

Development of an Analytic Rubric for Assessing Narrative Writing Skills of Elementary School Students in the Context of the Merdeka Curriculum

Pengembangan Rubrik Analitik Penilaian Keterampilan Menulis Teks Narasi untuk Siswa Sekolah Dasar pada Kurikulum Merdeka

<https://doi.org/10.24036/pakar.v23i2.858>

Robi Syamsul Ma'arif^{1*}, Seni Apriliya¹, Syarip Hidayat¹

¹Universitas Pendidikan Indonesia, Tasikmalaya, Indonesia

*E-mail: robi.5sls@upi.edu

Abstract

Narrative writing is important to train learners' word choice and imagination development, as well as the ability to use simple language that is easy to understand. However, teachers often find it difficult to assess learners' learning outcomes related to narrative writing skills. This study aims to design a rubric for assessing narrative text writing skills using the design-based research method (Reeves model). The steps include problem identification, solution prototype development, iterative process, and reflection. The rubric was piloted on two learners' narrative text writing and assessed by five observers. Before the pilot test, the product was validated by assessment experts (87.5% very feasible) and material experts (80% feasible). The results of the rubric trial showed the probability value of Kendall's $W < 0.05$ (Asymp. Sig. SB 0.046 and HF 0.019), indicating that the rubric can be used. In addition, the teacher response questionnaire shows that the rubric facilitates teachers in assessing learners' work in a structured, fair manner and simplifies the assessment process. The rubric also helps teachers provide more specific and targeted feedback to learners. This finding supports efforts to improve the quality of authentic assessment in the Merdeka Curriculum. Further development can be directed at digitizing the rubric to make it more practical and easily accessible. This research makes a real contribution to improving teacher competence in conducting assessments. The developed rubric can also reference other teachers who are making similar assessment instruments. Thus, the results of this study have high applicability in daily learning practices in elementary schools.

Keywords: Indonesian language, writing skills, rubric, elementary school, narrative text.

Abstrak

Menulis narasi penting untuk melatih pemilihan kata dan pengembangan imajinasi peserta didik, serta kemampuan menggunakan bahasa sederhana yang mudah dipahami. Namun, guru sering kesulitan dalam menilai hasil belajar peserta didik terkait keterampilan menulis narasi. Penelitian ini bertujuan merancang rubrik penilaian keterampilan menulis teks narasi menggunakan metode *design-based research* (model Reeves). Langkah-langkahnya meliputi identifikasi masalah, pengembangan prototipe solusi, proses berulang, dan refleksi. Rubrik diujicobakan pada hasil tulisan teks narasi dua peserta didik dan dinilai oleh lima observer. Sebelum uji coba, produk divalidasi oleh ahli asesmen (87,5% sangat layak) dan ahli materi (80% layak). Hasil uji coba rubrik menunjukkan nilai probabilitas Kendall's $W < 0,05$ (Asymp. Sig. SB 0,046 dan HF 0,019), menandakan rubrik dapat digunakan. Selain itu, angket respons guru menunjukkan bahwa rubrik ini memfasilitasi guru dalam menilai karya peserta didik secara terstruktur, adil serta menyederhanakan proses penilaian. Rubrik ini juga membantu guru memberikan umpan balik yang lebih spesifik dan terarah kepada peserta didik. Temuan ini mendukung upaya peningkatan kualitas asesmen autentik dalam Kurikulum Merdeka. Pengembangan lanjutan dapat diarahkan pada digitalisasi rubrik agar lebih praktis dan mudah diakses. Penelitian ini memberikan kontribusi nyata bagi peningkatan kompetensi guru dalam melakukan penilaian. Rubrik yang dikembangkan juga dapat menjadi acuan bagi guru lain dalam membuat instrumen penilaian yang serupa. Dengan demikian, hasil penelitian ini memiliki nilai aplikatif tinggi dalam praktik pembelajaran sehari-hari di sekolah dasar.

Kata Kunci: Bahasa Indonesia, keterampilan menulis, rubrik, sekolah dasar, teks narasi.

1. Introduction

According to Gronlund, assessment or evaluation is a systematic process of collecting, analyzing, and interpreting data to determine the extent to which learning objectives have been achieved (Rahmawati et al., 2021). Information from the assessment results is the basis for making the right decision. At the elementary school level, assessment is carried out to support the achievement of graduate competencies as stipulated in Permendikbud Number 29 of 2016. Evaluation is important because the results are used as a basis in the decision-making process (Arikunto, 2010).

As an important part of the learning system, assessment not only functions to measure final results, but also provides constructive feedback on students' learning process. In the context of the Merdeka Curriculum, assessment is directed at authentic, meaningful assessments and follows the stage of learner development. One skill that needs to be assessed appropriately is writing skills, especially writing narrative texts that demand the ability to think creatively and systematically. The results of identification in the field show that teachers experience obstacles in assessing students' learning outcomes, especially in the area of writing skills. This difficulty is related to the unavailability of assessment instruments that can systematically and thoroughly accommodate various narrative text elements. As a result, the assessment process tends to be subjective and inconsistent between students.

In response to these problems, this study focused on developing a writing skills assessment rubric specifically designed for fifth-grade elementary school students. The selection of this level is based on the consideration that in this phase, learners begin to be directed to compose narrative writing as a whole and coherent, following phase C learning outcomes in the Merdeka Curriculum. The developed rubric is expected to be a teacher's tool in assessing objectively, fairly, and in a structured manner and providing constructive feedback for students. Rubric development requires systematic steps, such as identifying assessment objectives, determining criteria, and compiling descriptions of achievements at each performance level. Rubrics are measurement tools and learning guides that help learners understand the expected standards (Huba & Freed, 2000).

An assessment rubric is a tool used to assess the skills or work of learners based on certain systematically determined criteria. In general, rubrics are divided into two types: holistic rubrics and analytic rubrics. Holistic rubrics provide an overall assessment of a work, but with limited feedback. Analytic rubrics, on the other hand, offer a more detailed and in-depth assessment as they evaluate each aspect separately. A checklist is a simple form of an analytic rubric (Mertler, 2000).

In writing skills assessment, especially when writing narrative texts, analytic rubrics are more relevant because they can reflect the thinking process and writing structure in more detail. Assessments that are conducted appropriately and according to guidelines will contribute to improving the quality of learning. Therefore, rubric development becomes one of the strategic solutions in assessing learners' writing skills objectively and fairly. Huba and Freed emphasize the importance of developing rubrics through a systematic procedure, which includes identifying objectives, setting criteria, and developing performance standards (Jansen et al., 2015). The procedure, in more detail in Figure 1, shows the link between the rubric development process and learning and assessment design.

The ability to write is a form of indirect communication or nonverbal communication. Writing activities like narrative essay writing are often equated with composing. This ability does not appear instantly, but needs to be trained continuously through reading activities and writing practices. In conveying ideas in writing, various aspects need to be considered, such as topic

selection, because elementary school students generally do not have a mature level of emotional literacy (Apriliya & Cyntia, 2023).

Narrative text is a form of writing that presents a story chronologically based on time sequence. In this text, events are strung together to form an intended story so that readers can imagine or feel the experience directly. Narrative text is found in fiction writing, such as short stories and novels, and several types of nonfiction writing (Wiyanto, 2005). This study refers to the narrative text structure according to Suparno and Yunus, which includes the elements: (1) plot, (2) characterization, (3) setting, and (4) point of view (Suratmi, 2024). Based on the Flow of Learning Objectives (ATP) and Learning Outcomes (CP) phase C in the Merdeka Curriculum for Indonesian language subjects, the writing element includes the ability to write sentences with proper spelling and punctuation (periods, commas, question marks, exclamation marks, and quotation marks). Therefore, the assessment indicators in this study are adjusted to the aspects of narration that have been determined and are relevant to the level of writing ability of grade V elementary school students, which include: (1) plot, (2) characterization, (3) setting, (4) point of view, (5) punctuation, (6) diction, and (7) writing neatness.

The novelty of this research lies in the focus on developing a writing skills assessment rubric specifically aimed at narrative text at the fifth grade level of elementary school, concerning indicators that are adjusted based on the structure of narrative text and phase C learning outcomes in the Merdeka Curriculum. This rubric was developed through expert validation and field trials, which allows teachers to assess students' written work more objectively, systematically, and thoroughly based on aspects of narrative that are relevant to the age and ability of elementary school students. Previous studies have developed rubrics for poetry, exposition, and other text types, or have not explicitly adapted the assessment indicators to a comprehensive narrative structure according to the needs of grade V elementary school. The research gap to be filled in this study is that there is no assessment rubric specifically designed to assess narrative text writing skills in grade V elementary school based on the narrative structure and relevant language rules in the Merdeka Curriculum. Most previous studies are more general or only emphasize one aspect, such as diction or basic narrative structure, without paying attention to the completeness of narrative elements as a whole and as a whole. Thus, this study seeks to present a new contribution in the form of a measuring instrument that is valid, practical, and can be applied directly by teachers in the context of Indonesian language learning.

2. Literature Review

One of the language skills that learners need to master since they are in elementary school is writing skills. Writing activities are important in helping learners develop ideas, express ideas, and communicate messages in writing (Tarigan et al., 2023). In Indonesian language learning, a narrative text is one type of text commonly taught. This type of text can train learners' creativity, imagination, and chronological thinking skills by arranging a coherent story. Narrative writing can hone learners' ability to convey stories in a structured manner, use effective language, and develop characters and plot logically (Efendi et al., 2024). Thus, narrative writing skills involve technical language skills and critical and creative thinking skills that are needed in learning across subjects.

However, assessing learners' writing skills is often a challenge for teachers. Assessments that are subjective, inconsistent, and without clear references can impact the fairness and quality of feedback received by learners. In this context, assessment rubrics play an important role as a tool to assess objectively, structurally, and fairly. Rubrics can help teachers evaluate learners' writing

based on predetermined criteria and provide a more transparent picture of learners' learning achievements.

In addition, the use of rubrics is also beneficial for students. With rubrics, learners can understand the standards or criteria expected from their writing. This encourages learners to reflect on the quality of their writing and try to improve it. An appropriately designed rubric not only helps teachers in the assessment process, but can also be used as a learning guide that supports the development of learners' writing skills (Mega & Madani, 2023). Assessing learners' writing skills is often challenging for teachers, especially when ensuring the assessment is objective, fair, and consistent. This is where assessment rubrics play an important role. With rubrics, learners can also understand the standards expected of their writing and reflect on the quality of their writing. Mega and Madani (2023) add that a well-designed rubric helps teachers assess and serves as a learning guide for learners.

Research results show the effectiveness of rubrics in learning to write (Nurasiking et al., 2024; Widiastuti et al., 2022). Ramadhan and Indihadi (2020) also revealed that elementary school students who received rubric-based assessment significantly improved narrative writing, especially in structure and unity of ideas. However, many teachers still do not have an assessment rubric that suits the needs of elementary school students or have not used it optimally in the assessment process.

These previous studies emphasize using rubrics in general or in a limited context, without specifically designing rubrics based on a comprehensive narrative text structure. Some studies have also not adjusted their assessment indicators to the cognitive and linguistic development characteristics of grade V students and the demands of the Merdeka Curriculum. Thus, there is a research gap in the availability of narrative writing assessment rubrics that are contextual, applicable, and based on the new national curriculum.

The justification for this research is that narrative writing is an important competency that supports successful learning across subjects. However, no specific assessment tool can be used systematically at the primary school level. This also impacts students' lack of motivation in learning to write because they do not get clear and constructive feedback. The urgency of this research is reinforced by the Merdeka Curriculum, which emphasizes the importance of formative and authentic assessment as part of the learning process. In the latest assessment guidelines, Kemendikbudristek (2022) states that teachers need to use instruments that reflect the development of learners' competencies. Rubrics developed based on these principles can be a practical and relevant solution for learning narrative writing.

The problem in the field is the unavailability of a rubric for assessing narrative writing skills specifically designed for elementary school students, following the characteristics of writing tasks in the classroom. Teachers need a practical assessment tool that is still in-depth and accurate. Without rubrics, the assessment process becomes inconsistent, difficult to evaluate, and not providing meaningful feedback for learners. Some alternatives, such as portfolios and self-reflection, have been tried, but they are not as practical for large classes as using portfolios, self-reflection or peer assessment. However, these approaches require time and specialized skills, and are not always suitable for class conditions with large numbers of learners. Therefore, developing a specific and structured narrative writing assessment rubric is one of the most feasible solutions to this challenge.

The solution chosen is to develop a rubric for assessing narrative text writing skills that suits the needs of elementary school students. The rubric will be developed based on narrative writing

theory, previous research results, and curriculum demands. The rubric is expected to be a formative assessment tool and a student writing learning guide.

3. Research Methods

This research was conducted using the Design-Based Research (DBR) method. The design-based research method is developed to conduct educational research that focuses on developing and evaluating systematic and diverse interventions in an educational context. The steps of Reeves' Design-Based Research method are (1) problem identification and analysis, (2) developing a solution prototype, (3) conducting an iterative process, and (4) reflection (Reeves, 2006). The stages of this research are depicted systematically through Figure 2, which shows the Design-Based Research (DBR) model according to Reeves (2006).

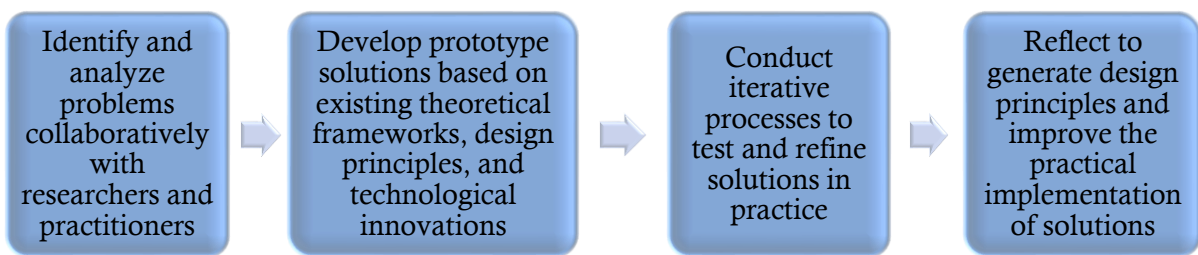


Figure.1. Research Stages of Design-Based Research

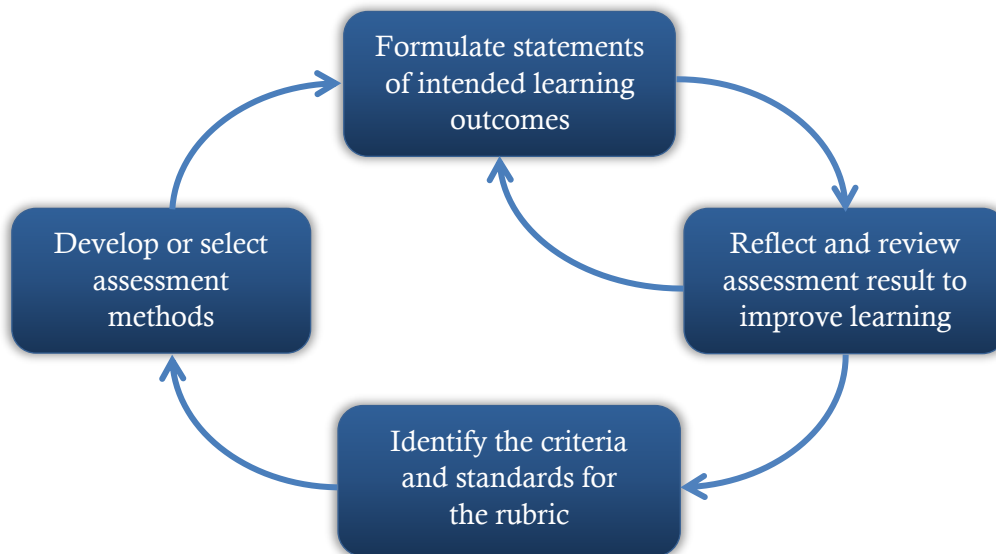


Figure.2. Detailed Rubric Development Procedures and Their Appropriateness With Course Design Based on the Assessment Process

The population in this study were grade V learners and grade V teachers in the 2024/2025 school year. The sample involved two learners and five teachers from several elementary schools. Although the sample size is relatively small, this selection is adjusted to the qualitative approach and the research objectives of development, not generalization. The research focuses on the depth of data, not the quantity of respondents. The sampling technique used was purposive sampling, a deliberate selection based on certain criteria relevant to the focus of rubric development. The inclusion criteria include: (1) active teachers teaching grade V with at least 3 years of experience, (2) grade V students who have moderate to high writing skills based on teacher assessment, and

(3) direct involvement of teachers and students in the rubric testing process. Thus, the representativeness of the informants was considered adequate to contribute meaningfully to the content validity and practicality of the rubric developed.

The data collection techniques used in this study include interviews conducted at the initial stage to explore teachers' needs and obstacles to assessing narrative text writing skills. A literature study was used to identify the theoretical basis and relevant indicators for preparing the rubric. Furthermore, content analysis was conducted to examine the structure and elements in the students' sample narrative texts. Meanwhile, response analysis was conducted in the final stage to assess the practicality and teachers' responses to the rubric that had been developed.

The data obtained from expert validation and respondents' responses to the rubric were analyzed descriptively through qualitative and quantitative approaches. Qualitative data in this study were obtained from the input, suggestions, and comments of the validators on the content and structure of the rubric. Meanwhile, quantitative data were obtained through validation results using a Guttman scale. This scale is used because it is dichotomous, with "yes" and "no" answer options representing each item's acceptance or rejection in the rubric instrument. Each "yes" answer was given a score of 1, while "no" was given a score of 0. The total value of all items was then summed and converted into a percentage. The Guttman scale was chosen because it is more appropriate to explicitly measure the acceptability or suitability of the rubric content, without ambiguity, as in the Likert scale. This scale also simplifies the analysis process and directly shows the consistency of the validators' views on each rubric aspect. In the context of assessment rubric validation, the Guttman scale clarifies whether certain indicators are feasible or need to be revised based on the experts' accumulated agreement.

Table.1. Assessment Expert Validation Grid

No.	Indicator	Assessment Aspect
1.	Content Suitability	Compliance with learning objectives
2.	Structure Feasibility	The rubric structure is clear and systematic.
3.	Indicator Feasibility	Assessment indicators are clear and measurable.
4.	Readability	The language used is easy to understand.
5.	Objectivity	The scoring rubric shows objectivity.
6.	Completeness	Covers all relevant aspects of the assessment.
7.	Usage Guidelines	There are instructions for using the rubric.
8.	Scoring Guidelines	There are scoring guidelines that are easy to understand

Table.2. Material Expert Validation Grid

No.	Indicator	Assessment Aspect
1.	Content Suitability	The suitability of the material with the Learning Outcomes (CP) and the Flow of Learning Objectives (ATP)
2.	Accuracy of Material	Accuracy of the information presented
3.	Up-to-date material	Relevance and updating of information
4.	Encourage Curiosity	Ability of the rubric to encourage learner exploration
5.	Presentation technique	Presentation method used
6.	Presentation Support	Data sources or tools used
7.	Coherence and Order	The flow of thought in the presentation of the rubric
8.	Readability	Clarity of the language used
9.	Objectivity	Clarity in assessment
10.	Usage Guidelines	There are instructions for using the rubric.

According to Miles and Huberman, the interactive analysis model consists of three main stages: data reduction, data presentation, and conclusion drawing or verification. These three stages form an interrelated cycle and occur continuously throughout the qualitative data analysis process. This process allows researchers to filter relevant information, present data systematically, and conclude findings in a valid and accountable manner (Miles & Huberman, 1992).

4. Results and Discussion

4.1. Research Results

The ability to write narrative texts provides important benefits for elementary school students, such as practising skills in choosing words, developing imagination, and using simple language that is easily understood by themselves and others. The assessment indicators used in the development of this rubric include seven main aspects, namely: (1) plot, (2) characterization, (3) setting, (4) point of view, (5) use of punctuation (periods, commas, question marks, exclamation marks, and quotation marks), (6) diction, and (7) neatness of writing. The indicators were adapted from the narrative text structure compiled by Suparno and Yunus and adjusted to the phase C learning outcomes for grade V elementary school (Suratmi, 2024).

Rubric development is not final, but rather a process of continuous refinement. Regular monitoring and evaluation are needed to maintain the rubric's validity, reliability and usability to keep it relevant in the learning context (Banerjee et al., 2015). Rigid and outdated rubrics can limit learners' understanding of learning objectives and undermine their ability to self-regulate their learning (Jansen et al., 2015). The rubric serves as a structured guide for teachers in evaluating the structure, language use, and cohesiveness of learners' narrative texts and enabling constructive feedback to support improving learners' writing skills (Nurasiking et al., 2024). Therefore, the development of rubrics needs to be based on a literature review, analysis of previous learner performance data, and a study of diverse examples of tasks.

This study used an analytic rubric model because it can provide a more detailed and objective assessment. This rubric presents a number of specific criteria along with a description of achievement for each level. The assessment is done by giving a score to each aspect, which is then summed up to obtain the total score of the learner (Mertler, 2000). A good rubric is not only an evaluation tool, but also provides direction and motivation to learners, and helps teachers deliver more specific and meaningful feedback. Based on the results of problem identification conducted in six elementary schools, namely SDN 1 Sukahurip, SDN 3 Sukahurip, SDN 1 Sukamaju, SDN 2 Sukamaju, SDN 3 Sukamaju, and SDN 2 Sukasetia, it was found that teachers have difficulty assessing students' writing as a whole. The assessments so far still focus on technical aspects such as sentence structure and spelling. In contrast, important elements in narrative texts, such as creativity, storyline, and depiction of characters and settings, have not been systematically assessed.

This finding shows the need for an assessment rubric that emphasizes mechanical aspects and includes narrative elements that are intact and meaningful. The rubric proposed in this study is based on the structure of narrative text according to Suparno and Yunus, namely plot, character, setting, and point of view, and enriched with additional indicators such as the use of punctuation, diction, and neatness of writing which are adjusted to the Learning Outcomes (CP) and Learning Objective Flow (ATP) phase C in the Merdeka Curriculum.

In addition to the need for a completer and more structured rubric, teachers also expressed the importance of clarity in the description of each indicator in the form of a narrative description,

not just a scoring table. This is to help teachers provide fair, objective and consistent assessments, and make it easier to provide more specific feedback to students. In addition, some teachers also expressed the need for training in using rubrics so that the assessment process can run effectively and according to learning objectives. Based on this, researchers are encouraged to facilitate teachers' implementation of effective assessments by developing writing skills assessment rubrics that describe the extent of students' abilities as seen through learning outcomes. This phenomenon encourages the need to design a narrative text writing assessment rubric as an instrument to assess students' writing skills measurably.

The results of the development of rubrics for assessing narrative text writing skills in elementary schools used in this study are in the form of rubric development containing 1) cover, 2) table of contents, 3) guidelines (definition of narrative text assessment rubric, definition of narrative text, narrative text structure, assessment steps, how to use the rubric), 4) assessment rubric table, 5) assessment result table.



Figure 3. Cover

	halaman
1. Rubrik Penilaian Menulis Teks Narasi Jenjang SD	1
2. Konsep/Definisi Teks Narasi	1
3. Struktur Teks Narasi	2
4. Langkah-Langkah Menilai Keterampilan Menulis Teks Narasi Siswa SD dengan Rubrik	4
5. Cara Penggunaan	5
6. Rubrik Penilaian	6
7. Lembar Penilaian Rubrik	8

Figure 4. Table of Contents

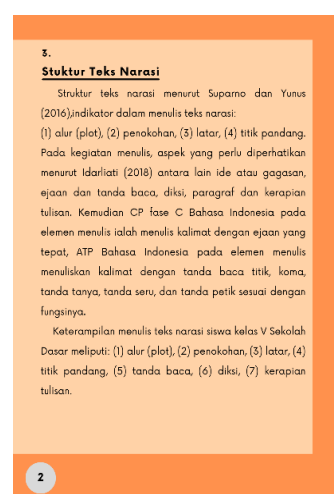


Figure 5. Narrative Text Structure

5. Penggunaan Ejaan dan Tanda Baca (ATP dan CP fase C)			
a. Menggunakan tanda baca koma, titik, tanda seru, tanda tanya dll	Tidak menggunakan tanda baca	Menggunakan tanda baca namun kurang sesuai kaidah kebahasaan	Menggunakan tanda baca dan sesuai kaidah kebahasaan
b. Pakaian Kata/Diksi	Diksi dalam cerita tidak tepat	Diksi dalam cerita kurang tepat	Diksi sesuai dengan cerita
c. Keterampilan Tulisan	Tulisan tidak terbaca	Tulisan kurang terbaca	Tulisan terbaca
d. Kebersihan LKPD	LKPD kotor, banyak coretan dan noda	LKPD tidak kotor	LKPD bersih tanpa coretan dan noda

Keterangan skala:	Nilai maksimal pada rubrik ini 3 (Baik)
1. = Kurang	Skor maksimal : 36
2. = Cukup	Skor minimal : 12
3. = Baik	

Figure 6. Spelling and Punctuation Usage of ATP and CP Phase C

RUBRIK KETERAMPILAN MENULIS TEKS NARASI			
NO	Aspek Penilaian	Skor	
		Kurang (1)	Baik (3)
1.	a. Alur (Majas, Metafor, Simbol)	Tidak ada alur	Ada alur namun kurang dengan sesuai tema
2.	a. Tokoh Utama	Tidak ada tokoh utama	Ada tokoh utama namun tidak sesuai cerita
3.	a. Tokoh Tambahan	Tidak ada tokoh tambahan	Ada tokoh tambahan namun tidak sesuai cerita
4.	a. Gambaran tokoh	Tidak ada gambaran tokoh	Ada gambaran tokoh namun tidak sesuai cerita
5.	a. Latar tempat	Tidak ada deskripsi tempat namun tidak sesuai cerita	Ada deskripsi tempat namun tidak sesuai cerita
6.	a. Latar waktu	Tidak ada informasi waktu namun tidak sesuai cerita	Ada informasi waktu namun tidak sesuai cerita
7.	a. Titik Pandang	Tidak ada titik pandang	Ada titik pandang namun tidak sesuai cerita
8.	a. Menggambar Peristiwa	Tidak ada gambar peristiwa	Ada gambar peristiwa namun kurang sesuai cerita

Figure 7. Narrative Text Writing Skill Rubric



Figure 8. Rubric of Assessment Results

The assessment rubric in Figure above is prepared based on adapting the narrative text structure from Suparno and Yunus (Suratmi, 2024) with indicators including plot, character,

setting, and point of view. Other aspects that are also assessed include ideas, spelling, punctuation, diction, paragraphs, and writing neatness. The adjustment of the rubric also refers to the ATP and CP of Phase C of Indonesian Language, especially on the ability to write sentences with proper spelling and punctuation. This rubric was validated by assessment experts and material experts, as well as feedback through the results of teacher responses.

Table.3. Assessment Expert and Material Expert Validation Results

No.	Validation	Score	Criteria
1.	Assessment Expert	87,5%	Very Feasible
2.	Material Expert	80%	Appropriate

Based on Table 3, the validation results by assessment experts include 8 aspects with a scale of 1-0, where 1 means "YES" and 0 means "NO". The results show that 7 aspects were stated "YES" and 1 "NO". Thus, the percentage obtained from the validation is 87.5% with the criteria "Very Feasible". Thus, the rubric guidelines for assessing narrative text writing skills in elementary schools can be used with some improvements, namely: the aspect of "character" in the assessment needs to be explained in numbers to facilitate the assessment process.

Meanwhile, the results of validation by material experts cover 10 aspects on the same scale. From the results obtained, 8 aspects were stated "YES" and 2 aspects were stated "NO", so the validation percentage reached 80% with the criteria of "Appropriate". Therefore, the rubric is considered usable with some suggestions for improvement as follows: (1) include examples of narrative texts along with how to assess them as a companion; (2) add simple visuals (e.g. icons or colored tables) to make it more interesting to use in class; and (3) insert learner reflections or open questions after the assessment to encourage curiosity.

Thus, developing a rubric for assessing narrative text writing skills validated by assessment experts obtained a score of 87.5% with the category "Very Feasible" for use by fifth-grade teachers at the elementary school level. Meanwhile, validation by material experts obtained a score of 80% with the category "Appropriate" for use by teachers at the same level. These results show that the rubric developed has met the criteria of clarity of indicators, ease of use, and accuracy in measuring aspects of narrative writing skills. Therefore, this rubric can be an effective tool for teachers in conducting objective and comprehensive assessments.

The trial of the rubric by five observers on two learners' works showed consistency of interobserver assessment, which indicates that the rubric has good reliability. In addition, the rubric provides a detailed picture of learners' writing competence, thus supporting the improvement of the quality of learning narrative writing in elementary schools. The pilot test results scores are presented in Table 4.

Table.4. Narrative Text Writing Skills Assessment Result Sheet

No	Observer	Respondent	1.a	2.a	2.b	2.c	3.a	3.b	4.a	4.b	5.a	6.a	7.a	7.b	Skor	Nilai	Suggestion
1	OB 1	SB	3	3	3	3	3	3	3	3	3	2	3	3	35	97	Pay attention to word retrieval/diction
2	OB 2	SB	3	3	3	3	3	3	3	3	3	2	3	3	35	97	Pay attention to word retrieval/diction
3	OB 3	SB	3	3	3	3	3	3	3	3	3	1	3	3	33	91	Improve in word retrieval/diction, pay attention to the readability of the writing and the cleanliness of the fill-in sheet
4	OB 4	SB	3	3	3	3	3	3	3	3	2	2	3	3	33	91	Pay attention to the placement of

																	punctuation marks, and watch the fill-in sheet to keep it clean
5	OB 5	SB	3	3	3	3	3	3	3	3	2	2	3	3	33	91	Pay attention to the selection of appropriate diction, readability of the writing and cleanliness of the filling sheet
6	OB 1	HF	3	3	3	3	3	3	3	3	2	2	2	2	32	88	Improve your ability to determine the flow, describe the right events, determine punctuation, and make the writing more readable.
7	OB 2	HF	3	3	3	3	3	3	3	3	2	2	3	2	33	91	Pay attention to the use of punctuation, the selection of appropriate diction, and the readability of the writing.
8	OB 3	HF	3	3	3	3	3	3	3	3	2	2	2	2	32	88	Pay attention to the punctuation used, the choice of diction, the readability of the writing and the cleanliness of the fill-in sheet.
9	OB 4	HF	2	3	3	3	3	3	3	3	3	1	3	3	34	94	Pay attention to the flow when creating narrative text, and avoid improper punctuation
10	OB 5	HF	3	2	3	3	3	3	3	3	3	1	2	2	31	86	Correct words/diction, pay attention to punctuation and readability of the narrative text.
Amount			28	30	30	30	30	30	29	24	22	24	26	26	335	919	
Average			93.3	10	10	10	10	10	10	6	6	8	6	6	93	91.9	

Based on Table 4, the results of the assessment of narrative text writing skills carried out by five observers on two students' works, namely SB and HF, show that each observer gave various scores and suggestions for improvement. Observer 1 gave a score of 97 to SB with advice to pay more attention to word choice or diction. Observer 2 also gave a score of 97 with similar suggestions. Observer 3 gave a score of 91 and suggested that SB improve word choice or diction, pay attention to the readability of the writing, and maintain the cleanliness of the fill-in sheet. Observer 4 scored 91 with a note to pay attention to the placement of punctuation marks and keep the fill-in sheet clean. Observer 5 also scored 91, with suggestions to improve the selection of diction, the readability of the writing, and the cleanliness of the fill-in sheet.

Meanwhile, for HF's work, Observer 1 scored 88 with suggestions to improve the storyline, time description, depiction of events, punctuation use, and writing readability. Observer 2 scored 91 and suggested paying more attention to punctuation, diction selection, and the readability of the writing. Observer 3 scored 88, with notes of improvement on the fill-in sheet's punctuation, diction, readability, and cleanliness. Observer 4 scored 94, with the suggestion to improve the flow and determine the flow clearly in writing narrative texts, as well as pay attention to proper punctuation. Observer 5 gave a score of 91 and suggested improving word choice or diction, as well as paying attention to punctuation and readability of the narrative text.

The average score given by the observers to SB's work was high, although there were still important notes on diction selection and writing cleanliness. On the other hand, HF's work received a slightly lower score than SB's, with suggestions for improvement mainly related to the text's storyline, punctuation, and readability. This finding shows that the rubric developed in this study could direct the raters to provide a more detailed evaluation and focus on the essential aspects of narrative writing.

Thus, the analytic rubric is useful not only as a final assessment tool but also as a reflective instrument that helps learners understand the strengths and weaknesses in their written work. Through the use of rubrics, teachers and learners can conduct constructive formative evaluations to improve the quality of the process and results of learning to write narratives. Table 5 presents the results of using the rubric.

Table.5. Results of Using the Assessment Rubric

No.	Validation	Number	Average
1.	Flow	28	86,6
2.	Main character	30	100
3.	Additional characters	30	100
4.	Character description	30	100
5.	Place setting	30	100
6.	Time setting	30	100
7.	Point of view	30	100
8.	Describes the event	29	96,6
9.	Spelling and punctuation usage (CP and ATP phase C)	24	80
10.	Word choice/diction	22	73,3
11.	Readability of writing	24	80
12.	Cleanliness of the LKPD	26	86,6

Table 5 evaluated the results of applying the narrative text writing skill assessment rubric based on educational, authentic, objective, accountable, and transparent assessment principles. Five observers and two respondents used this rubric. The score results obtained for each aspect are as follows: (1) the plot aspect obtained a total score of 28 with an average score of 93.3; (2) the main character received a full score of 30 with an average of 100; (3) additional characters also achieved a score of 30 with an average of 100; (4) the description of the character obtained a score of 30 with an average of 100; (5) the setting of the place scored 30 with an average of 100; (6) the time setting recorded a score of 30 with an average of 100; (7) the point of view obtained a maximum score of 30 with an average of 100; (8) the aspect of describing events scored 29 with an average of 96.6; (9) the use of spelling and punctuation following CP and ATP phase C recorded a score of 24 with an average of 80; (10) the selection of words or diction scored 22 with an average of 73.3; (11) the readability of writing scored 24 with an average of 80; and (12) the cleanliness of LKPD recorded a score of 26 with an average of 86.6.

The rubric comprising 12 indicators obtained a total score of 335, with an average overall score of 91.9. This indicates that the rubric developed is feasible and can be implemented by grade V teachers at the elementary school level. Furthermore, based on the data in Table 6, an interobserver score agreement was analyzed using Kendall's concordance test. This test aims to measure the consistency of interobserver assessment of rubric indicators. In Kendall's test, the null hypothesis (H_0) states that there is no agreement or alignment between observers, while the

alternative hypothesis (H_1) states that there is agreement in the assessment. Based on the results of the analysis, a significance value of <0.05 was obtained, which indicates that there is agreement between raters on the developed rubric. Thus, the rubric is considered to have a good level of reliability. Kendall's W test was chosen because it is suitable for measuring the level of consistency or agreement between several raters (inter-rater reliability) on ordinal data, such as rubric scores. This test is more appropriate than other reliability tests, such as Cronbach's Alpha, which is more commonly used on Likert scales or instruments with tiered scoring and interval assumptions. Decision-making is based on the test results.

If the probability > 0.05 , then H_0 is accepted.

If the probability < 0.05 , then H_0 is rejected.

The following is the result of the recapitulation of the scores given by 5 observers to the 2 learners observed to assess the skill of writing narrative text:

Table.6. Kendal Test Results (Alignment Test)

No.	Learner's Name	Asymp. Sig
1.	SB	0.046
2.	HF	0.019

Based on the data, both learners have a probability value <0.05 ($SB = 0.046$ and $HF = 0.019$), so H_0 is rejected. That is, there is an agreement between observers in conducting the assessment, and the rubric of narrative text writing skills is declared feasible to use.

4.2. Discussion

This study aims to design a rubric for assessing narrative text writing skills following the characteristics of elementary school students. Based on the results of validation from experts and limited implementation with students, it is known that the rubric developed has clear indicators, complete aspects, and is aligned with the learning outcomes in the Merdeka Curriculum. This finding proves that the rubric is effective as a teacher's guide in assessing students' writing systematically and objectively. The rubric includes several important components in narrative writing, such as orientation, series of events, conflict, climax, resolution, vocabulary selection, and accuracy in spelling and punctuation. Each aspect is designed with concrete assessment criteria that both teachers and students easily understand. The clarity of indicators in this rubric also helps reduce the potential for subjectivity in assessment, as stated by [Abdullah et al. \(2024\)](#), that an ideal assessment instrument must have clear indicators so that the assessment results are fair and accountable where the assessment instrument plays an important role in the learning process because it functions as a tool to measure the achievement of learner competencies. Through appropriate and structured instruments, educators can evaluate the effectiveness of learning methods, understand the strengths and weaknesses of students, and design appropriate follow-up to improve learning outcomes ([Husna & Ducha, 2025](#)).

In addition to the alignment test, researchers collected product reflections through questionnaires given to five fifth-grade teachers from several elementary schools. The teacher from SDN 1 Sukahurip stated that the rubric was easy to use without any obstacles, and helped simplify the assessment process and facilitate Indonesian language learning. The teacher from SDN 3 Sukahurip responded positively, mentioning that the rubric facilitates assessment and hopes that it can be used to provide more measurable assessments. Teachers from SDN 1 Sukamaju found the rubric very helpful in assessing learners' work and hoped it could be extended to other materials.

The teacher from SDN 2 Sukamaju said that the rubric supported a fairer and more structured assessment and suggested that the rubric be more flexible. Meanwhile, the teacher from SDN 3 Sukamaju experienced technical problems in its use, but still considered that the rubric facilitated the assessment process and increased objectivity in assessing students' work. Thus, the results of the responses given to developing this rubric indicate that the rubric can be used easily. The rubric facilitates the learning process, simplifies assessment and assists teachers in assessing learners' work systematically and fairly.

This is a positive step in improving the quality of learning. In conclusion, using rubrics as an assessment tool has proven effective in providing clear, measurable and objective assessments. Rubrics facilitate the evaluation process and encourage creating a more directed and quality learning process. The implication is that with consistent application of rubrics, teachers can control the assessment process better, so that the assessment results become more transparent and fair. This also has the potential to increase students' learning motivation because they can understand the assessment criteria more clearly.

In addition, rubrics can also be an evaluation tool that supports the development of learners' competencies as a whole. Therefore, it is recommended that this kind of rubric be developed and applied to various other learning materials to increase flexibility in providing assessments. Training for teachers in the preparation and use of rubrics is also very important so that assessment can be carried out consistently and objectively. Finally, periodic evaluation of the rubrics is necessary to ensure they remain relevant and effective in supporting the learning process. In this way, the rubric is not only an assessment tool but also acts as a strategic pedagogical instrument to sustainably improve the quality of education.

In practice, teachers who use this rubric find it helpful in providing constructive feedback to students. This aligns with the opinion of Sibaweh (2025), who states that assessments equipped with performance descriptions will more effectively encourage improvements in learning outcomes. The observation results showed that learners became more motivated to write because they understood what aspects were assessed and how to improve the quality of their writing. The rubric also has a positive impact on learners' critical thinking skills. When writing narratives, learners are required to organize ideas logically and creatively. This activity contributes to developing literacy competencies that are the focus of the Merdeka Curriculum. This finding supports the research results by Erlin et al. (2021), which states that using rubrics in the learning process can improve students' writing skills and metacognitive awareness. In addition, the results of Yani et al. (2025) revealed that using a combination rubric model is effective in helping teachers provide more objective assessments.

The results of this study not only answer the purpose of developing a feasible and practical rubric but also show the potential of using rubrics as a learning medium that strengthens the process of reflection and self-evaluation and improves the quality of students' narrative writing. The author argues that using rubrics integrated with learning can solve teachers' problems in assessing writing skills fairly and systematically.

5. Conclusion

This study produced a valid, practical, and effective rubric for writing skills assessment of narrative text for grade V students. The validation results show that the rubric is feasible, with a feasibility score of 87.5% from the assessment expert (very feasible category) and 80% from the material expert (feasible category). Kendall's alignment test strengthened the reliability of the rubric by showing agreement between observers ($p < 0.05$), which indicates that the rubric can be

used consistently. Positive responses from teachers indicate that this rubric facilitates the assessment process and supports structured and fair learning. Thus, this rubric has the potential to be an effective tool in improving the quality of Indonesian language learning, especially in assessing narrative text writing skills. It is recommended that similar rubrics be developed for other text types and applied at various levels of education. Further research is also recommended to test the effectiveness of the rubric directly in learning practices and develop a digital version to improve its efficiency and relevance in the era of educational technology.

6. References

- Abdullah, G., Apriyanto, A., Patahuddin, A., Janah, R., Dia, E. E., Retnoningsih, R., ... & Setyaningrum, V. (2024). *Buku Ajar Evaluasi Pembelajaran*. PT. Sonpedia Publishing Indonesia.
- Apriliya, S., & Cyntia, C. (2023). The Urgency of Emotional Literacy Education for Elementary School Students. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 6(1), 321. <https://doi.org/10.20961/shes.v6i1.71110>
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Banerjee, A., Duflo, E., Glennerster, R., & Kinnan, C. (2015). The Miracle of Microfinance? Evidence from a Randomized Evaluation. *American Economic Journal: Applied Economics* 7(1), 22–53. <http://dx.doi.org/10.1257/app.20130533>
- Efendi, R. J., Widyaningrum, H. K., & Pratiwi, C. P. (2024). Analisis Keterampilan Menulis Cerita Pendek pada Siswa Kelas Fase C. *An-Nuha: Jurnal Kajian Islam, Pendidikan, Budaya dan Sosial*, 11(2), 185-201. <http://dx.doi.org/10.36835/annuha.v11i2.740>
- Erlin, E., Rahmat, A., Redjeki, S., & Purwianingsih, W. (2021). *Analisis Berbagai Strategi dan Model Pembelajaran yang Dapat Memberdayakan Kemampuan Metakognitif pada Pembelajaran Biologi*. Universitas Galuh. <http://repository.unigal.ac.id:8080/handle/123456789/3007>
- Huba, M., & Freed, J. (2000). Learner-Centered Assessment on College Campuses: Sifting the Focus from Teaching to Learning. *Community College Journal of Research and Practice*, 24.
- Husna, U. H., & Ducha, N. (2025). Pengembangan Instrumen Penilaian untuk Mengukur Kemampuan Literasi Siswa SMA Kelas XI pada Materi Sistem Ekskresi. *Berkala Ilmiah Pendidikan Biologi (BioEdu)*, 14(1), 98–109. <https://doi.org/10.26740/bioedu.v14n1.p98-109>
- Jansen, W. J., Ossenkoppele, R., Knol, D. L., Tijms, B. M., Scheltens, P., Verhey, F. R., Visser, P. J., Amyloid Biomarker Study Group, Aalten, P., Aarsland, D., Alcolea, D., Alexander, M., Almdahl, I. S., Arnold, S. E., Baldeiras, I., Barthel, H., van Berckel, B. N., Bibeau, K., Blennow, K., Brooks, D. J., ... Zetterberg, H. (2015). Prevalence of cerebral amyloid pathology in persons without dementia: a meta-analysis. *JAMA*, 313(19), 1924–1938. <https://doi.org/10.1001/jama.2015.4668>
- Kemendikbudristek. (2022). *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka*. Jakarta: Kemdikbudristek.
- Mega, A. M. P., & Madani, F. (2023). Analisis Asesmen Autentik Pembelajaran Matematika Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(2), 778-788. <https://doi.org/10.31949/jee.v6i2.5659>

- Mertler, C. A. (2000). Designing Scoring Rubrics For Your Classroom. *Practical Assessment, Research & Evaluation*, 7(25), 1–8. <https://doi.org/10.7275/gcy8-0w24>
- Miles, M. B. & Huberman, M. (1992). *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*. Jakarta: Penerbit Universitas Indonesia
- Nurasiking, N., Aripa, N., & Wahid, A. (2024). Penilaian Kemampuan Menulis Teks Narasi Pada Siswa Sekolah Menengah Atas. *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 3(13), 35–42. <https://etdci.org/journal/AUFKLARUNG/article/view/1902>
- Rahmawati, R., Apriliya, S., & Mulyadiprana, A. (2021). Pengembangan Rubrik Penilaian Menulis Puisi di Sekolah Dasar. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 8(3), 663–674. <https://doi.org/10.17509/pedadidaktika.v8i3.39236>
- Ramadhan, G., & Indihadi, D. (2020). Peningkatan Keterampilan Menulis Teks Narasi Non-Fiksi Melalui Gambar Seri di Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(2), 178-188. <https://doi.org/10.17509/pedadidaktika.v7i2.24928>
- Reeves, T. C. (2006). Design Research from a Technology Perspective. *Educational Design Research*, January 2006, 52–66. <https://doi.org/10.4324/9780203088364-13>
- Sibaweh, I. (2025). Penilaian Hasil Belajar Pendidikan Agama Islam: Penerapan Strategi, Skema, dan Alternatif Solusi di Tingkat Sekolah Dasar. *Jurnal Ilmiah Universitas Batanghari Jambi*, 25(1), 736-743. <http://dx.doi.org/10.33087/jiubj.v25i1.6077>
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.
- Suratmi, S. (2024). *Hubungan Penguasaan Kosakata Bahasa Indonesia dengan Kemampuan Menulis Karangan Narasi pada Siswa Tunanetra Kelas VII SLBN Dr. Radjiman Wedyodiningrat Ngawi*. Universitas PGRI Madiun, Doctoral Dissertation.
- Tarigan, Y. H. B., Cipta, N. H., & Rokmanah, S. (2023). Pentingnya Keterampilan Berbahasa Indonesia pada Kegiatan Pembelajaran Sekolah Dasar. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(5), 829-842. <https://doi.org/10.36989/didaktik.v9i5.2032>
- Widiastuti, N. P. K., Putrayasa, I. B., & Adnyana, K. S. (2022). Instrumen Penilaian Keterampilan Menulis Siswa Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*, 5(1), 50–56. <https://doi.org/10.23887/jp2.v5i1.42473>
- Wiyanto, A. (2005). *Kesusastraan Sekolah*. Jakarta: Bumi Aksara.
- Yani, I. D. A. D. A., Lestari, A. P. I. Y., Sudianta, I. N., Mahayuni, N. K. A., & Mursalin, M. (2025). Model Evaluasi Holistik Berbasis Rubrik Kombinasi Dalam Menilai Literasi Awal Siswa Sekolah Dasar. *Elementary School: Jurnal Pendidikan dan Pembelajaran ke-SD-an*, 12(2), 792–803. <https://doi.org/10.31316/esjurnal.v12i2.4527>