

ASSESSMENT OF LITERACY IN TEACHER EDUCATION: PRE-SERVICE TEACHERS' ABILITY TO DESIGN SUMMATIVE WRITING RUBRICS

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ABSTRACT

This study addresses the challenge of preparing pre-service teachers to develop objective and valid writing assessment instruments in elementary Islamic education. It investigates how effectively fourth-semester The Islamic Elementary School Teacher Education (PGMI) students at STAI Sabilul Muttaqin Mojokerto design summative writing assessment rubrics for Madrasah Ibtidaiyah within the Merdeka Curriculum framework, contributing to the field of assessment literacy in teacher education. A descriptive qualitative approach was employed involving 12 students selected through purposive sampling. Data were collected through portfolio analysis, classroom observations, semi-structured interviews, and documentation. The findings indicate that most students demonstrated strong competence in aligning assessment tasks with Learning Objectives, integrating contextual visual stimuli, and designing guided writing activities supported by word banks. Nevertheless, several technical issues were identified, particularly inconsistencies between assessment instruments and rubrics as well as inaccuracies in score conversion formulas. The study also found positive student readiness to integrate the Estafet Writing method as a collaborative scaffolding strategy before summative assessment. These findings suggest that while students possess adequate conceptual understanding of writing assessment design, additional practice-oriented training is needed to strengthen technical implementation skills. The study contributes to the field of teacher education by providing empirical evidence that assessment literacy development should integrate conceptual understanding with systematic hands-on training in rubric construction and scoring procedures to better prepare prospective teachers for classroom assessment.

Keywords: Assessment Rubric, Madrasah Ibtidaiyah, Estafet Writing, Pre-Service Teacher, Writing Summative Assessment.

INTRODUCTION

Writing competence is a fundamental skill that elementary school students must master as a foundation for academic literacy development. However, writing instruction continues to face various challenges, including students' difficulties in generating and organizing ideas, limited vocabulary mastery, and inadequate understanding of text structures (Khusnah & Subhan, 2026; Nabila & Nuroh, 2025). In the context of Islamic elementary schools (Madrasah Ibtidaiyah), these challenges are often compounded by students' struggles with specific language structures and script familiarity, which directly hinders their writing proficiency (Alfi et al., 2020). These challenges indicate the need for instructional approaches and assessment systems that can support students' writing development in a systematic, objective, and meaningful manner. Among the essential components of effective writing instruction is the availability of well-designed assessment rubrics that enable teachers to evaluate students' performance consistently while providing constructive feedback.

The challenges of writing instruction are not only related to students' learning difficulties but also to teachers' competencies in designing and implementing assessment practices. Previous studies have shown that instructional evaluation in schools remains suboptimal due to limitations in assessment planning, implementation, and the alignment between learning objectives and assessment criteria (Nasution, 2017; Sulasono et al., 2025). In the context of the Merdeka Curriculum, assessment is expected to transcend mere cognitive achievement metrics to holistically encompass students' knowledge, skills, and attitudes through authentic, competency-based evaluation (Ummah & Nadlir, 2023). This paradigm shift is further characterized by a fundamental reform in performance benchmarks, which are no longer anchored to the Minimum Completeness Criteria (KKM) but are instead relegated to the autonomous discretion of teachers and educational units (Ummah & Nadlir, 2023). Consequently, educators are imperatively required to possess robust assessment literacy alongside the technical competence necessary to develop valid and reliable assessment instruments.

Assessment competence has become a critical concern in pre-service teacher education programs. Research indicates that although pre-service teachers generally demonstrate sufficient theoretical understanding of educational assessment, many still experience difficulties in formulating assessment indicators and selecting appropriate assessment techniques (Albar, 2025). Similar challenges have been reported in writing competence itself. Widodo et al. (2020) found that prospective elementary school teachers often struggle with academic writing conventions due to limited access to references, inadequate writing skills, low reading habits, and insufficient instructional guidance (Widodo et al., 2020). These findings suggest that strengthening assessment literacy should be accompanied by efforts to improve writing competence among pre-service teachers.

Within writing instruction, assessment rubrics have been widely recognized as effective tools for promoting objectivity and transparency. Previous studies have demonstrated that systematically developed writing rubrics can produce valid and reliable instruments for evaluating various writing genres (Rini et al., 2017; Widiastuti et al., 2022). Beyond their function as scoring instruments, rubrics also support learning by clarifying expectations, facilitating self-assessment and peer assessment, and encouraging higher-order thinking skills (Ghaffar et al., 2020; Ozfidan & Mitchell, 2022; Yen Phuong et al., 2023). Nevertheless, successful rubric implementation requires teachers to possess sufficient competence in designing assessment criteria, performance descriptors, and scoring procedures that align with instructional objectives.

For prospective teachers in The Islamic Elementary School Teacher Education (PGMI), these competencies are particularly important because writing assessment must address both general literacy demands and the contextual characteristics of Islamic elementary education. Previous studies have reported that The Islamic Elementary School Teacher Education (PGMI) students' academic writing abilities remain relatively low and fluctuate across different writing components (Nurkanti & Lubis, 2023). In addition, prospective teachers often encounter difficulties in developing critical and analytical aspects of writing, despite the growing emphasis on higher-order thinking skills in contemporary curricula (Wati et al., 2024). These conditions highlight the importance of preparing future teachers to design writing assessment instruments that can evaluate not only linguistic accuracy but also organization, reasoning, and critical thinking.

Summative assessment remains an essential component of educational evaluation because it provides evidence of students' final competency achievement and serves as a basis for instructional improvement (Nur et al., 2023). The quality of summative assessment largely depends on teachers' ability to design valid, reliable, and meaningful assessment instruments. In the context of teacher education, this issue becomes particularly important because the assessment competencies developed by pre-service teachers will directly influence future classroom assessment practices and students' literacy development in Madrasah Ibtidaiyah.

Although previous studies have examined writing competence, writing rubric development, and assessment literacy, their primary focus has been on evaluating students' writing performance, developing and validating writing assessment instruments, or examining the psychometric quality of rubrics (Fariena Asli et al., 2024; Rini et al., 2017; Widiastuti et al., 2022). Consequently, limited attention has been paid to how pre-service teachers develop the practical competence to translate curriculum learning objectives into summative writing assessment tasks, analytic rubrics, performance descriptors, and scoring procedures. Moreover, most existing studies have adopted instrument-development or validation approaches, providing limited empirical evidence regarding prospective teachers' assessment-design competence within authentic teacher education contexts. This gap is particularly important because assessment literacy encompasses not only conceptual understanding but also the procedural ability to construct valid, reliable, and pedagogically meaningful assessment instruments.

Therefore, this study aims to analyze the ability of fourth-semester students of the Islamic Elementary School Teacher Education (PGMI) Program at STAI Sabilul Muttaqin Mojokerto to design summative writing assessment rubrics for Madrasah Ibtidaiyah. Unlike

previous studies, which primarily emphasized the quality of assessment instruments or students' writing outcomes, this study qualitatively investigates the authentic assessment products developed by pre-service teachers through portfolio analysis, classroom observations, interviews, and documentation. By focusing on the assessment-design competence of prospective Madrasah Ibtidaiyah teachers within the Merdeka Curriculum, this study contributes empirical evidence to the field of assessment literacy, particularly regarding how conceptual assessment knowledge is translated into practical rubric design for elementary Islamic education.

LITERATURE REVIEW

Assessment literacy has become an essential component of teacher professionalism, particularly within the implementation of the Merdeka Curriculum, which emphasizes authentic and competency-based assessment. Rather than merely measuring students' cognitive achievement, assessment is expected to evaluate students' knowledge, skills, and attitudes in a holistic manner while providing meaningful information to improve learning (Faujiah et al., 2022; Wahyu Putri Utami & Kuswandi, 2020). Consequently, teachers are required not only to understand assessment principles conceptually but also to demonstrate the procedural competence needed to develop valid, reliable, and pedagogically meaningful assessment instruments. For pre-service teachers, assessment literacy therefore encompasses the ability to translate curriculum learning objectives into appropriate assessment tasks, performance criteria, and scoring procedures that accurately represent students' competencies.

Writing assessment rubrics constitute one of the most widely used instruments for assessing students' writing because they promote objectivity, consistency, and transparency in evaluation. Previous studies have demonstrated that well-developed analytic rubrics improve assessment reliability while providing constructive feedback that supports students' writing development (Ozfidan & Mitchell, 2022; Rini et al., 2017; Widiastuti et al., 2022). Moreover, rubrics facilitate self-assessment, peer assessment, and higher-order thinking by making assessment expectations explicit (Ghaffar et al., 2020; Yen Phuong et al., 2023). However, the effectiveness of rubric-based assessment depends largely on teachers' competence in constructing measurable performance descriptors, aligning assessment criteria with learning objectives, and implementing appropriate scoring procedures.

Although assessment literacy and writing rubric development have received increasing scholarly attention, existing studies have predominantly focused on the development and validation of assessment instruments or the evaluation of students' writing performance

(Fariena Asli et al., 2024; Rini et al., 2017; Widiastuti et al., 2022). Comparatively little attention has been devoted to examining how pre-service teachers develop the competence to design summative writing assessment rubrics within authentic teacher education contexts, particularly for Madrasah Ibtidaiyah under the Merdeka Curriculum. Accordingly, this study positions assessment literacy as both conceptual understanding and practical competence by examining how prospective teachers transform curriculum objectives into valid classroom assessment instruments.

METHODOLOGY

This study employed a qualitative descriptive design to analyze the ability of fourth-semester students of The Islamic Elementary School Teacher Education (PGMI) at STAI Sabilul Muttaqin Mojokerto to design summative writing assessment rubrics for Madrasah Ibtidaiyah contexts. The research was conducted during the second semester of the 2025/2026 academic year in the English Language Teaching in Elementary Schools course. Using purposive sampling, 12 students who had received instruction on English language assessment and voluntarily agreed to participate were selected as research participants.

Data were collected through portfolio analysis, classroom observation, semi-structured interviews, and document analysis. The instruments included a rubric evaluation sheet, observation guidelines, and interview protocols. Students' rubric products were analyzed based on five dimensions: completeness of components, alignment with learning outcomes, clarity of descriptors, measurability, and linguistic quality. The evaluation framework was adapted from established principles of educational assessment and rubric development.

Data were analyzed using the interactive model of data reduction, data display, and conclusion drawing/verification. To ensure trustworthiness, source triangulation and technique triangulation were employed, involving students, lecturers, portfolio documents, observations, and interviews. Informed consent was obtained from all participants before data collection. The research procedure consisted of instrument preparation, data collection, data analysis, and report writing.

RESULT AND DISCUSSION

Summative Assessment Portfolio Results

The analysis of 12 summative writing assessment portfolios developed by fourth-semester The Islamic Elementary School Teacher Education (PGMI) students revealed a generally high level of competence in designing writing assessment instruments for Madrasah Ibtidaiyah (MI) contexts. Overall, six students (50%) achieved the Excellent category, while

the remaining six students (50%) were categorized as Good. The average portfolio score was 96.35, indicating a high level of pedagogical readiness in designing summative writing assessments.

Table 1. Distribution of Students' Portfolio Performance

Category	Frequency	Percentage
Excellent	6	50%
Good	6	50%
Total	12	100%

Further analysis was conducted based on the five evaluation dimensions used in this study: completeness of components, alignment with learning outcomes, clarity of descriptors, measurability, and linguistic quality.

Table 2. Summary of Rubric Quality Across Evaluation Dimensions

Evaluation Dimension	General Findings
Completeness of Components	Most portfolios contained complete assessment components, including instructions, tasks, scoring rubrics, and answer sheets.
Alignment with Learning Outcomes	The majority of assessment tasks were closely aligned with the Learning Objectives of the Kurikulum Merdeka.
Clarity of Descriptors	Most rubric descriptors were understandable, although some required greater specificity to distinguish performance levels.
Measurability	Several portfolios demonstrated minor inconsistencies between assessment criteria and score calculation procedures.
Linguistic Quality	The majority of students demonstrated appropriate and grammatically acceptable English language use.

These findings demonstrate that the participants were able to translate curriculum learning objectives into authentic writing assessment tasks, indicating that their assessment literacy extends beyond conceptual understanding toward practical assessment design. Such competence reflects one of the primary goals of the Merdeka Curriculum, which encourages teachers to construct authentic assessments that evaluate meaningful learning rather than merely measuring learning outcomes (Faujah et al., 2022; Puteri et al., 2023; Wahyu Putri Utami & Kuswandi, 2020). The findings also support previous studies reporting that authentic

assessment enables teachers to evaluate students' competencies more comprehensively while fostering meaningful learning experiences.

Understanding of Assessment Concepts and Rubric Development

Interview findings revealed that the participants had developed a sound understanding of the fundamental principles of summative writing assessment, particularly regarding the importance of objectivity, clarity, and alignment between assessment tasks and learning objectives. Nevertheless, they also recognized several practical challenges in designing assessment instruments for Madrasah Ibtidaiyah students.

When asked about the main challenges in designing writing assessments, S-1, S-2, and S-3 consistently identified the construction of objective analytic rubrics as the most demanding aspect. According to these participants, developing clear assessment indicators and distinguishing performance levels required careful consideration to ensure fairness and consistency in scoring. Meanwhile, S-5 and S-6 emphasized that clear task instructions were equally important because ambiguous instructions could lead to students misunderstanding the assessment tasks. In contrast, S-4 highlighted that selecting writing tasks appropriate to the developmental characteristics of Madrasah Ibtidaiyah students represented the greatest challenge.

These responses indicate that the participants understood writing assessment as more than assigning scores. Instead, they perceived assessment as a systematic process requiring the alignment of learning objectives, assessment criteria, and learner characteristics. This finding reflects an emerging level of assessment literacy, in which prospective teachers begin to integrate pedagogical considerations into assessment design rather than focusing solely on technical evaluation procedures. Such findings support the notion that assessment literacy involves both conceptual understanding and the ability to apply assessment principles within authentic classroom contexts (Faujah et al., 2022).

The participants also demonstrated a shared understanding of the pedagogical role of visual stimuli in writing assessment. Regarding the implementation of authentic writing tasks, S-1 and S-2 explained that pictures and vocabulary support should be carefully aligned with the intended learning objectives and rubric indicators. Meanwhile, S-3, S-4, S-5, and S-6 argued that visual stimuli should closely represent students' everyday experiences because familiar contexts make it easier for learners to understand tasks and generate ideas for writing.

The participants' perspectives suggest that contextual visual support serves not only as instructional media but also as cognitive scaffolding that facilitates idea generation during writing activities. This finding is consistent with Vygotsky's sociocultural theory, which

emphasizes that appropriate scaffolding enables learners to perform tasks within their Zone of Proximal Development (Agustin et al., 2022). Furthermore, it supports previous studies showing that contextual learning materials enhance students' engagement and improve the authenticity of classroom assessment (Puteri et al., 2023).

Overall, the interview findings demonstrate that the participants had begun to develop a comprehensive understanding of writing assessment by integrating objective rubric construction, explicit task instructions, and contextual learning support into their assessment designs. These findings indicate that prospective teachers were not only able to explain the principles of authentic assessment but also demonstrated an emerging capacity to translate those principles into practical classroom assessment aligned with the Merdeka Curriculum.

Challenges, Constraints, and Self-Reflection

Although the portfolio analysis demonstrated that most students were able to design complete summative writing assessment instruments, the interview findings revealed several recurring technical challenges encountered during the development process. The participants generally agreed that the most difficult aspect was ensuring consistency between assessment tasks, rubric criteria, and scoring procedures.

When asked about the challenges they experienced, S-4 and S-6 explained that constructing rubric descriptors and synchronizing the rubric with the test sheet were equally difficult because both required a high level of precision to ensure fairness and consistency in assessment. Meanwhile, S-1, S-2, and S-3 emphasized that the greatest challenge was formulating descriptors for each performance level so that the differences among score categories were clear, measurable, and non-overlapping. In contrast, S-5 reported that aligning task instructions with the assessment aspects specified in the rubric was the most demanding part of the assessment design process.

These responses are consistent with the portfolio findings, which identified several inconsistencies in score-conversion formulas and rubric implementation despite the overall high quality of the assessment products. The findings suggest that the participants had generally mastered the conceptual principles of authentic assessment but continued to experience difficulties in translating those principles into technically sound assessment instruments. In other words, procedural competence in assessment design appeared to develop more slowly than conceptual understanding.

This finding supports the view that assessment literacy is a multidimensional construct, encompassing not only knowledge of assessment concepts but also the procedural ability to

develop valid, reliable, and practical classroom assessment instruments. Similar challenges have been reported by (Albar, 2025), who found that pre-service teachers frequently struggle to formulate measurable performance indicators and establish consistent scoring procedures despite possessing adequate theoretical understanding of assessment. Therefore, teacher education programs should provide greater opportunities for prospective teachers to practice constructing assessment instruments through authentic classroom projects rather than relying primarily on theoretical instruction.

The interview also explored students' reflections on the implementation of the Estafet Writing method before conducting summative assessment. S-1, S-2, and S-6 expressed positive views toward the method because it enabled students to improve the quality of their writing before individual assessment while making the assessment process more meaningful. Similarly, S-3 and S-4 explained that Estafet Writing functioned as a gradual learning activity that helped students develop ideas, enrich vocabulary, and organize their writing before completing individual tasks. Meanwhile, S-5 emphasized that the activity also strengthened students' collaboration and independence during the writing process.

These findings indicate that the participants perceived Estafet Writing not merely as a collaborative learning strategy but also as an effective form of instructional scaffolding before summative assessment. By allowing learners to construct ideas collectively before individual evaluation, the activity reduces cognitive demands and increases students' readiness to perform writing tasks independently. This interpretation is consistent with previous studies demonstrating that collaborative writing activities enhance learner engagement, writing quality, and language development by providing opportunities for peer interaction and shared knowledge construction (Turmuzi et al., 2020).

Finally, when reflecting on the Teaching Writing course, the participants proposed several recommendations for improving assessment training. S-1 suggested providing more examples of authentic assessment rubrics, additional opportunities to assess students' writing, and simulations of assessment instrument design. S-4 recommended incorporating direct practice of the Estafet Writing method to strengthen students' understanding of its classroom implementation, whereas S-6 emphasized the importance of simple and concrete assessment examples. Furthermore, S-5 proposed integrating digital media and educational applications into assessment activities to create more innovative learning experiences. Meanwhile, S-2 highlighted the importance of understanding child psychology and using positive instructional language when designing assessment tasks, while S-3 considered the current implementation of the course to be engaging and effective.

The participants' reflections indicate that prospective teachers value practice-oriented assessment learning experiences that combine theoretical understanding with authentic classroom application. These suggestions reinforce the importance of strengthening assessment literacy through portfolio development, classroom simulations, collaborative reflection, and technology-supported assessment practices. Accordingly, teacher education programs should provide systematic opportunities for prospective teachers to design, implement, evaluate, and revise assessment instruments in authentic teaching contexts so that they are better prepared to conduct valid and meaningful classroom assessment.

CONCLUSION

This study demonstrates that fourth-semester students of the Islamic Elementary School Teacher Education (PGMI) Program at STAI Sabilul Muttaqin Mojokerto possess generally strong competence in designing summative writing assessment rubrics for Madrasah Ibtidaiyah within the Merdeka Curriculum framework. Portfolio analysis showed that most participants were able to align assessment tasks with Learning Objectives, develop contextual writing activities supported by visual stimuli and word banks, and construct analytic rubrics to assess students' writing performance. Nevertheless, interview and portfolio findings revealed persistent technical challenges, particularly in developing measurable performance descriptors, ensuring consistency between assessment tasks and rubrics, and applying accurate scoring procedures. The study also found that the Estafet Writing method was positively perceived as an effective collaborative scaffolding strategy to prepare students before summative writing assessment. These findings indicate that assessment literacy in teacher education should be understood as the integration of conceptual knowledge and procedural competence in assessment design. By providing empirical evidence on pre-service teachers' authentic assessment-design competence, this study contributes to the growing body of research on assessment literacy and highlights the importance of incorporating systematic hands-on experiences, including rubric construction, assessment simulation, and reflective practice, into teacher education programs to better prepare future Madrasah Ibtidaiyah teachers for valid and meaningful classroom assessment.

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