

Assessment of Learning Development to Improve Student's Appreciative and Critical Thinking Abilities in Drama Appreciation Course

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ABSTRACT

Critical ability is one of the main abilities needed in the industrial revolution 4.0 and society 5.0. Based on these explanations, this study aims to develop assessment as learning in drama appreciation learning and test the effectiveness of these assessments in improving students' appreciative critical abilities. The product developed is a teacher's handbook in implementing assessment as learning in drama appreciation learning. There are three parts in this product developed and validated by experts which contain activities to improve students' appreciative critical abilities. The first part is the display aspect of the book which gets a score of 70%. For the second part, the content aspect of the book gets a score of 73.3%, and the third, the language aspect gets a score of 70%. There are two aspects that are rated by students, namely the impression and message aspects regarding assessment as learning in increasing students' appreciative critical abilities and the practicality of assessment as learning in increasing students' appreciative critical abilities. For the first aspect, it gets score of 80.4% and the second aspect gets an average score of 82%. Overall, the score obtained explains that assessment as learning can be implemented in drama appreciation learning to improve students' appreciative critical abilities.

Keywords: *Assessment as Learning, Appreciative-Critical, Drama appreciatio, The Industrial revolution 4.0.*

1. INTRODUCTION

Quoting research results from the World Economic Forum, there are 10 main abilities that are most needed in the current era. Some of these abilities, namely critical abilities. Critical ability is a thinking activity to analyze ideas or ideas in a more specific direction, sharply differentiate ideas, identify, study, and develop ideas in a more perfect direction [1]. In the world of literature, appreciative ability is an activity in the form of reviewing, considering, and evaluating literary works [2]. Appreciation is a characteristic of appreciation which in KBBI means appraisal / appreciation for something. The two abilities are related to each other in appreciation activities. Someone who will give an assessment must be based on appropriate and reasoned arguments and these arguments are obtained from critical abilities.

Education is one of place that can shape the desired human resources according to the times. Educational institutions, especially teachers, must prepare a learning

model that can direct students to become suitable human resources. Therefore, in teaching an appropriate and effective program is needed, so that it can accelerate the transformation of education in the era of society 5.0 [3]. Drama Appreciation is one of the lessons that can improve students' critical and appreciative abilities. This is because appreciating is assessing and appreciating [4]. Students who appreciate the Darama script are indirectly critical. To improve students' critical and appreciative abilities, learning must be managed so that these two abilities can be improved.

Assessment as learning can be used to improve students' critical and appreciative abilities in drama appreciation learning, because the assessment is an assessment process carried out by students during learning. Students are the link, students as active, engaged, and critical assessors who can understand information and connect to previous knowledge [5].

The application of assessment as learning in learning must be conceptualized in such a way so that students can easily apply it. Sudiyanto, et al developed a model

of internet as learning based on three references to effective assessment models from the opinions of Lehy (2015), Haritage (2010), and McMillan and Hearn (2008). From the results of these developments, Sudianto et al directed the assessment as learning into an assessment which included five components, namely (1) objectives covering learning objectives, indicators and success criteria; (2) structured learning assignments; (3) self-assessment; (4) peer assessment; and (5) feedback for learning improvement. The five components are used as steps for implementing the assessment as learning model [6]. To understand more deeply about the steps of the assessment model as learning, consider Figure 1.

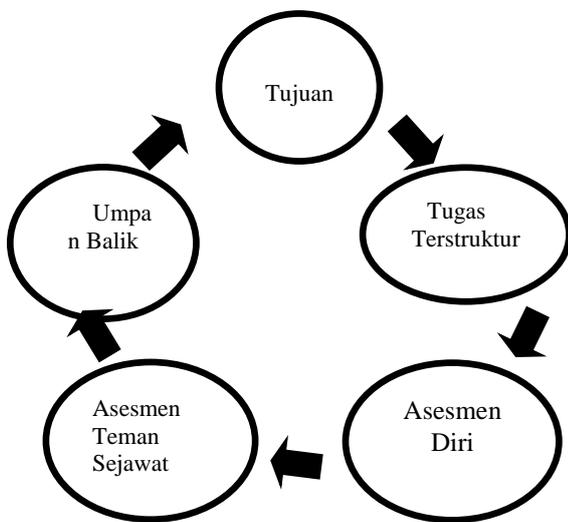


Figure 1. Model Assesment as Learning

To apply the assessment as learning model, teacher is in charge of helping students. These tasks, include (1) helping students understand the learning objectives, (2) doing structured assignments, (3) conducting self-assessments, (4) conducting peer assessments, and (5) finding feedback for learning improvement. These five are points are packaged in assessment as learning.

There are two types of assessment used to improve students' critical and appreciative abilities, namely self-assessment and peer assessment. Both types of assessment were chosen because they are in accordance with the characteristics of assessment as learning.

1.1 Self Assessment

Self-assessment is a process that describes how students obtain information and reflect on their own learning [7]. This assessment is one of the assessment techniques carried out by students to find out certain weaknesses and abilities in themselves. This self-assessment is also used to determine students' personal progress in knowledge, skills, learning processes, and attitudes. This assessment will guide students towards a

better awareness and understanding of themselves as learners.

Self-assessment have several techniques that can be used in learning Drama Appreciation subject , namely (1) self-reflection journals, (2) editor's checklists, and (3) study journals. The following is an explanation of the three techniques.

1.1.1 Self-Reflection Journal

Self-reflection journal is an assessment technique used by students in conveying their learning experiences in achieving learning indicators. Journal of self-reflection leads to experience [8]. In this case what is meant is experience in the form of steps or strategies carried out as well as experiences of difficulties faced by students during learning in achieving indicators.

1.1.2 Editor's Checklist

Editor's checklist is an assessment technique used by students in classifying themselves into the category of students who are successful or not successful in learning. This editor's checklist contains questions for yourself regarding the achievement of indicators with sentences that use the word 'I'. By knowing the classifications of students who are categorized as successful in doing the task, they provide constructive comments to students who have not been successful in doing the assignment. In this technique there are three adjectives that describe students' understanding, namely (1) clear which means I understand as a whole, (2) buggy (blur / foggy), which means I understand most of the material, but some things are still unclear, and (3) muddy (dusty / dark, which means I don't understand at all.

1.1.3 Learning Journals

Learning journals are an assessment technique used by students in delivering overall learning experiences that are centered on aspects of the subject matter being studied and have personal and relevant values. notes in a learning journal can be in the form of personal observations, feelings, attitudes, perceptions, impressions, and opinions in response to readings, events, and experiences [9].

Self-assessment has several student-focused objectives. These objectives are (1) can be used to help students to be more responsible and feel they have their own learning, (2) provide insights and information that encourage students to make decisions about their learning and help students set their own learning goals, (3) focus on the process and learning products, (4) helping students to critique their own work, and (5) helping students appreciate the characteristics or criteria of high-quality student work [10].

Apart from having goals, self-assessment also has several characteristics that can be used as determinants of use in learning. These characteristics are (1) there is an increase in metacognition abilities (the ability to reflect critically on one's own reasoning), (2) it can be in the form of introspective observation, and assessment or test results, (3) including attitude surveys, interest inventories, and personal journals. , and (4) concerns questions such as how do I learn well? how am i growing and where do I need improvement? [10].

1.2 Peer Assessment

Peer assessment is an assessment technique that involves peers to assess each other's work. Peer assessment as an alternative assessment gives students freedom in expressing opinions [11]. Peer assessments can be used in formative assessments to get feedback as well as summative assessments for grade promotion.

The peer assessment developed in this study is not in the form of numbers, but rather information that can be used by individuals to find out and improve their abilities in certain subject matter. In the use of peer assessments, students can receive more and more feedback quickly than teachers who provide comments [11]. This is due to the limitations of teachers in providing sufficient feedback, so that feedback from friends can be a central part of the learning process.

Peer assessment has several techniques that can be used in drama appreciation learning, namely two stars and a wish and warm and cold feedback. The following is an explanation of the two techniques.

1.2.1 Two Stars and a Wish

Stars and a wish is a structured assessment format conducted by students to assess the results of their friends' work by giving two stars for indicators that appear and one sign of hope for indicators that have not appeared [12]. In giving an assessment in the form of a star, students are not allowed to just give praise, but students must praise it accompanied by mentioning the form of praise.

1.2.2 Warm and Cool Feedback

Warm and cool feedback is an assessment technique carried out by two students and each student shares warm and cool feedback on the results of their work. Students who comment on the positive aspects of their friend's work mean that the student provides warm feedback and when students identify things that need improvement this is called cool feedback. To raise the temperature from cold to warm (raise the temperature) students can provide suggestions or strategies for making improvements to their friends. Warm feedback can include comments that the assessment presented appears to meet the intended purpose, while cool feedback can include possible breakdowns, gaps, or problems. often participants offer ideas or suggestions to strengthen the assessment [13].

There are several general steps in managing peer assessment as a consideration in its use in learning. These steps are (1) providing student motivation, (2) developing criteria and training, (3) implementing in learning, (4) communicating the results of the assessment, and (5) utilizing the results of the assessment.

Based on the explanation of assessment as learning, types and techniques of assessment as learning, drama appreciation learning, and the importance of students' appreciative critical abilities, the purpose of this development research is to produce a product in the form of a guidebook for teachers in implementing assessment as learning in drama appreciation learning to improve abilities critically appreciative students. In addition, the purpose of this study is to test the effectiveness of these products.

2. METHOD

2.1 Research Design

The design of this study uses the ADDIE model development, with five steps, namely analysis, design, development, implementation, and evaluation [14]. The five steps can be seen in Figure 2 below.

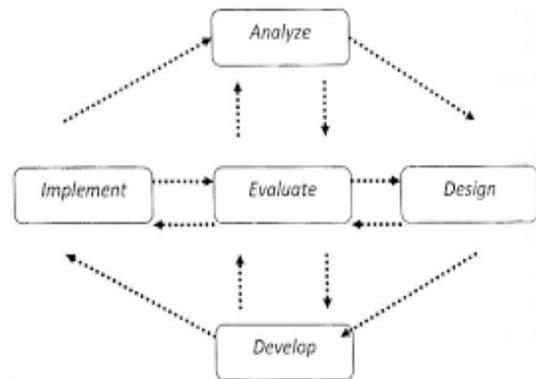


Figure 2. ADDIE Development Model

2.2 Development Procedure

2.2.1 Analysis Phase

At this stage, preliminary research is carried out related to the dominant assessment conducted by the teacher, conducting classroom observations to see whether assessment as learning is applied in learning, how it is applied, assessing various assessments used in schools through interview techniques.

2.2.2 Design Stage

This stage is done is to design a product that is tailored to the product user (student), learning objectives, and the characteristics of the instrument to be developed. In addition, what must be done at this

stage is to make the steps for implementing assessment as learning in learning Drama Appreciation subject.

2.2.3 Development Stage

At the development stage, the development of assessment as learning was focused on (1) preparation of test grids, (2) writing test items, (3) writing instructions and examples of test work, (4) writing answer keys, or scoring signs, (5) determination of the test validation method, determining the method of reliability, readability, practicality, and test implementation.

2.2.4 Implementation Stage

At the implementation stage, the validity test, reliability test, legibility test, practicality test, and feasibility test were carried out.

2.2.5 Evaluation Phase

At the evaluation stage, an analysis of the results of the implementation and improvement of the assessment instrument is carried out based on the results of the analysis. After being corrected, the product was validated and tried again until the self and peer assessment developed are truly effective in improving the ability to think critically-appreciative.

2.3 Data and Data Sources

The research data consists of two categories, namely quantitative data and qualitative data. Quantitative data in the form of test validity scores from the expert team, reliability test scores, and test test scores from students. Qualitative data in the form of responses, suggestions, and criticism of the validity of the content and constructs of the instruments from the expert team. The research data sources were two experts for the validity test of the assessment, one practitioner for the reliability test, and 10 junior high school students in grade VIII for the test of readability, practicality, and instrument implementation.

2.4 Research Instruments and Data Analysis

The instruments used in this development research were interview guidelines and questionnaire guidelines. First, the interview guide is used during preliminary observations to interview practitioners (teachers). The interview guidelines were conducted openly which only contained an outline of the interview topic. Second, the questionnaire guidelines are used to assess the results of products carried out by experts, practitioners, and respondents (students).

2.5 Analysis Techniques

There are two data techniques used, namely qualitative descriptive analysis techniques and quantitative descriptive data analysis techniques. Qualitative descriptive analysis technique is used to describe the data from the results of product trials in the form of suggestions and comments from experts, practitioners, and respondents (students). The way it works is by selecting suggestions and comments from experts and respondents who are related to product improvement, if there are similar suggestions and comments from respondents, one of them is taken. Quantitative data analysis is done by collecting and analyzing numerical data from questionnaires. The numerical data is then processed in the form of a percentage using the scalalickert. How it works respondents are asked to fill in statements on an interval scale in the form of verbal in a certain number of categories [15]. To convert the data obtained into a percentage using the percentage formula.

The quantitative result data is then described using product eligibility criteria to interpret the feasibility of the resulting product by converting the five-scale achievement level.

Table 1. Eligibility criteria table

Scale	Achievement Level	Qualification	Follow-up
5	86-100	Very worthy	Implementation
4	71-85	Worthy	Implementation
3	56-70	Pretty decent	Implementation
2	41-55	Not feasible	Needs revision
1	≤ 40	Very unworthy	Needs revision

3. RESULT AND DISCUSSION

3.1 Developed Product Design

The design developed has specifications that are tailored to the user object and the basic competencies used. To understand the design developed in this study, consider table2 below.

Table 2.Product design developed

Part Name	Contents
Part I Introduction	<ol style="list-style-type: none"> 1. Purpose 2. Scope
Part II Introduction	<ol style="list-style-type: none"> 1. Definition of Drama Appreciation Learning. 2. Definition of Assessment as Learning. 3. The Use of Assessment as Learning in Learning Drama Appreciation.
Part III Types of Assessment as Learning in Drama Appreciation Learning	<ol style="list-style-type: none"> 1. Selfassessment <ol style="list-style-type: none"> 1.1 Jurnal Reflection 1.2 editor's checklist 1.3 Study Journal 2. Peer Assessment <ol style="list-style-type: none"> 2.1 Two Stars and a Wish 2.2 Warm and Cool Feedback
Part IV Examples of Assessment as Learning in Drama Appreciation Learning	<ol style="list-style-type: none"> 1. Example of a Self-Reflection Journal 2. Sample Checklist Editor 3. Journal of Learning (Learning Journal) 4. Two Stars and a Wish 5. Example of Warm and Cool Feedback
Part V Implementation of Assessment as Learning in Drama Appreciation Learning	Explanation of the implementation of assessment as learning in drama appreciation learning, which contains assessment and appreciation activities based on formulated learning indicators
Part VI Closing	<ol style="list-style-type: none"> 1. Conclusion 2. Suggestion

3.2 Trial Data and Result

The presentation of data is in the form of data from the validation results of the assessment experts and drama learning experts, as well as field tests. The data from the test results are in the form of numerical and verbal data. Numerical data is calculated from the score obtained through a questionnaire, while the verbal data is in the form of criticism and suggestions obtained from the product feasibility test. There are three aspects that are assessed at the validation stage of the assessment expert, literary expert (drama), and drama learning expert, namely (1) from the aspect of book appearance, (2) from the aspect of material / book content, and (3) from the aspect of language, whereas At the field test stage, there were two things being assessed, namely the students' impression regarding the use of assessment as learning in learning drama

appreciation and practicality and the ease of assessment as learning techniques used in drama appreciation learning. Each of which is assessed has a description which will be explained in the table below.

3.2.1 *Acquiring Data Through Assessment Experts and Drama Learning Experts*

3.2.1.1 *Aspects of Book Display*

There are three eligibility criteria that are assessed in this aspect, namely (1) the suitability of the image on the cover with the book title, (2) the suitability of the color with the user object, and (3) the suitability of the symbols used in the book. The results of the due diligence are presented in table 3.

Table 3. Feasibility test results from display aspects

Test Subject	Persent age	Qualific ation	Follow-up
Assessm ent Expert	60%	Pretty decent	Implementation
Drama learning expert	80%	Worthy	Implementation
Mean	70%	Pretty decent	Implementation

3.2.1.2 Aspects of Book Content

There are nine eligibility criteria that are assessed in this aspect, namely (1) the scope of the assessment theory, (2) the suitability of the drama script with the user, (3) the coverage of drama appreciation theory, (4) the suitability of indicators with basic competencies, (5) clarity of examples of each. - each assessment, (6) the scope of examples included in each assessment technique, (7) clarity of the steps for applying self and peer assessment in drama appreciation learning, (8) the activities described in the application steps contain critical thinking activities , and (9) the activities described in the implementation steps contain appreciative activities. The results of the due diligence are presented in table 4 below.

Table 4.The results of the feasibility test for the aspects of book contents

Test Subject	Persent age	Qualific ation	Follow-up
Assessment Expert	62,23%	Pretty decent	Implementation
Drama learning expert	84,4%	Worthy	Implementation
Mean	73,3%	Worthy	Implementation

3.2.1.3 Language Aspects

There are three eligibility criteria assessed in this aspect, namely (1) the suitability of the language with the target user, (2) the language used is effective and does not cause double meanings, and (3) the suitability of the use of words and punctuation in PUEBI. There are three eligibility criteria assessed in this aspect,

namely (1) the suitability of the language with the target user, (2) the language used is effective and does not cause double meanings, and (3) the suitability of the use of words and punctuation in PUEBI. The results of the due diligence will be explained in the table below.

Table 5. Test results from the language aspect

Test Subject	Persenta ge	Qualific ation	Follow-up
Assessme nt Expert	60%	Pretty decent	Implementation
Drama learning expert	80%	Worthy	Implementation
Mean	70%	Worthy	Implementation

Table 6. Product improvement suggestions

Test Subject	Product Improvement Suggestions
Assessment Expert	<ul style="list-style-type: none"> • The AaL construct needs to be reviewed, so that it includes both the process and the results. • The giving of examples is too specific, so it cannot be used for assessment of other texts with the same style
Drama learning expert	Improve product quality in terms of appearance (images and margins).

3.3 Field Trial Results (Students)

3.3.1 Aspects of Student Impression on Assessment as Learning in Drama Appreciation Learning

There are five eligibility criteria that are assessed at this stage, namely (1) assessment as learning motivates students to participate in drama appreciation learning, (2) easiness for students to appreciate drama by using assessment as learning, (3) assessment as learning increases students' critical abilities in appreciating. drama, (4) assessment as learning increases students' self-confidence when speaking in public, and (5) assessment as learning helps students

reveal difficulties experienced during learning. The results of the due diligence will be described in table 7 below.

Table 7. Feasibility test results in the form of student impressions on assessment as learning in drama appreciation learning.

Test Subject	Percentage	Qualification	Follow-up
Students	82%	Worthy	Implementation
Mean	82%	Worthy	Implementation

3.3.2 Practical Aspects and Ease of Assessment as Learning in Drama Appreciation Learning

There are five eligibility criteria that are assessed at this stage, namely (1) practicality and ease of self-reflection journal techniques (in the form of steps) in learning drama appreciation, (2) practicality and ease of self-reflection journal techniques (statements of difficulty) in learning drama appreciation, (3) the practicality and ease of the editor's checklist technique in learning drama appreciation, (4) the practicality and ease of the two stars and a wish technique in learning drama appreciation, and (5) the practicality and ease of warm and cold feedback techniques (warm and cool feed back) in drama appreciation lessons. The results of the due diligence will be explained in table 8 below.

Table 8. Results of practicality test and the ease of assessment as learning in drama appreciation learning

Test subject	Percentage	Follow-up
Students	80,4%	Implementmation
Mean	80,5%	Implementation

Table 9. Explanation of product improvement suggestion

Test Subject	Product Improvement Suggestions
Students	<ul style="list-style-type: none"> • Change the language according to the students. • The preparation of self-assessment techniques needs to be simplified for beginners. • Provide a self-assessment step related to identifying the intrinsic element in the

<p>drama.</p> <ul style="list-style-type: none"> • Self-reflection journal techniques need to be simplified. • Simplify the steps for implementing self and peer assessment in drama appreciation lessons.
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Based on the average score obtained and referring to the eligibility criteria table, the product developed in the research is feasible to be implemented in drama appreciation learning to improve students' appreciative critical abilities.

4. CONCLUSION

There are two assessments used in drama appreciation learning to improve students' critical and appreciative abilities, namely self-assessment and peer assessment. Each of these assessments has a technique. For self-assessment, there are three techniques used in this book, namely self-reflection journals, editor's checklists, and study journals. For peer assessment, there are two techniques used in this book, namely two stars and a wish (two stars and a wish) and warm and cool feedback.

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