

## Developing of Authentic Assessment Model Learning to Appreciate Drama Texts: A Pilot Test with Senior High School Students

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### ABSTRACT

This research is motivated by a lack of teacher attention in managing literary appreciation learning with evidence of the lack of completeness of the assessment tools in the teacher's lesson plans. Therefore, the purpose of this study was to develop an authentic assessment model to measure the achievement of basic competence (KD) in learning the ability to appreciate literary texts (drama) for the class XI 2013 curriculum at the SMA/MA/SMK level, which focused on psychomotor and affective domains which were the focus of learning achievement on literary appreciation by first perform needs analysis, KD analysis, material analysis, and student analysis. To achieve the objectives of this study, the theory of assessment and authentic assessment was used; learning theory and development of learning device models; literary and educational theory; and learning theory of the ability to appreciate literary texts. The design implications for the development of this model refer to the 4-D model suggested by Thiagarajan, Semel and Semel (1974) which consists of 4 stages, namely define, design, develop and disseminate. The type of research is R & D development research. The data of this research consists of two groups, namely qualitative data in the form of assessment model development tools, and quantitative data in the form of achievement scores of performance tasks with authentic instruments whose limited trials and dissemination were carried out in Senior High School in Padang city. The result of the research is an assessment model that is based on social cognitive learning theory, constructivism, and meaningful learning, learning syntax that focuses on students with representative assessment tools. The results of testing the assessment tool which consisted of 10 types of instruments were concluded to be able to measure the level and type of appreciation of students' literature with a "Good" qualification.

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## 1. INTRODUCTION

The study of literary appreciation in Indonesia is considered by experts to be unsuccessful. The function of literary works to educate noble characters has not been realized with evidence of the many occurrences of defiance against teachers, brawls and other bad behavior of school-age youth. There are

also not a few opinions from literary education experts who say that the implementation and assessment of literary learning is neglected ((Sopiah, Mujtaba, & Hartati, 2023); (Alwasilah, 2008:197)). Process assessment, which is popular with the term authentic assessment, has not received proportional attention, handling, and utilization from teachers or learning implementers, especially in SMA/SMK/MA Padang City. Because of this, the discussion about developing an assessment of the ability to appreciate drama texts is carried out to examine the empirical conditions of learning to appreciate literature as a basic reference for development. Assessment is the third main task of the teacher which should have been planned together with the preparation of lesson plans and a series of materials developed in the learning process (Yusuf, 2005; Sukardi, 2009; Mulyasa, 2009; Wahyudi, 2009; Kunandar, 2011; Trianto, 2012; Nurizzati, 2015, 2017, 2018, 2019). This clearly requires teachers to develop assessments, especially process-standard measuring instruments to determine the level of student achievement in learning which consists of a grid of test material, questions or tests, scoring guidelines, and answer keys (Djiwandono, 2011). The 2013 curriculum defines assessment as a process of documenting knowledge, skills, attitudes and beliefs in a structured manner (Atmazaki, 2013: 16).

Previous research that focused on developing authentic assessments was (Nurizzati's dissertation research (2015) and Nurizzati's dissertation (2017) which was based on KTSP SMP. Research conducted by (Nurizzati, Arief, and Noveria, 2018) focused on developing an authentic assessment model of appreciating short story texts in the 2013 Curriculum for SMA/MA level and was tested at Senior High School in Padang City. The novelty offered by this research is a complete assessment model and tools that can motivate students to be involved and creative in appreciating literature. The development of authentic assessment models and tools for learning the ability to appreciate drama text also refers to the opinion of a number of experts that in language and literature learning students should be given the opportunity to display their ability to use language, such as speaking, reading aloud, and writing various forms of essays (Schulz, 2009; Atac, 2012; Shahrakipour, 2013; Mahmoud, 2013); students are prepared and given the opportunity to practice appreciating literary works in class, starting from understanding, then producing, then comparing according to the stages of text-based Indonesian learning (Mahsun, 2014).

The discrepancy between the standards for assessing literary appreciation and the reality in the field is found in the learning tools used by teachers, especially in the assessment components which are more focused on cognitive assessment. The assessment instrument described by the teacher is in principle still weak, incomplete, inadequate, only reaching a little into the psychomotor and affective domains. What the teacher includes in the RPP is generally an outline of the assessment, there are almost no guidelines and scoring formulas. Starting from the weak condition of the teacher's attention in completing assessment tools, the purpose of this study was to examine and develop an authentic assessment model of learning the ability to appreciate dramatic (literary) texts which demonstrates the principles and concepts of preparing valid and reliable measuring instruments according to the stages: (1) analyzing facts empirical assessment of learning literacy skills at the SMA/MA/SMK level. in the city of Padang so far; (2) designing the development of an authentic assessment tool for learning the ability to appreciate drama (literary) texts focused on KD in appreciating drama texts; (3) developing a set of authentic assessment models for learning the ability to appreciate text (literary) drama according to the development phase and the implementation of limited trials at SMA Negeri 5 Kota Padang; (4) perfecting the development of an authentic assessment model for learning the ability to appreciate drama text (literature) after limited trials and dissemination at SMA Negeri 5 Padang City in other classes.

The contribution that this research can offer is an authentic assessment model that can be used in the field of learning Indonesian language and literature, especially learning the ability to appreciate drama texts which is integrated into appreciating prose and poetry texts. also for training aspects of the language. The models and types of instruments developed are carried out for training in each aspect of the language. At least one instrument that is compiled trains 3 aspects of language by taking one aspect as the main focus. If the main focus of instrument development is on the speaking aspect, there are two

other aspects that precede it, namely reading and listening; if the main focus is on the writing aspect, the aspect that precedes it is reading and what follows it is the aspect of presenting (presentation); so on. This can make the learning atmosphere more varied and suggestive. In fact, the assessment model developed can also be adapted for learning other language texts, even other subjects. The contribution of the authentic assessment model to learning the ability to appreciate literary texts is in an effort to shape the character of the younger generation. The use of instruments developed based on the stages of developing drama text material, the level and type of appreciation, students practice to become individuals who love work, are able to work together, are able to socialize, be responsible, sporty, respect others, respect each other, love each other, and be responsive to others, situation and living conditions around it.

## 2. METHODS

The type and method of research is research and development (development and research) which is usually called R & D, namely research used to produce certain products and test the effectiveness of these products. For this reason, a needs analysis is first carried out and to test the effectiveness of the product so that it can function in the wider community, it is necessary to test the effectiveness of the product (Sugiyono, 2009:407). The model that is guided is the learning development model as suggested by (Thiagarajan, Semmel and Semmel (1974). , namely the 4-D model. This model consists of 4 stages, namely define, design, develop and disseminate or "defining", "design", "development" and "deployment" (trial) which are converted into the theory of assessment development put forward by Earl and Katz ( Atmazaki, 2013). R & D is a strategy that can develop a product that is renewed to improve existing quality, then analyzed to improve and develop learning in the classroom for the better (Rasyidi, Iqbal, Rusydi, Mardiana, & Mauizdati, 2023).

At the define stage, a needs analysis was carried out related to the conditions of the assessment carried out and the assessment tools used by the teacher at the school where the trial was conducted as well as students' perceptions of the learning of literary appreciation they experienced. At the design stage, a design for the development of an authentic assessment tool for learning the ability to appreciate the offered drama text is carried out. At the develop stage, procedural development of authentic assessment tools is carried out, focused on providing assistance and support to students to be more active, creative, enthusiastic, and serious about being involved in the learning process, followed by carrying out and reporting the results of limited trials. At the disseminate stage, improvements are made to the development of the device and the dissemination of the final form (Sugiyono, 2015).

There are two groups of research data, namely qualitative data in the form of representative authentic assessment models and tools. Qualitative data were collected using descriptive analysis techniques to produce a complete assessment tool. The second data is quantitative data in the form of student achievement scores in working on the demands of the test part at Senior High School in Padang City. This quantitative data is taken from the process and results of training and performance products that students work on in an effort to find the level of reliability of the types of assessments developed. Data analysis was carried out according to the data group. Qualitative data were analyzed using validation techniques as well as validity testing with the stages of: (a) submitting the data set and assessment model that had been prepared to a team of experts (validators) in the field of assessment; (b) revise the data set and assessment model based on the corrections provided by the expert team.

Quantitative data were analyzed in stages: (a) calculating the score of the data that had been collected based on the assessment model trial using the following formula,

$$N = \frac{SP}{SM} \times S \text{ max}$$

Description :

N	= mastery level
SP	= score obtained
SM	= score to be achieved in a test

(b) convert scores into grades by using score interpretation formulas, including formulas for calculating the average score; (c) find the median using the median search formula; (d) find the percentage of students' abilities using the percentage formula; (e) to classify value quality by referring to the following ten scales;

**Table 1.** Conversion Guidelines for Scale 10

Mastery Level	Scale Altered Value 10	Qualification
96 – 100%	10	Perfect
86 – 95 %	9	Very well
76 – 85%	8	Good
66 – 75%	7	More than enough
56 – 65%	6	Enough
46 – 55%	5	Almost enough
36 – 45%	4	Not enough
26 – 35%	3	Less
16 – 25%	2	Bad
0 – 15%	1	Very bad

( Abdurrahman dan Ratna, 2003:265).

(f) making a histogram graph of the level of achievement of literacy skills guided by authentic assessment types. This scale is converted to interpret the value of student and teacher perceptions of the results of trials and questionnaires, as shown in the following table.

**Table 2.** Conversion Scale Interpretation Value Scale 10

No.	Score Range	Scale Altered Value 10	Qualification
1.	4,501 – 5,000	10	perfect
2.	4,001 – 4,500	9	Very well
3.	3,501 – 4,000	8	Good
4.	3,001 – 3,500	7	More than enough
5	2,501 - 3,000	6	Enough
6.	2,001 – 2,500	5	Almost enough
7.	1,501 – 2,000	4	Not enough
8.	1,001 – 1,500	3	Less
9.	0,501 -1,000	2	Bad
10.	0,001 – 0,500	1	Very bad

### 3. FINDINGS AND DISCUSSION

#### 3.1 Analysis of the Conditions for the Implementation of the Assessment of the Ability to Appreciate Literary Texts (Drama) in Padang City Public High School

A description of the conditions for implementing the learning assessment for the ability to appreciate literary texts (drama) in Senior High School Padang City was obtained using 2 techniques, namely the interview technique and the technique of distributing questionnaires (questionnaire). Interview techniques were used to obtain data about the implementation of assessments from subject teachers and school principals, and teachers' perceptions of the assessments and assessment policies implemented were obtained by distributing questionnaires. The technique of distributing questionnaires is used to obtain the perceptions of teachers and students simultaneously. The data obtained from the results of interviews with subject teachers and school principals in the three schools where the trial took place were policies regarding standards for determining end-of-semester grades and grade increases, planning and implementing assessment programs, improving and developing teachers' abilities in managing assessment programs, knowledge about authentic assessment tools) and responses to the idea of developing authentic assessment tools. The five initial data regarding the assessment situation in the three Padang City Public High Schools can be seen in the following table.

**Table 3.** Empirical Facts about Assessment at Senior High School in Padang (Trial School)

Finding Facts	Rating Policy
Final grade calculation formula	NH+NT+NTS+NS
Planning and conducting the assessment.	1. managed teacher: assignments, NH 2. managed schools: NTS, NS
Improvement and development of teachers' abilities in managing assessment programs. Knowledge of authentic assessment (tools)	1. cooperation with a group of teachers in a field of study, 2. bring in experts from professional institutions. it is enough to know the concept of authentic assessment, but have not yet completed the lesson plan with instruments that are suitable for each stage of appreciation of the play text.
Responses to the idea of developing authentic assessment tools.	Respond well to the idea of developing an authentic assessment model.

Information:

NH (Daily Value / 25%) is taken from the average value of the total results every time it is carried out / per KD

NT (Assignment Value / 25%) is taken from the average value of the sum of each time the student does it

NTS (Mid Semester/25%)

NS (Semester Grade/25%)

Senior High School students in Padang City who were involved in filling out the questionnaire totaled 33 people. All students come from class XI IPA. In the following, data on the perceptions of students of Senior High School in Padang City regarding the ability to appreciate literary texts (drama) are presented and the classification and qualifications of their perceptual values are presented as shown in the following table.

**Table 4.** Classification and Qualification of Student Perception Scores of Senior High School in Padang City about Assessment of Ability to Appreciate Literary Texts (Drama)

No.	Total Students	Perception Score	Perception Score Range	Percentage	Perceived Value
1.	5	>4,5	4,501 – 5,000	15,15%	Perfect
2.	6	>4	4,001 – 4,500	18,18 %	Very well
3.	20	>3,5	3,501 – 4,000	60,60%	Well
4.	2	>3	3,001 – 3,500	5,71%	More than enough
	33			100	Nilai Persepsi

In accordance with the classification and qualifications for obtaining a score interpreted on a scale of 10, the perceived value of Senior High School in Padang City students as shown in the table above shows that they rate "Good" the teacher's efforts to give assignments and exercises to strengthen their mastery (45,45%). This data can be interpreted that the idea of developing an assessment tool that is offered will be easy for them to absorb and will strengthen them in participating in exercises and assignments that are accompanied by a more valid and reliable assessment tool.

### 3.2 Test Results of Authentic Assessment Tools for Appreciating Dramatic Text in Class XI Social 1 Senior High School in Padang City

Overall 10 types of assessment that can be developed for KD to appreciate drama texts, namely oral performance assessment retelling the contents of the story, written performance assessment compiling a synopsis and identifying the intrinsic elements of short stories, performance appraisal analyzing the relationship between intrinsic and extrinsic elements, writing creative performance assessment 1 writing (reproducing) drama text using copy the master technique, written creative performance assessment 2 converting the read drama text into poetic text form, creative performance assessment designing a drama text acting/staging project, oral performance assessment 1 presentation and discussion; oral performance appraisal 2 interviews and conferences on drama text acting/staging projects; observational assessments, self- and peer assessments, were carried out. The results of student work and practice on each type of assessment have been corrected and a score has been obtained for each student. The following is a recapitulation and classification of grade XI IPS 1 students of Senior High School in Padang City for 10 types of assessment of the ability to appreciate the drama text.

The classification qualifications for grade XI IPS 1 students of Senior High School in Padang City for the six types of short story reading comprehension assessment can be seen in the following table.

**Table 5.** Classification of Grade XI IPS 1 Class Qualifications of Senior High School in Padang Application of Authentic Assessment of Ability to Appreciate Dramatic Text

No	Value Scale	Total Students	Qualification	Percentage
1	60 – 75	19	More than enough	61,2903
2	76 – 85	10	Well	32,2581
3	86 – 95	2	Very well	6,45161
Total		31		100

The table above shows that 6.45% of students obtained the qualification score "Very Good", 32.25% obtained the qualification value "Good", and 61.29% obtained the score More than Fair". To make it clearer, the data in the table above is presented in the following histogram image.

### 3.3 Discussion of Test Results for Authentic Assessment Tools for Appreciating Dramatic Text for Class XI IPS 1 Senior High School in Padang City

According to the value recapitulation table, the final scores of the students in class XI IPS 1 Senior High School in Padang City, in terms of their ability to appreciate drama text, were assessed using authentic assessment. The table consists of 11 value columns, each corresponding to a specific type of assessment developed and used for this lesson. The final column is the mean score of each student, obtained by summing up the 10 different sorts of scores according to the predetermined formula for computing the overall grade. The students achieved a minimum score of 70 and a maximum score of 86. The class achieved an average score of 75.67 in their capacity to appreciate drama literature using 10 different measurement instruments. The mean (median) score is 74, the most common score (mode) is 7 (N13), the standard deviation is 4.42257, and the variance is 19.5591.

To describe the normal curve of learning outcomes in the ability to appreciate drama texts with authentic assessment guides for class XI IPS 1 Senior High School in Padang City, the number of class intervals and the interval ranges are determined as follows.

$$\begin{aligned}
 K &= \text{many calss intervals} \\
 &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 35 \\
 &= 5,92149 \\
 &= 6 \\
 J &= \text{range} \\
 &= \text{highest value- lowest highest} \\
 &= 2,66667 \\
 &= 16 \\
 C &= \text{class interval length} \\
 &= \frac{j}{k} \\
 &= 1.941667 \\
 &= 3
 \end{aligned}$$

As seen in the recapitulation of grade XI IPS 1 students at Senior High School in Padang City, there are quite a lot of interval classes. To concretize the number of class intervals and class intervals that have been calculated, they are arranged in a list of frequency distributions as shown in the following table.

**Table 6.** Frequency Distribution of Authentic Assessment Results Ability to Appreciate Dramatic Texts for Class XI Social 1 Senior High School in Padang City

No.	Intervals	Frequency	relative frequency (%)
1.	70 – 72	6	19,35483871
2.	73 – 75	13	41,93548387
3.	76 – 78	6	19,35483871
4.	79 – 81	1	3,225806452
5.	82 – 84	3	9,677419355
6.	85 – 87	2	6,451612903
	Total	31	100

Table 6 shows that 41.93% of students got a score around the average, 38.70% of students got a score above the average, and 19.35% got a score below the average. This proves that the percentage of students who score above the average and the average score reaches more than 80%.

### ***3.4 Relevance, Consistency, and Value of Research Results***

Based on the presentations that have been presented in subsections 2, 3, 4, 5.1, 5.2, and 5.3, this research has achieved the objectives stated in the introduction section. This research has succeeded in developing an authentic assessment model for learning literary appreciation (drama) with the 4D model: define, design, develop, and disseminate. The development process takes place in 4 phases: phase 1 produces a prototype assessment tool I and disseminates it through Focus Group Discussions (FGD); phase 2 produces a prototype assessment set II as a form of revised prototype set I based on input and corrections from the FGD forum; phase 3 produced the prototype assessment set III as a form of revision of the prototype set II based on validator input and corrections which were subsequently tested at SMA Negeri 5 Padang City with a "Good" grade qualification. Phase 4 or the dissemination stage has produced a reliable device. The results of this study have relevance and consistency as well as more value than previous studies. The consistency found is the existence of several similar instruments, namely (1) the instrument retelling the contents of the story/text; (2) the assessment instrument analyzes the intrinsic elements of the text, (3) the instrument interprets the values contained in the text, (4) the instrument converts text into another text, (5) the presentation and discussion assessment instrument, (6) the observation assessment instrument, and (7) self and peer assessment instruments.

The results of several instruments that did not exist in previous studies are of added value to this study. The instruments are: (1) an instrument for assessing an investigative project to design a play by applying the principles of directing (theatre), (2) an instrument for interviews and conferences on investigative projects that are used for training audience aspects in language skills, (3) the instrument plays/performs a drama script to assess students' ability to express themselves. Thus, the achievement of developing an assessment tool for learning appreciation of drama text has the potential to train all levels and types of literary appreciation as well as train the 6 aspects of language skills.

### ***3.5 Authenticity and Rationality Development of Authentic Assessment Models and Tools for Learning the Ability to Appreciate Dramatic Texts***

The authenticity of developing authentic assessment model tools for learning the ability to appreciate drama texts is quite capable of creating a new atmosphere that triggers students' motivation and creativity to practice appreciating literature. Each stage of learning with appreciation activities is measured by the relevant assessment instrument. Student enthusiasm appears to appreciate as best as possible, because the measurement tools to assess their abilities are communicated openly at the beginning of learning. To prove this, the rationale for the development process and the use of authentic assessment tools for learning the ability to appreciate texts is discussed and in order to reveal the facts implied behind the authentic facts in the field, procedures and results of the development carried out.

Learning the ability to appreciate literature is learning that prioritizes skills. Thus, the aspect of mastery that is emphasized is skill in the form of performance or demonstration of ability. Skills learning that does not prioritize performance will not provide opportunities for students to express themselves in writing, or through performance. Schulz (2009:57) calls it learning that does not open students' insight into the future. To design learning that seeks opportunities for students to demonstrate abilities, one of them is with an authentic assessment model. The development of authentic assessment tools for learning the ability to appreciate drama texts has become an effective learning instrument for literary appreciation in the classroom. Referring to the opinion of a number of experts that in learning language and literature, students are given the opportunity to display skills in using language, such as speaking, reading aloud, and writing various forms of essays (Schulz, 2009; Atac, 2012; Shahrakipour, 2013; Mahmoud, 2013), students have been prepared and given the opportunity to practice appreciating literary works in class.

The results of the study showed that the activity and enthusiasm for student learning at the school where the trial was conducted increased compared to the previous study. Students look active to find and build their own knowledge. Students make reasoning about the problems they learn by looking

for meaning, and comparing them with what they already know and resolving discrepancies between what is known and what is needed in new experiences Channa and Nordin, 2015. Learning is the development of thinking by making different understanding frameworks. Students are responsible for their learning outcomes, each of them has their own way of constructing their knowledge which is sometimes very different from their friends. The teacher's role is to create a variety of situations and learning methods while utilizing assessment tools as learning tools as well as learning media. Based on the concept of learning literary appreciation in sync with the learning of literary skills, the tools developed achieve a high level of appreciation, both active-comprehensive and active-creative appreciation. Development of authentic instruments for the ability to read drama texts to achieve a high level of appreciation; and the development of writing ability instruments to achieve creative appreciation. Both are high levels of appreciation.

### **3.6 Integration of Literary Appreciation Process and Aspects of Language Skills**

The set of each type of authentic assessment instrument for learning the ability to appreciate drama literary texts guides student appreciation training starting from practicing low, medium, to high appreciation levels; or active-comprehensive appreciation and active-productive appreciation. Both are high levels of appreciation. Implicatively, the development of an authentic assessment tool for the ability to appreciate literary texts (drama) also integrates the training of the six language skills, training at least 3 or even 4 aspects of language skills in each instrument. In instruments that focus on oral performance, for example, 3 aspects of language are integrated because the material to be spoken must first be prepared through reading accompanied by writing, then delivered orally. Likewise in instruments that focus on written performance integrated training in reading, writing, speaking and presenting skills, because each written performance task must be communicated orally. Thus, the development of authentic assessment models and tools for the ability to appreciate text (short stories and plays) is effectively used for language and literature training in SMA/SMK/MA level schools.

## **4. CONCLUSION**

The results of research on the development of an authentic assessment model of learning to appreciate texts that are based on social cognitive learning theory, constructivism, and meaningful learning, learning syntax that focuses on students with representative assessment device products achieve high levels of appreciation, even creative appreciation. The test results of the assessment tool which consisted of 10 types of instruments to record students' mastery in appreciating drama texts concluded that they could measure the level and type of students' literary appreciation with a "Good" qualification. The fully developed instrument components include: (a) instructions; (b) assessment rubric; (c) scoring descriptors; (d) scoring format; (e) score calculation formula. The closing components of all the devices are the score recapitulation format and the formula for calculating the final score of one unit mastery (KD). Parallel to language learning, literary learning is actually also learning for the context of practicing using language according to authentic assessment types. The concept of authentic assessment for learning drama text appreciation also integrates the measurement of aspects of reading skills as a focus, accompanied by speaking, listening, writing, presenting, and viewing according to aspects of language skills in the 2013 Curriculum. which measures the involvement, seriousness, and ability of students to understand the material and motivates them to be serious, focused, responsible, and work together with mutual respect. Their consciences are inspired to behave and act honestly, fairly, with sportsmanship and be responsible while building solidarity among friends. Their morality is tested on whether they can be honest, fair, sportsmanlike, and responsible for themselves and others. In the end, students will be patterned to always behave and act honestly, fairly, sportsmanship and be responsible in their lives. The test results show that students' scores are really based on their abilities. Each type of assessment uses measuring tools with complete tools: instructions are given clearly guided by work formats that are understandable to students; rubrics and scoring guidelines are known and understood by students; each type of assessment has an assessment format to be then recapitulated on

the student score recapitulation sheet; the final value of students calculated with a predetermined formula.

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