinking skills are basic skills for every human being (Tanwil & Liliyasi, 2013). Other researchers have also conducted research on critical thinking skills (Nurhijah et al. , 2020), creative (Chasanah et al. , 2017),[19] collaboration (Pombo & Talaia, 2012), and communication (Ichsan et al. , 2019; Ongardwanich et al., 2015; Priskila et al. , 2020).

4. Conclusions

The findings of the study were the production of an assessment model for learning to write poetry based on projects containing local wisdom. The instrument for developing this poetry writing learning assessment model produced products in the form of: (a) a book of an assessment model for learning to write poetry based on projects containing local wisdom, (b) a book of materials of an assessment model for learning to write poetry based on projects containing local wisdom. Based on the research results and discussions presented in the previous chapter, the conclusions that are the findings of this research are: (1) The AfL Model in poetry writing learning was developed using the research and development method. The research stages include pre-survey, problem analysis, curriculum analysis, research result study, expert consultation, preparation of model prototype.

Then, the development stages include expert validation, readability test, teacher training, limited trials, and expanded trials so that the model fits theoretically and empirically; (2) The information that appears when using the AfL Model in learning is accurate information and in accordance with the real needs of students in terms of student understanding of the learning material, student behavior during learning, and students' poetry writing abilities; (3) Utilization of assessment results information in the AfL Model is done through feedback and reflection; (4) The application of the AfL Model in poetry writing learning improves: students' understanding, behavior, and poetry writing abilities; and (5) Student learning progress is displayed through individual profiles and class profiles. Both profiles show the development trends of individual (or class) understanding of learning materials, student behavior during learning, and student ability to write poetry for each meeting.

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