

The Use of Rubrics for Peer-Assessment with the PBL Method in Folklore Courses

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ABSTRACT

Assessing the achievement of a course needs to use clear indicators, which are valid for the assessment itself and for the students being assessed. The rubric is a good indicator to use, which is also an indicator for students in doing assessments. Rubrics and peer assessments are used as indicators to assess course achievement. Each student knows the assignment assessment points from the rubric, and their colleagues use the rubric to assess the performance of each group. The results of the application of this method show that students can explain the material to the audience. However, online teaching methods have not strengthened students' abilities to work together in teams.

Keywords: *Online Teaching, Team Work, and Outcome Based Learning (OBE)*

1. INTRODUCTION

The folklore or minzokugaku course is an elective course at the Japanese Department, Faculty Humanities, Universitas Andalas. This course is offered in semester five. It has a weight of two credits. The folklore course contains cultural knowledge, especially Japanese culture, as support for Japanese Department graduates. The folklore course as an elective course is recommended by both students who will later choose Japanese literature and linguistics specialization. This course discusses the definition of folklore and forms of folklore, which include oral folklore, partially oral folklore, and non-verbal folklore. The learning objectives of the folklore course are for students to be able to explain Japanese folklore and analyze folklore in general and Japanese folklore, in particular those found in the realm of the Japanese language, literature, and culture, to then be applied to research such as a thesis or when communicating in Japanese, which requires the context of Japanese folklore. By knowing how folklore is in general, then Japanese folklore in particular, it is hoped that students can develop themselves in understanding the relationship between Indonesia and Japan so that they become a bridge connecting two different cultures in cooperating with the Japanese in various fields.

The achievements of this course are that students can explain the definition of folklore in general, can identify examples and types of folklore, can apply the theories and methods used in Japanese folklore, can analyze and relate

folklore to the realm of the Japanese language, literature, and culture, and can evaluate papers. Furthermore, group PowerPoint slides through peer assessment, writing down ideas, and making PowerPoint slide papers and posters.

The expected graduate competencies based on CPL or Study Program Graduate Learning Outcomes are that students can communicate in Japanese orally. In writing, students can introduce the Japanese language and culture, implement the use of methods, theories, and research concepts related to Japanese science, and work together in teams either as members or leaders. The course achievements and learning outcomes as outlined in this proposal are the latest achievements in 2021 based on the OBE, which has never been done before.

The folklore course is taught using the PBL or Project-Based Learning method. The application of the PBL method in folklore courses is considered appropriate in carrying out lectures because the learning achievements of this course have been fulfilled. Regarding the success of using the PBL learning method, many researchers have done it and have shown significant results. Learners or students become easier to explain, discuss, and implement the material provided [4], [6].

The implementation of the PBL method is that after being given the initial material, the basic concepts of folklore, students are divided into groups, and each group gets a topic to discuss at the meeting every week. Each group presented their topic twice, before Mid Exam and after Mid Exam. The first presentation is in the form of introductory material, and the second presentation is the

result of group analysis of the given theme. In addition to group assignments, students also work on individual assignments, namely making reports on reading articles related to Japanese folklore.

The previous year's assessment in the folklore course was carried out based on the portfolio submitted by each group in the form of papers according to the theme, voiced PowerPoint, and minutes of discussion results. Assessment based on the results of this group work is a group value and an individual value. Meanwhile, the individual assessment consisted of reading report scores from the three articles determined and cognitive scores such as activeness and class attendance. The student's ability to explain the material is assessed from the responses given during the discussion. The weakness of the assessment strategy carried out the previous year was that there were no clear indicators of the expected achievements of students so that if all the assignments given were appropriate, complete, and submitted on time, the student would be given a maximum score.

For the overall assessment, students get an average grade of A. The assessment is focused on preparing presentation materials, the course of the presentation, and the conclusions obtained. Some students get grades below A because they do not complete the article reading report assignments or meet the attendance requirements.

From the interviews with several students who take folklore courses, it is known that not all students actively work in groups. Only a few students felt responsible for doing the task from start to finish. It can be concluded that students have not been able to share roles in doing group assignments. In addition, in the implementation of folklore courses for the past two years, there has not been an adequate assessment system, primarily because students work in groups, which cannot be monitored by lecturers all the time. Then in portfolio assessment in the form of papers, PowerPoint slides, or minutes, students are also not involved, so that students cannot make a portfolio that is as expected because they are not informed about what points are being assessed.

From this problem, it can be seen that learning achievement is not optimal. The first is from group assignments that are not divided into the roles of each member, and the second is from the assessment points that students do not know. Based on this, the issue in this research is how to assess objectively, measurably, and directed so that students have competencies following course achievements after attending folklore courses? The purpose and benefit of the research are that every student can explain, apply and analyze folklore and relate it to linguistics, literature, and culture. Lecturers can give final grades to students based on objective, measurable and focused assessments, including group and individual assessments.

2. METHODS

Assessment of learning achievement is very important for students who want to know the assessment of the learning process for one semester and for lecturers to find out whether the teaching methods and assessments that have been carried out are appropriate or need improvement. As previously mentioned, there is no objective, measurable and directed assessment system in the folklore course, so this study will use the same learning method as before, namely PBL, and add an assessment system using rubrics. This rubric is not only used by lecturers to assess. It also prepared a rubric that students will use to assess their peers using the peer-assessment method.

PBL or project-based learning is a learning method that actively involves students learning by carrying out assignments or projects determined by the lecturer. This PBL method is advantageous in building the hard skills of students, such as connecting previous knowledge with the knowledge being studied, solving problems, and exploring other abilities. While soft skills can be improved, students can directly see how an expert works, carry out social interactions through discussions, debate or share knowledge, and collaborate in groups [4], [6].

This PBL method will be maximized when using an objective, measurable and directed assessment. The tool that can be used for assessment is an assessment rubric. It contains the points that will be assessed and the expected achievements of each of these points. The assessment system using this rubric has been carried out by many teachers, both teachers, and lecturers, almost worldwide. From the results of this application, it is known that students are more motivated in learning because they know the assessment points and learning outcomes meet the targets [8]. This rubric can also improve students' thinking processes to be even better in accepting learning and applying it. This can happen because the rubric is an assessment tool and an assignment or project instruction given to students. Students can refer to the rubric to achieve the desired target value [1].

Assessment using a rubric will be more effective if students assess their peers through peer-assessment assessments. This peer rating was suggested by Gülbahar, Y. & Tinmaz, H [4] and Hou, H., Chang, K., & Sung, Y. [5]. According to these researchers, students like the assessment system using peer assessment because students can see how other groups work and can at the same time assess the results of their work. Students can also give each other input and suggestions on projects carried out by their peers. In addition, students can also directly get feedback from lecturers based on the assessments made, and students very much need this feedback for future improvements.

Through the various views of classroom action researchers using various teaching methods, namely PBL, an assessment rubric, and peer-assessment, it is assessed

that the application of these three methods simultaneously in teaching folklore courses is considered to answer the issue of this article.

2.1. Study Design

This research is designed for folklore or minzokugaku courses which consist of 2 credits. Lectures are held once a week for 16 meetings with details of 14 lectures, including the implementation of assignments and peer assessments and two exams, namely UTS and UAS. The research subjects were students majoring in Japanese literature in the 5th semester who took folklore or minzokugaku courses. This course is an elective course, so the number of students taking this course varies each year. This year, 65 students took folklore courses.

The data collected from this research is the result of peer assessment collected through a google form. Each group of assessors will fill out an assessment form based on the assessment rubric that has been given. In addition to data in the form of numbers, student responses to the learning process were also collected. Data in the form of numbers will be analyzed to see student achievement. Achievements will be divided into three categories outlined in the rubric: sound, moderate, and poor. The detailed assessment rubric has been stated in the latest syllabus, which will be used to teach for the 2021/2022 academic year.

The procedure or research flow is carried out along with the teaching and learning process every week. At the first and ninth meetings, the lecturer gave a general explanation of the course of the lecture and gave lectures to students to get an overview of the courses and material being studied. At the 8th and 16th meetings, students took summative tests and filled out responses to lectures. While in other lectures, students report group assignments, discuss and complete portfolios. Moreover, at the end of each discussion, students in groups will assess other groups using the rubric provided by the lecturer.

2.2. Data Collection Instruments

The instruments used to collect research data are the assessment rubric and google form. In the assessment rubric, there is a description of the achievements and scores for each achievement. There are fields for peer assessment scores and student responses to group discussion activities, group presentations, and peer assessment of all group members on the google form.

The data to be collected consists of numbers, member names, and student responses to lectures. The explanation of each data is as follows; 1. The numbers collected in the form will be recapitulated into peer assessment scores. This number is then combined with the assessment from the lecturer so that it becomes the group score. 2. The order of member names will be used as individual active values based on the order of the earliest mentioned. The

member's name, who is often mentioned at the beginning to the middle, will get a good score (80), while the student whose name is more in the final sequence will get a lower score (70). The combined group value and individual activity value will be the individual value submitted in the score portal.

Student responses to ongoing lectures are used as a reference to assess the success of teaching methods to be used as a reference for determining teaching methods and assessments in the following semester.

2.3. Assessment Strategy

The change that was made for the assessment of folklore courses this year is to make clear indicators for each item that can show the achievements of the lectures. For assessment points, it still refers to the portfolio made by each group because this portfolio is the result of a project carried out by students in their study using the PBL method. The portfolio consists of papers, PowerPoint slides, and minutes. The assessment indicators will be stated in an assessment rubric containing the level of achievement and value for each achievement. The assessment rubric is used to assess group performance, while for individual assessments, a different strategy will be used without giving additional tasks as in the previous year's assessment strategy. The strategy used to assess is to use a questionnaire containing an assessment of the division of roles in the group and the activity of group members, which all members in the group assess.

Lecturers and students carry out assimilation for portfolios using rubrics through peer assessment, an assessment of the presenting group by the audience group. The assessment rubric, whether conducted by lecturers or students, is written in the syllabus to be accessed and studied by every student who takes folklore courses. Through this rubric, students can prepare themselves to get maximum grades.

3. RESULTS AND DISCUSSION

The folklore course has only been held for eight meetings and will be continued until the end of 2021 for eight more meetings. The results of this study refer to the implementation of part of the lecture. Even though the lectures have only been held for eight meetings, data related to lecture activities can already be taken by looking at the papers and PowerPoint slides made by the group presenting the presentation. In 8 meetings, data on peer assessment and lecturer assessments were obtained for eight students groups. It can be done because, in the assessment method, each group uses the same assessment rubric.

The following is the peer assessment rubric:

Table 1. Peer Assessment Rubric

Aspect	Criteria and Score		
	3	2	1
Presentation	Delivered well and clearly with a duration of 5-10 minutes	Delivered well but not clear with a duration of 5-10 minutes	Delivered poorly and not clear with a duration of fewer than 5 minutes or more than 10 minutes.
Paper	Written in a defined format, and each point is described in detail and clearly.	Written in a defined format, and each point is described with minor detail and less clarity.	Written in a defined format, and each point described is not detailed and unclear.
PPT slides	Displayed in a defined format, and each point is described in detail and clearly.	Displayed in a defined format, and each point is described in minor detail and less clear.	Displayed in a defined format, and each point described is not detailed and unclear.

This rubric consists of 3 assessment aspects, namely group presentations, papers, and PowerPoint slides. Each student assesses each group that appears to present the theme that the lecturer has determined. Students provide an assessment by filling out the google form provided by the lecturer, which contains the three assessment aspects above.

The following are the results of the peer assessment:

Table 2. Peer Assessment Results

Aspect	Criteria and Score		
	3	2	1
Presentation	63.7%	24.5%	11.8%
Paper	90.2%	8.8%	1%
PPT Slides	67.6%	26.5%	5.9%

Based on the recapitulation of the assessment results

from the google form, it can be seen that 63.7% of students presented the results of their group work well and were easily understood by the audience. Based on this data, more than half of the students who took folklore courses could explain the material about folklore. Meanwhile, 24.5% of students could not explain but were not yet understood by the audience, and 11.8% could not explain the material.

From this data, it can be seen that students who take folklore courses need to get direction and guidance to explain the given theme and continue to practice so that they have competencies and achievements as expected. Regarding the papers written by the group, 90.2% of students could write as instructed by the lecturer. In this section, the expected achievement has been achieved very well. While in the PowerPoint slides, students have not been able to display slides that are easy to understand and contain essential points for the audience to know. Lecturers need to direct students to create and display PowerPoint slides that are effective and efficient and can be understood by the audience.

Regarding applying this peer assessment, previous research has shown that students are more active in reading the material and trying to understand and explain it [3]. The student activity and understanding can also be seen in the folklore course that applies peer assessment. It is known that students can explain the material in the form of papers and presentations.

The following are the results of the lecturer assessment:

Table 3. Lecturer Assessment Results

Aspect	Criteria and Score		
	3	2	1
Group Preparation	15%	55%	30%
Paper	100%	-	-

Lecturers use the lecturer's assessment rubric to assess the readiness of students to present the results of group work and evaluate written papers. To assess student readiness, the lecturer sends a google form asking for the assignments and roles of group members to prepare a portfolio. For papers, the lecturer assesses the format of the papers written by each group.

The data above results from the lecturer's assessment of the project carried out by students, namely preparing discussion materials according to the predetermined theme. To prepare papers, all groups made papers according to the rules set and succeeded in making papers as expected. This data shows that students already understand the material discussed and have no difficulty doing their assignments. However, many groups are not good at dividing roles in project work, and not all group members participate actively. From the data, it can be seen that only 15% of students stated that they could work together with group members. 55% of students are not

very active, and 30% of students are not at all active in group activities. The less active role of students in each group's project may be caused by online courses so that each group member finds it difficult to coordinate. In addition, the student character has not been formed, so they do not understand the importance of teamwork in producing a good project.

4. CONCLUSION

With the rubric, students understand the assessment points to prepare projects according to the rubric. The use of rubrics enable lecturers to measure course achievement easily. The achievement of folklore courses is as expected. However, building soft skills, such as cooperation in groups, has not been well established.

For theoretical subjects, it will be easier for students to learn through projects such as group assignments. In addition to enhancing students' ability to explain material in public, they can also train soft skills such as cooperating in teams. For group work to be more focused and structured, it is recommended for lecturers to provide an assessment rubric in the form of a peer assessment. Student character needs to be built and shaped through collaborative activities in groups or teams.

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