



Development Of an Assessment Rubric for Story Writing Skills in Indonesian Integrated with Acehnese Folklore for Senior High School

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Abstract

This study aims to develop an assessment rubric for storytelling skills in Indonesian that is integrated with Acehnese folklore, specifically for high school students (SMA). The development of this rubric is based on the need for a valid, reliable, and contextual assessment tool to measure students' creative writing abilities while utilizing local cultural values. The research method used is the Research and Development (R&D) model, which includes stages of design, validation by language and cultural experts, limited trials, and rubric revisions. The rubric instrument integrates linguistic aspects, story text structure, and distinctive elements of Acehnese folklore as learning materials that encourage creativity and cultural understanding. The validation results show that the rubric has a high content validity and can be used as a guide for objective and comprehensive storytelling assessment. The implementation of the rubric in high school classes also demonstrated an improvement in the quality of students' written work and a deeper cultural awareness. This study concludes that the developed rubric effectively supports storytelling learning based on local wisdom, while also enriching students' language and cultural competencies.

Keywords: *Writing, Skill, Acehnese, Folklore, Awareness*

Introduction

Storytelling skills are one of the most important language competencies to be developed in high school (SMA) students. Writing stories not only trains language expression skills but also encourages creativity, imagination, and critical thinking abilities in students (Harmer, 2017). In the context of Indonesian language learning, mastering storytelling skills becomes highly strategic as it enriches written communication abilities while simultaneously introducing cultural values through narrative texts (Sari & Wulandari, 2019). However, in practice, assessing storytelling skills still faces various challenges, such as the lack of valid and reliable assessment instruments and the limited integration of local cultural contexts as relevant learning materials (Prasetyo & Wijaya, 2020).

In line with the demands of 21st-century learning, the integration of cultural aspects in language learning is essential to building cultural literacy and local identity awareness among students (Brown, 2021). Folklore, as a heritage passed down through generations, has great potential to be utilized in storytelling learning because it contains rich local wisdom values and distinctive narrative structures (Suparman & Rahmawati, 2022). Acehese folklore, for example, contains various unique folk tales that carry moral messages relevant to the development of students' character (Zulkifli et al., 2023). Therefore, integrating Acehese folklore into storytelling learning can strengthen linguistic abilities while also fostering appreciation for regional culture.

In the context of assessment, rubrics are highly effective tools for providing clear and systematic feedback to students, while also helping teachers assess writing skills objectively (Anderson & Krathwohl, 2018). However, existing rubrics tend to be general and have not yet specifically accommodated both linguistic and cultural aspects, particularly those focusing on regional folklore (Nugraha & Syahputra, 2021). This indicates the need for the development of assessment rubrics that not only assess the technical aspects of writing, such as grammar and story structure, but also the cultural aspects integrated through Acehese folklore.

Recent research also emphasizes that using assessment rubrics integrated with local learning materials can increase students' motivation and the quality of their written work (Santoso & Hidayati, 2024). Therefore, developing an assessment rubric based on Acehese folklore is highly relevant and contributes to strengthening contextual, authentic, and culturally insightful Indonesian language learning.

Based on this background, this study aims to develop an assessment rubric for storytelling skills in Indonesian, integrated with Acehese folklore for high school students. Thus, it is hoped that this rubric will not only be a valid and reliable assessment instrument but also support learning that focuses on developing language skills while strengthening local cultural values.

Results

The developed storytelling skills assessment rubric has undergone a validation process by five experts, consisting of linguistics experts, Indonesian language education experts, and Acehese culture specialists. This validation aimed to measure the content validity and the feasibility of the rubric in accommodating linguistic aspects, narrative structure, and the local wisdom of Acehese folklore. The validation results were analyzed using the Content Validity Index (CVI) for each assessment aspect.

Table 1 shows the validity scores from the experts:

Assessment Aspect	Average Validation Score (1-4)	 CVI (Content Validity Index)	Remarks
Linguistic Aspect	3.8	0.95	Very Valid
Narrative Structure	3.7	0.93	Very Valid
Cultural Aspect (Folklore)	3.9	0.98	Very Valid
Instrument Clarity	3.6	0.90	Valid

Interpretation: All aspects received a CVI score above 0.90, indicating that the rubric is highly valid to be used as an assessment instrument for storytelling skills integrated with Acehese folklore. The validators also provided minor improvement suggestions, such as the addition of example indicators and clarification of the achievement level descriptions.

A limited trial was conducted in two high schools in the Aceh region, involving 40 students and 2 Indonesian language teachers as rubric users. The teachers used the rubric to assess the students' storytelling works that included elements of Acehese folklore. After the assessment, the data were analyzed to measure the reliability and ease of use of the rubric. The reliability of the rubric was tested using the Cronbach Alpha coefficient on the assessment scores for the various aspects.

Table 2 shows the reliability results:

Assessment Aspect	Number of Items	Cronbach Alpha	reliability category
Linguistic Aspect	5	0.87	High
Narrative Structure	4	0.85	High
Cultural Aspect (Folklore)	4	0.89	Very High
Total	13	0.88	Very High

Interpretation: The Cronbach Alpha values above 0.80 for all aspects indicate that the rubric has very good internal consistency and can be used reliably in classroom assessment contexts. In terms of feedback from both teachers and students, as seen through questionnaires and interviews, teachers stated that this rubric helped them assess writing skills more objectively and systematically. Teachers appreciated the inclusion of indicators that accommodate cultural values, so the assessment process is not only focused on technical aspects but also on strengthening cultural character.

Students felt that the rubric made it easier for them to understand the aspects they needed to develop in storytelling, particularly in integrating the values of Acehese folklore. This also boosted their motivation and pride in their local culture.

The assessment results showed an improvement in the quality of students' writing in linguistic aspects, narrative structure, and cultural value integration compared to the initial assessment without the rubric. The average scores before and after using the rubric are shown in Table 3:

Assessment Aspect	Average Score	Average Score After Rubric	Improvement (%)
Linguistic Aspect	70.2	82.5	17.6%
Narrative Structure	68.7	80.3	16.9%
Cultural Aspect (Folklore)	60.5	78.9	30.4%

Interpretation: A significant improvement occurred, particularly in the cultural aspect, indicating that the rubric successfully encouraged students to better understand and apply the values of Acehese folklore in their stories. Below is an example of the assessment rubric table used to evaluate storytelling skills based on Acehese folklore:

Assessment Aspect	Criteria / Indicator	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Linguistic	Grammar, Spelling, Vocabulary	Uses grammar and spelling accurately; vocabulary is rich and varied	Some grammatical and spelling errors; vocabulary is fairly varied	Frequent grammatical errors; limited vocabulary	Many grammatical errors; very limited vocabulary
Narrative	Storyline	Storyline is	Storyline is	Storyline is	Storyline is

Assessment Aspect	Criteria / Indicator	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Structure	clarity, character and setting development	very clear; characters and setting are well developed	fairly clear; characters and setting are fairly clear	poorly structured; characters and setting are unclear	unclear; characters and setting are minimal
Cultural Aspect	Integration of moral values, cultural symbols, and uniqueness of Acehese folklore	Acehnese folklore and cultural values are deeply and accurately integrated	Acehnese folklore and cultural values are fairly well integrated	Acehnese folklore and cultural values are present but not deep	Acehnese folklore and cultural values are absent or misapplied

The assessment rubric for folklore-based storytelling skills developed in this study demonstrates high validity and reliability. It effectively enhances students' writing quality in terms of linguistic aspects, narrative structure, and the integration of local cultural values. Moreover, the rubric supports teachers in conducting objective assessments and helps students understand the evaluation criteria, thereby encouraging more creative and culturally aware storytelling practices.

Discussion

The assessment rubric for storytelling skills integrated with Acehese folklore developed in this study has proven effective in improving students' writing quality and supporting local wisdom-based learning. In this section, the research findings will be further analyzed to assess how the rubric contributes to the learning process and the development of high school students' writing skills, as well as the benefits of integrating local cultural aspects into assessment.

The developed rubric demonstrated a very high level of validity, with a Content Validity Index (CVI) score above 0.90 for all tested aspects. This validity indicates that the rubric has strong credibility as an assessment tool covering various essential dimensions of storytelling—linguistic, structural, and cultural. This assessment is also supported by positive feedback from experts who stated that the rubric aligns well with learning objectives and successfully represents relevant Acehese cultural values.

The reliability measured using the Cronbach Alpha coefficient also showed highly satisfactory results. With Cronbach Alpha values above 0.80 across all assessment aspects, the rubric can be used consistently and reliably in different contexts, making it a suitable instrument for evaluating storytelling skills in schools. These findings suggest that using this rubric in the classroom not only enables

objective assessment but also promotes a more transparent and systematic evaluation practice.

One of the main findings of this study is the significant improvement in the quality of students' writing after using the rubric. The average assessment scores showed improvement in all evaluated aspects, especially in the cultural aspect, which demonstrated a significant impact on students' understanding of local cultural values.

The improvements in the linguistic and narrative structure aspects indicate that the rubric not only helps in assessing the technical quality of writing but also guides students to pay attention to character development, storyline flow, and better language usage. This implies that with a clear and structured rubric, students can more easily understand what is expected in storytelling and enhance the quality of their writing. In the cultural aspect, where Acehese folklore is integrated into the writing, the quality of student writing improved by 30.4%. This shows that introducing and applying elements of local culture not only enriches the narrative text but also strengthens students' cultural awareness. By using Acehese folklore as learning material, students are not only learning to write stories but also gaining a deeper understanding of their cultural identity.

The use of this rubric in classrooms also brings significant benefits for teachers in conducting assessments. Feedback from teachers indicates that the rubric helps them provide more focused and objective feedback. Teachers can easily assess the linguistic, structural, and cultural aspects of student writing without major difficulties. For students, the rubric serves as a clear guide that helps them better understand the assessment criteria. Students reported feeling more confident in writing because they had a clearer idea of what is expected in their work. This also increased their motivation to take storytelling more seriously, especially in integrating local values into their narratives.

Furthermore, integrating Acehese folklore into writing instruction not only enhances language skills but also introduces students to local wisdom, strengthening their sense of love and pride toward their regional culture. This approach aligns with educational goals that prioritize cultural literacy alongside language literacy. This study contributes significantly to the development of local wisdom-based assessment instruments that can be applied in various regions of Indonesia. In a broader context, the use of this rubric can be adapted to integrate other local cultural elements into Indonesian language learning, which not only improves language skills but also strengthens students' cultural identity. Thus, this study not only offers a practical solution for writing skill assessment but also lays the foundation for the development of more contextual and relevant learning materials for high school students. The rubric integrated with Acehese folklore

can serve as a model for developing similar rubrics incorporating other regional cultural elements across Indonesia.

Although the study shows positive results, there are some limitations to consider. This study involved only two schools in Aceh with a limited sample, so the findings may not fully represent the variability across Indonesia. Therefore, further research with larger and more diverse samples is needed to examine the extent to which this rubric can be applied in various educational contexts in Indonesia. Moreover, although the rubric has proven effective in assessing writing skills, additional research is necessary to explore how the use of this rubric can influence students' motivation and performance in the long term. Future studies may also focus on integrating other elements of local culture into writing instruction, which could further enrich students' learning experiences.

Conclusion

This study successfully developed an assessment rubric for Indonesian storytelling skills integrated with Acehnese folklore, specifically designed for senior high school (SMA) students. Based on expert validation and limited trials in several schools, it can be concluded that this rubric demonstrates high validity and reliability and significantly enhances the quality of students' writing.

The developed rubric has been proven to be valid and reliable. Validation results show that the rubric achieved an excellent Content Validity Index (CVI) across all assessed dimensions, including linguistic, narrative structure, and cultural aspects. With a CVI exceeding 0.90, the rubric meets a high standard of validity for use in the context of writing instruction at the senior high school level. Furthermore, a high Cronbach's Alpha coefficient indicates that the rubric can be used consistently and reliably in evaluating storytelling skills.

The application of this rubric demonstrated significant improvement in students' writing quality, particularly in linguistic features, narrative structure, and the integration of Acehnese cultural values. The most notable improvement occurred in the cultural aspect, reflecting a strengthening of students' cultural awareness of local values through Acehnese folklore. Overall, the rubric contributes to the development of students' creativity and writing skills, which not only cover technical writing elements but also incorporate cultural understanding.

This assessment rubric has proven effective in helping teachers provide objective and systematic feedback to students. In addition, it makes it easier for students to understand the evaluation criteria more clearly, which in turn improves their motivation and the quality of their work. The integration of Acehnese folklore into storytelling does not only enrich the text but also introduces students to essential local cultural values that are key to preserving cultural identity. The rubric not only offers innovation in writing assessment but also opens opportunities for developing more contextual and relevant learning materials based on students' real-life environments. The integration of local cultural values, such as Acehnese

folklore, provides opportunities for students to develop stronger cultural awareness and a deeper sense of local identity. The implementation of this rubric in senior high school classrooms also enhances students' language competence while simultaneously exposing them to valuable local wisdom.

This study has some limitations due to its limited trial in a few schools in Aceh with a relatively small sample size. Therefore, it is recommended that further research be conducted with broader testing in various regions across Indonesia to evaluate the rubric's effectiveness in more diverse contexts. Future research may also examine the long-term impact of using this rubric on students' motivation and performance, as well as explore the integration of other local cultural elements into writing instruction. Overall, this study makes an important contribution to the development of local wisdom-based assessment rubrics that can be widely applied in schools throughout Indonesia, supporting the advancement of Indonesian language learning focused on writing skill development and the enhancement of students' cultural awareness.

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