RITVET

Performance Evaluation Rubric For Philosophy of Education Course Through Ethnodrama Approach

Paggie Iko Nie Sani[1*], Nurul Hidayah Liew Abdullah[1], Marina Ibrahim Mukhtar[1]

[1]Faculty of Technical and Vocational Education,
Universiti Tun Hussein Onn Malaysia, 86100, Batu Pahat, MALAYSIA

*Corresponding Author Designation

Abstract: The ethnodrama approach featured in teaching and learning activities gives a new dimension to the Philosophy of Education course. Therefore, the alignment of the evaluation to the ethnodrama approach needs to be parallel in ensuring that the evaluation is made comprehensively. The purpose of this study was to develop a performance evaluation rubric for the Philosophy of Education course through an ethnodrama approach. Rubric development study design using Model for Developing Rubric Scoring Categories Based on Knowledge with qualitative approach. This study involved two FPTV lecturers who had and are teaching the Philosophy of Education course as study participants to obtain the criteria required for the development of a performance appraisal rubric for the ethnodrama approach in the study. Interview sessions using semi-structured interviews then data analysis methods using thematic analysis. Interviews were recorded and written in the form of transcripts of conversations manually. The results show that the domains of cognitive, psychomotor, and affective learning are applied in the Philosophy of Education course. In addition, the domain of performance appraisal that contributed to the development of the rubric was a variety of strategies and methods such as blog writing, radio drama, and virtual drama staging that could promote student learning. The results of the study also developed detailed rubric criteria in performance appraisal through an ethnodrama approach. In conclusion, an appropriate and detailed ethnodrama assessment can result in an effective assessment. The implications of this study can help lecturers evaluate student performance more effectively, consistently, and systematically.

Keywords: Evaluation Rubric, Performance Appraisal, Ethnodrama Assessments

1. Introduction

The issue of assessment in Malaysia is now often debated in line with the new paradigm of educational transformation (Conley, 2015). The purpose of assessment is not to assess students into a particular category but to help students further improve student performance in learning in line with current industry needs. The motivation behind assessment is not to place students into classifications, but simply to create data on performance to help improve the learning process (Barrado, 2016). Recognizing the need to improve the current framework, the MOE has put forward efforts to review the

current framework for change and evaluation of education including TVET (Mukhtar & Ahmad, 2015). The ministry hopes that the evaluation climate will be important for educating and learning measures. Performance appraisal is one of the appraisal strategies to gather information on appraisal training, learning performance and involve instructors to conduct quality appraisals (Yarime, 2012).

Overall, the issue of performance appraisal should be seen as an important study to determine a standard and systematic yardstick so that weak factors such as performance appraisal based on student learning in the ethnodrama of Philosophy of Education course can be overcome. From the instructor's perspective, the difficulty encountered is to place scores for student achievement levels based on performance appraisals (Larsson & Holmberg, 2018). In this case, the indicator of mastery of a certain level of knowledge is difficult to determine in the absence of a standard and systematic measurement line (Ab Rahman et al., 2020). While for the students' perspective, the issue of performance appraisal is seen through the knowledge of the assessment weights set by the instructor in and triggered a pomegranate in obtaining good values for in performance appraisal (Leal Filho et al., 2019).

1.1 Knowledge Based Scoring Item Development Model

In the study of Mungai and Dagada (2012) stating the purpose and objectives are useful in determining the content, constructs and criteria depending on the field of focus, the criteria for assessing the suitability of the content developed by the students are carried out. According to the criteria and evaluations developed aims to ensure that all focused matters are addressed in the criteria and the relevance of those criteria is done Barbara and Jon (2000). In addition, achieve a variety of learning activities that include; conversations, contradictions, learning actions (such as question and answer and analysis) and debates between different positions based on determined goals and objectives. Moskal and Leydens (2000), proposed four step in rubric development for the appropriateness of knowledge - based scoring items as in Figure 1.
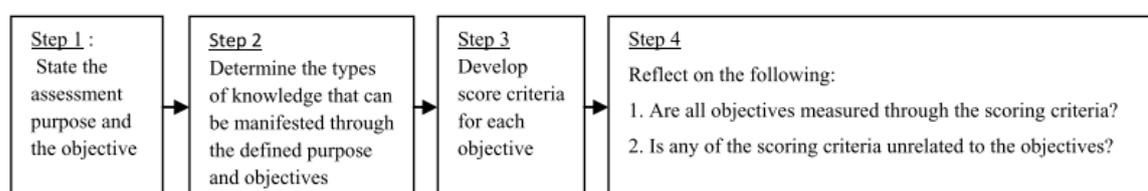

| Step 1 : State the assessment purpose and the objective | Step 2 Determine the types of knowledge that can be manifested through the defined purpose and objectives | Step 3 Develop score criteria for each objective | Step 4 Reflect on the following: 1. Are all objectives measured through the scoring criteria? 2. Is any of the scoring criteria unrelated to the objectives? |

Figure 1: Evaluating the appropriateness of scoring categories based on knowledge (Mungai & Dagada, 2012)

There are various types of knowledge and learning activities leading to the creation of unique knowledge sets (Mungai & Dagada, 2012). Therefore, it is important to identify the type of knowledge generated in the learning performed. However, by observing the activities that are determined in line with the purpose and objectives in the study. In this study will focus on the knowledge of Philosophy of Education to students to determine all types of knowledge can be applied through the objectives of the study conducted. This knowledge will help identify the criteria used by ensuring that students interpret the intended criteria and are able to demonstrate the type of knowledge expected. Therefore, the criteria developed for each objective are made more specific because of the type of knowledge that is possible for that objective. This will help ensure students create content that fits the rubric.

1.2 Rubric As A Performance Evaluation Tool of Philosophy of Education Course Through Ethnodrama Approach

Rubrics are a very suitable scoring tool for assessing authentically shaped assignments that assess student work processes and outcomes (Pickford & brown 2007). Rubric features designed in such a way provide an explicit scoring standard to the user (Mabry, 2004). According to Abdullah and Shukor (2012), rubrics are a comprehensive mechanism for students to meet pre-determined standards. In addition, the rubric is able to provide feedback to students related to achievement from examiners (Allen, 2011).

In this regard, the rubric is also a mechanism for evaluating the quality of student work in ethnodrama performances. The format of the rubric may vary but the elements found in the rubric are consistent which is capable of assessing student performance in the best possible way. The rubric consists of three important features namely evaluation criteria, quality definition and scoring strategy (Mukhtar & Ahmad, 2015). In this study, the content of the rubric to be developed will be discussed with experts to obtain rubric results that promote student learning in ethnodrama as an alternative to achieve mastery based on rubric criteria more clearly. Evaluation criteria were used to distinguish received responses from non -received responses. Accordingly, each criterion is different depending on the skills to be assessed in this study.

Rubrics should provide a separate description for each qualitative level. If there are four different levels, the rubric should have a different definition for each level. While the scoring strategy consists of holistic or analytical. The listing process is the process of determining evaluation criteria is through brainstorming method (Mertler, 2001), lecturer experience and research highlights as well as adaptation of existing rubrics (Arter & Mc Tighe 2001), past task model by actively involving students to determine criteria (Mertler, 2001) as well as determining the main idea (Burke, 2011).

2. Methodology

Study design is an important aspect of research method planning in conducting a study. Design is a procedure for processing data collected based on a specific and systematic planning of the concept of the formation of a network of relationships between the variables involved in a study.

2.1 Research Design

Design is a procedure for processing data collected based on a specific and systematic planning of the concept of the formation of a network of relationships between the variables involved in a study. The design of the rubric development study used the Model for Developing Rubric Scoring Categories Based on Knowledge (Mungai & Dagada, 2012) with a qualitative approach.

2.2 Research Procedure

The implementation procedure of this study involves four main operations i.e. the first operation is related to the implementation of reading highlights relevant to the study to explain the theories and concepts underlying the study conducted.

Next a preliminary study was carried out to obtain information on the situation studied to explain the real problems that occurred. There are two steps that are implemented, namely to make a preliminary study of setting goals for the construction of the rubric and the determination of the content of the rubric is implemented.

The second operation of the researcher to formulate the purpose and objectives of the study was carried out. At this stage, the researcher lists the criteria to be evaluated, provides justification, makes judgments to see the appropriateness in the overall overview of the rubric. In addition, this stage will involve the process of defining and constructing an assessment rubric specification table to determine the type of knowledge that can be demonstrated through the specified aims and objectives.

The third operation involves the process of identifying performance appraisal domains that contribute to rubric development. This process involved interviews with study participants. The instrument used in the interview method was a semi-structured interview protocol. Study participants were free to express their views based on the questions given. During the interviews with the study participants, the conversations will be recorded and written in the form of interview transcripts for analysis. Thematic analysis using selected coding to obtain rubric development information. In addition to the rubric construction process involving rubric content and scale, researchers identify learning domains by referring to the results of interviews, syllabus and learning implementation plan used by lecturers in performance evaluation that promotes learning students in the ethnodrama approach of the Philosophy of Education course.

Operation four is an improvement stage to refine the items produced to fit the rubrics developed through an ethnodrama approach. In improving the rubric, the researcher also takes into account the type of rubric that will be produced, namely the analytical rubric. Rubrics that use the Likert scale are; weak (1-2), moderate (3-4), satisfactory (5-6), good (7-8) and very good (9-10). At stage four as well, the researcher has selected two domains namely psychomotor and affective to assess students 'performance in ethnodrama. In the psychomotor and affective domains will be broken down into several aspects of the rubric that are more specific in ethnodrama performance evaluation namely; presentation techniques, use of language and speech, character appreciation, interaction with the audience, messages in kraya, story development, voice control, group collaboration, preparation and logistics and practicals and character as in Appendix A. Finally, analysis of the study findings, discussion, recommendations and conclusions of the study will be done to produce the final report.

2.3 Research Instrument

In this study the analysis used is thematic analysis. Thematic analysis is a method used for qualitative data analysis. Thematic analysis is a descriptive and interpretive method that uses the experiences of study participants. Thematic analysis was used to categorize the data and form a corresponding theme to answer the research questions. In this study, the data analysis method that will be used is thematic analysis. The interviews will be recorded and written in the form of a transcript of the conversation.

3. Results and Discussion

3.1 Semi-Structured Interview Results

Interview transcripts of study participants were analyzed manually. Qualitative data were collected to identify important information that could answer the research questions and achieve the objectives of the study. The coding category selected in the analysis of this interview transcript is the coding category according to the perspective that leads to the general opinion and experience of the study participants which includes the overall perception or definition of the study participants related to an aspect. Judging from the overall interview protocol, most of the questions asked study participants to provide insights on the development of the analytical rubric of the Philosophy of Education course in assessing performance that promotes student learning through an ethnodrama approach.

3.1.1 Application of the Domain of Student Performance Assessment Through the Ethnodrama Approach of the Philosophy of Education Course

The theme to be identified is in terms of the learning domain used in the Philosophy of Education course. Both study participants interviewed did indeed apply the domains of cognitive, psychomotor and affective learning in the Philosophy of Education course. Careful planning is done such as, planning the learning outcomes of the CLO course to the learning outcomes of the PLO program, delivery methods and assessment to suit the domain to be applied in the Philosophy of Education course. Based on the interview findings, the application of the domain in the Philosophy of Education course is planned according to the needs of this course.

3.1.2 Teaching Approaches In Educational Philosophy Courses

Themes identified to assist in the development of performance appraisal rubrics through ethnodrama. The information obtained from the interviews provides an overview of the teaching methods used by lecturers who have and are teaching Philosophy of Education courses. Study participants interviewed used a project approach in assessing student performance. Among the approaches used are in the form of singing, poem and traditional chants.

The approach used facilitates the delivery of teaching to ensure that CLO can be achieved and improve students' understanding of the Philosophy of Education course. Study participants earn improvements made to ensure assessment of lesson performance through Philosophy Works Project should be adapted to current needs and it is the responsibility of lecturers to find solutions in conveying the noble values to be included in Philosophy of Education course.

Through such efforts not only benefit the students but also get the attention of other universities to collaborate in improving the existing approach through the allocation of national grants. Clearly, the diversity and changes in the approach of the Karya Philosophia project made the Philosophy of Education course still relevant to be implemented because it can be done despite having obstacles such as pandemics that plague the country can be overcome through a virtual approach.

3.1.3 Methods of Continuous Assessment in Philosophy of Education Courses

The method of continuous assessment in the Philosophy of Education course was also identified as a way to obtain a percentage division in assessing student performance. The continuous assessment percentage division information obtained can assist in the breakdown of percentage values in rubric development. The results of the interviews of the two study participants explained the distribution of percentages with specific details and why the value of the percentage is relevant to be taken into account.

The assessment method used has been adapted to the domain of learning to be applied. The cognitive domain will assess students 'understanding related to the facts in the Philosophy of Education course through a 40% examination and a 10% test. The psychomotor and affective domains will be assessed in the 50% Philosophy Works project which is divided into 10% progress report, 25% manuscript and 15% drama staging through continuous evaluation.

3.1.3.1 Types Of Continuous Assessment That Have Been And Are Being Used In Philosophy Of Education Courses

Lecturers demonstrate the variety of methods used in this course. The continuous assessment method implemented, makes the lecturers more creative and able to adapt the assessment method according to the situation and needs of the students through various assessment methods. Students are not only equipped with FPK facts but also build themselves more competitive students in line with the latest technological advances.

The method of assessment using individual or group reflection is to identify whether the learning delivered can be obtained by students or vice versa. The reflections done at the end of each semester will be linked to the students 'feelings and findings before and after taking the Philosophy of Education course. Through the assessment method, the lecturer will assess the extent of acceptance of the content of the lesson from the perception of students and as a lecturer will be able to know the method used effectively or otherwise.

Overall, the ongoing assessment methods that are being implemented are appropriate to the teaching conditions in the pendemic season. Lecturers take actions that facilitate continuous assessment by emphasizing the elements that must be present in the Philosophy of Education course.

3.1.4 Student Performance Assessment Rubric

3.1.4.1 Types of Student Performance Assessment Rubrics

The findings of the interviews of both study participants found that the rubric used was an analytical rubric. Study participants used only the usual analytical rubrics that contained item criteria that were still at a non-specific and detailed level.

3.1.4.2 Item Criteria Performance Appraisal Rubric

Based on the theme, the study participants stated some criteria of rubric items that must be in the rubric, namely, aspects of creativity, expression and disposition of character and characterization. The implementation of the ethnodrama approach in continuous assessment can assess students 'performance in terms of expression and psyching when acting a character in a drama performance. It is important for lecturers to see that the elements brought in the staging have elements that can be linked in the Philosophy of Education course.

Rubrics that contain item -specific criteria can help lecturers determine learning targets more effectively, consistently and systematically in performing performance appraisal. Student performance can be improved with rubric item criteria and guidelines when students know the expected expectations in performing assignments. Rubrics also help students identify strengths and weaknesses in producing assignments. Students do not have to guess about item criteria in performing an assignment.

3.2 Discussions

Discussion of the findings of this study is based on the objectives of the study. This discussion will answer and elaborate on the findings obtained from the semi-structured interviews.

3.2.1 Performance Appraisal Domains That Promote Student Learning Through The Ethnodrama Approach Of The Philosophy Of Education Course From An Expert Perspective

In general, the results of the study indicate that the Bloom's Taxonomy Domain is applied in the continuous evaluation of the Philosophy of Education course. Among them are the planning of CLO course learning outcomes to PLO program learning outcomes, delivery and assessment methods to suit the cognitive, psychomotor and affective domains that will be applied in the Philosophy of Education course to promote student learning through ethnodrama. moreover, the results of the study indicate that as a lecturer it is necessary to follow the conditions set out in the MQA for the implementation of continuous assessment. In addition, the study participants thought that the Philosophy of Education course was a basic course that was the basis for ISMPV students. The Philosophy of Education course is a professional education course. The ISMPV programs offered have educational elements in the curriculum that are compulsory because one condition meets educational standards.

The findings of this study are in line with Dan et al. (2019) who found that ethnodrama learning can stimulate creativity in problem solving among students. This is because the domain used in the Philosophy of Education course assesses student performance using the cognitive domain as the domain that assesses factual understanding, the psychomotor and affective domains are used in assessing student performance in the Phiosophia work project. Students are encouraged to think and act creatively using students 'imaginations when dealing with a variety of situations. Students are directly or indirectly given the opportunity to explore new roles to perform the work of handling a staging such as script processing, acting and sinography such as sets, props, costumes, audio, music and set. In addition, students can share with classmates to find a solution to a problem found in a given assignment.

In addition, Razak (2020) stated that the implementation of ethnodrama in learning allows students to identify the process of creativity formation to obtain information such as ways to explore a character and the character carried. Next, the processing of the script into a simple text drama and the preparation of sinographic aspects such as layout and stage decoration. The findings of the study also found that the same method was used in identifying the characters and personalities to be presented in the ethnodrama. This can be detected when students first need to do a preliminary study related to character and characterization to adapt to the values that exist in the Philosophy of Education course.

This finding is also in line with Razak (2020) who stated that the element of creativity implemented in the ethnodrama approach is related to the affective domain. Affective domains such as character psyching and emotional appropriateness presented in drama staging are one of the criteria assessed in the performance evaluation of the Philosophy of Education course. Dan et al. (2019) also found that the discussion phase that students go through through the context of solving a problem that occurs around students. This is because to create collaboration in the classroom makes an active learning concept. The results of the study found that students were asked by the lecturer to discuss the problems that arose during the course of the Philosophy Work to see the cooperation of students in finding solutions.

This study found that students can improve their understanding of the content of learning and exposed to the ethnodrama learning environment that conceptualizes the production of a drama project which is also known as the Phiosophia work project. This shows that students can build new concepts and knowledge through the assignment. Students build new concepts or knowledge, lecturers take into account the domain structure of cognitive, psychomotor and affective learning (Dan et al., 2019). The study of Dan et al. (2019) stated that students are encouraged to communicate and collaborate between

186

classmates to produce a drama staging. Therefore, there is a critical thinking in educating students to guide students to gain a higher and significant understanding and achievement of a drama learning. This is because the application of cognitive, psychomotor and affective domains in the Philosophy of Education course is designed according to the needs of this course. Overall, the findings of this study found that the application of domains in performance appraisal that promotes student learning according to the theme of Bloom's Taxonomy Domain, namely cognitive, psychomotor and affective in the Philosophy of Education course can promote student learning through ethnodrama approach.

3.2.2 Performance Appraisal Domains Contributing To The Development Of Rubrics To Promote Student Learning Through The Ethnodrama Approach Of The Philosophy Of Education Course

The findings of the study found that the domains of performance appraisal that contributed to the development of the rubric could be identified through interviews. The information obtained from the interviews provides an overview of the teaching methods used by lecturers who have and are teaching Philosophy of Education courses. Themes identified to assist in the development of performance appraisal rubrics through ethnodrama. Study participants were of the opinion that the improvements made to ensure the assessment of lesson performance through the Philosophy Works project should be adapted to current needs. It is the responsibility of the lecturer to find a solution in conveying the pure values to be included in the Philosophy of Education course.

This finding is in line with Hanafi et al. (2014) who found that assessment is a process of gathering information and data on student results using a variety of procedures. Procedures used by lecturers to make decisions about student learning mastery such as observation, presentation evaluation, paper and pencil tests as well as the formation of value judgments about learning progress. The continuous assessment scoring division method is adapted to the domains of cognitive, psychomotor and affective learning. The cognitive domain will assess students' understanding of the facts in the Philosophy of Education course through examinations and tests. The psychomotor and affective domains will be assessed in the Philosophy Works project which is divided into progress reports, manuscripts and drama staging through continuous assessment.

The results of a parallel study with Hanafi et al. (2014) who showed that teaching and learning require instructional strategies and pedagogical practices designed to support learning. The results of the study found that the variety of assessment methods implemented by lecturers are more creative in performing assessment. Among the continuous assessment methods implemented are blog writing, radio drama and drama staging showing that lecturers use pedagogical practices tailored to the current circumstances and needs of students. In testing the level of understanding of students, the lecturer uses the method of reflective assessment to assess the learning delivered can be obtained by students or vice versa. The approach used by lecturers can apply the elements of the course by diversifying the way of teaching delivery to ensure that CLO can be achieved and improve students' understanding of the Philosophy of Education course.

Sikana (2017) stated that all these aspects can educate each student to be a disciplined individual in terms of consistency with assigned tasks, obedience to group members and practice the attitude of appreciating the abilities of others and working in a group. This is because the concept based on drama activities in education serves to fulfill the aspirations of the National Philosophy of Education (NPE) because this activity requires cooperation among students who participate, especially activities conducted in the classroom.

3.2.3 Performance Appraisal Rubric That Promotes Student Learning Through Ethnodrama Approach Of Philosophy Of Education Course

The findings of this study indicate that the development of a student performance appraisal rubric through an ethnodrama approach requires a rubric that contains item-specific criteria as a descriptive appraisal scheme. In addition, the performance appraisal rubric helps lecturers determine teaching and learning goals more effectively, consistently and systematically.

The list of evaluation rubric criteria in an assignment is to facilitate the lecturer to identify student performance based on the criteria targeted in the course. Rubric criteria can prevent students from

getting lost while performing assignments. The detailed rubric criteria help students to know the targeted expectations to avoid the guessing game that students feel when the lecturer does not provide a detailed rubric. This is in line with the findings of Reddy (2011) study, which showed that the use of rubrics allows examiners to understand teaching and learning targets through criteria set in the assessment of student performance. Implications to this situation, rubrics are able to be a performance appraisal tool that can improve teaching methods and determine knowledge to students.

The findings of Razak (2020) outline five things that influence the use of analytical assessment, namely (i) planning lessons using analytical assessment can show the relative strengths and weaknesses of students in a learning, (ii) want to teach students about the quality of a performance commonly assessed by lecturers , (iii) provide detailed feedback to students with respect to student performance for the purpose of improvement, (iv) when knowing how to accurately explain a quality is more important than the speed of assessment and (v) to measure skills, complex performance which requires several dimensions that need to be clarified. The results of the study found that the lecturers used analytical assessment but still at a non -specific and non-detailed level. In addition, lecturers also make careful planning done such as, planning the learning outcomes of CLO course to PLO program learning outcomes, delivery methods and assessment adapted to the domains of cognitive, psychomotor and affective learning applied in Philosophy of Education course.

Noor et al. (2020) states that the level of detail found in rubrics helps improve the quality of assessment. The results of the study found that the details of the appropriate rubric criteria used in performance evaluation through the ethnodrama approach as in Appendix A of the ethnodrama performance evaluation rubric, namely; presentation techniques, use of language and speech, character appreciation, interaction with the audience, messages in kraya, story development, voice control, group collaboration, preparation and logistics and practicals. This is because an assessment rubric that is detailed and consistent can provide a clear description of students' performance on task comprehension. Therefore, the development of an analytical rubric should include a scoring standard that is explicit to the user. Hanifah et al. (2016) states that a rubric is the result of a combination of evaluation criteria with a rating scale that is the basis of a comprehensive evaluation guide. The results of the study developed a rubric by placing a rating scale starting at weak, moderate, satisfactory, good and very good levels to be used in evaluating ethnodrama performances as in Appendix A.

4. Conclusion

The results show that the development of the performance evaluation rubric of the Philosophy of Education course through this ethnodrama approach helps lecturers to evaluate student performance in more detail. This is because the researcher found that the lecturers used analytical rubrics that contained item criteria at a non-specific and non-detailed level. Therefore, the development of the analytical rubric developed by the researcher includes an explicit scoring standard that includes the details of the criteria and a good ranking scale.

Moreover, the results of the study found that diversity and changes in ethnodrama approaches are still relevant implemented. This is because the approach taken is still feasible despite having obstacles such as the pandemics that plague the country. Obstacles can be overcome with strategies and methods designed to achieve learning outcomes.

All information based on the experience provided by the study participants helped in the development of the rubric by stating the criteria and scores of this rubric in more detail. The development of ethnodrama performance appraisal rubrics needs to be continued as it can assist lecturers and students in obtaining performance appraisals to a more specific and detailed level. Next, the rubric needs to be aligned with the current situation of the teaching and learning sessions in the assessment of student performance by using the appropriate assessment rubric. The results of the study found that all the objectives and research questions can be answered in this study.

References

Abdullah, E. &. (2012). Pentaksiran Prestasi dan Pentaksiran Rujujan Standard dalam Bilik Darjah. Universiti Pendidikan Sultan Idris Tanjong Malim.

Ab Rahman, A., Hanafi, N. M., Yusof, Y., Mukhtar, M. I., Awang, H., & Yusof, A. M. (2020). The effect of rubric on rater's severity and bias in tvet laboratory practice assessment: Analysis using many-facet rasch measurement. Journal of Technical Education and Training, 12(1 Special Issue), 57–67. https://doi.org/10.30880/jtet.2020.12.01.006

Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*.

Arter, J. &. (2001). Scoring Rubric in the Classroom: Using Performance Criteria for Assessing ang Improving Student Performance.Corwin Press, INC.

Azmanirah Ab Rahman, N. M. (2020). The effect of rubric on rater's severity and bias in tvet laboratory practice assessment: Analysis using many-facet rasch measurement. *Journal of Technical Education and Training*, 57-67.

Barrado, J. (2016). Innovative Methods to improve the Learning. *Norwegian University of Science and Technology Retrieved 2020, from https://brage.bibsys.no/xmlui/bitstream/handle/11250/2402571/15855_FULLTEXT.pdf?sequence=1*.

Conley, C. S. (2015). Handbook of social and emotional learning: Research and practice. *SEL in higher education. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.)*.

Dan, P., Pedagogi, A., & Bahasa, G. (2019). *Analisis Tematik Dalam Pembelajaran Dan Pemudahcaraan (PDPC) (PDPC) Proses Penulisan Karangan Argumentatif Berasaskan KBAT : Pemahaman Dan Amalan Pedagogi Guru. November 2018*.

Hanafi, N. M., Rahman, A. A., Mukhtar, M. I., Ahmad, J., & Warman, S. (2014). Validity and Reliability of Competency Assessment Implementation (CAI) Instrument Using Rasch Model. International Journal of Social, Education, Economics and Management Engineering, 8(1), 162–167.

Jon, M. M. (2000). Practical Assessment, Research and Evaluation. *Scoring rubric development: validity and reliability. vol. 7, no. 10*.

Larsson, J., & Holmberg, J. (2018). Learning while creating value for sustainability transitions: The case of Challenge Lab at Chalmers University of Technology. Journal of Cleaner Production, 172, 4411–4420. https://doi.org/10.1016/j.jclepro.2017.03.072

Leal Filho, W., Skanavis, C., Kounani, A., Brandli, L. L., Shiel, C., Paço, A. do, Pace, P., Mifsud, M., Beynaghi, A., Price, E., Salvia, A. L., Will, M., & Shula, K. (2019). The role of planning in implementing sustainable development in a higher education context. Journal of Cleaner Production, 235, 678–687. https://doi.org/10.1016/j.jclepro.2019.06.322

McMillan, J. (2000). Fundamental Assessment Principles For Teachers And School Administrators. Practical Assessment, Research & Evaluation.

Mukhtar, M. I., & Ahmad, J. (2015). Assessment for Learning: Practice in TVET. Procedia - Social and Behavioral Sciences, 204(November 2014), 119–126. https://doi.org/10.1016/j.sbspro.2015.08.124

Mungai, P., & Dagada, R. (2012). Model for Developing Rubric Scoring Categories Basedon Knowledge. International Journal of Information and Education Technology, 2(4), 312–315. https://doi.org/10.7763/ijiet.2012.v2.139

Pickford, R. &. (2006). Assessing Skills and Practice. Great Britain: Routledge.

Razak, R. N. A. (2020). Amalan Pentaksiran Berasaskan Produksi Bagi Kursus Bangsawan Di Sebuah Akademi Seni. Jurai Sembah, 1(1), 8–24. https://ojs.upsi.edu.my/index.php/juraisembah/article/view/3594

Reddy, Y. M. (2010). A review of rubric use in higher education. Assessment & Evaluation in Higher Education, 35(4), 435–448. doi:10.1080/02602930902862859.

Yarime, M. T. (2012). Establishing sustainability science in higher education institutions: towards an integration of academic development, institutionalization, and collaborations with stakeholders.Ab Rahman, A., Hanafi, N. M., Yusof, Y., Mukhtar, M. I., Awang, H., & Yusof, A. M. (2020). The effect of rubric on rater's severity and bias in tvet laboratory practice assessment: Analysis using many-facet rasch measurement. *Journal of Technical Education and Training*, *12*(1 Special Issue), 57–67. https://doi.org/10.30880/jtet.2020.12.01.006

Hanifah Mahat, Mohamad Suhaily Yusri Che Ngah, Mohmadisa Hashim, Yazid Saleh, & Nasir Nayan. (2016). Aspek kritikal pendidikan pembangunan lestari berdasarkan data temu bual guru. *EDUCATUM Journal of Social Sciences*, *2*(1), 52–66.

Larsson, J., & Holmberg, J. (2018). Learning while creating value for sustainability transitions: The case of Challenge Lab at Chalmers University of Technology. *Journal of Cleaner Production*, *172*, 4411–4420. https://doi.org/10.1016/j.jclepro.2017.03.072

Leal Filho, W., Skanavis, C., Kounani, A., Brandli, L. L., Shiel, C., Paço, A. do, Pace, P., Mifsud, M., Beynaghi, A., Price, E., Salvia, A. L., Will, M., & Shula, K. (2019). The role of planning in implementing sustainable development in a higher education context. *Journal of Cleaner Production*, *235*, 678–687. https://doi.org/10.1016/j.jclepro.2019.06.322

Mukhtar, M. I., & Ahmad, J. (2015). Assessment for Learning: Practice in TVET. *Procedia - Social and Behavioral Sciences*, *204*(November 2014), 119–126. https://doi.org/10.1016/j.sbspro.2015.08.124

Mungai, P., & Dagada, R. (2012). Model for Developing Rubric Scoring Categories Basedon Knowledge. *International Journal of Information and Education Technology*, *2*(4), 312–315. https://doi.org/10.7763/ijiet.2012.v2.139

Noor, N., Janan, D., & Arshad, M. (2020). Validation of rubrics as an academic writing measurement tool through students' selfscoring of assignments. *Malaysian Journal of Learning and Instruction*, *17*(1), 185–212. https://doi.org/10.32890/mjli2020.17.1.8

Razak, R. N. A. (2020). Amalan Pentaksiran Berasaskan Produksi Bagi Kursus Bangsawan Di Sebuah Akademi Seni. *Jurai Sembah*, *1*(1), 8–24. https://ojs.upsi.edu.my/index.php/juraisembah/article/view/3594

Appendix A

Ethnodrama Performance Assessment Rubric

Name and Course Code:	
Group Name:	
Title Assignment:	
Name of Group Members:	5.
1.	6.
2.	7.
3.	8.
4.	9.

RUBRIC FOR EVALUATION OF PERFORMANCE OF PHILOSOPHICAL WORKS (15%) CLO 2: Make an analysis according to different philosophical streams that are suitable to be applied in vocational education to improve leadership skills. (PLO 8, P3). CLO3: Provide self -reflection reports that relate the philosophy of education and the implementation of teaching learning. (PLO 9, A4).						Scores from 0-10 for each criterion	Criteria weights, percentage of 100%	Marks are obtained by students for each criterion
Criteria	**Weak (1-2)**	**Simple (3-4)**	**Satisfactory (5-6)**	**Good (7-8)**	**Very good (9-10)**	**Base Marks (1-10)**	**Ballast (%)**	**Actual Marks**
Presentation Techniques *(Quiet, interesting, unpretentious presentation techniques, use of space)*	Students are restless, presentations are uninteresting and do not use space wisely	Students are less calm, presentations are less interesting and just use the space well	Students are able to demonstrate presentation techniques at a satisfactory level	Students are able to demonstrate good presentation techniques	Students are able to demonstrate presentation techniques very well			
Language And Speech *(Grammar, appropriate intonation, clear pronunciation)*	Students are not able to display Language and Speech	Students are weak to display Language And Speech	Students are able to display Language and Speech at a satisfactory level	Students are able to display language and speech well	Students are able to display Language and Speech very well			
Story Appreciation *(Good story appreciation & delivery)*	Students are not able to demonstrate an	Students are weak to exhibit Story Appreciation	Students are able to demonstrate Story	Students are able to demonstrate an Appreciation of Stories well	Students are able to demonstrate an Appreciation of Stories very well			

	Appreciation of the Story		Appreciation at a satisfactory level					
Audience Interaction *(Impact of the relationship between the actor and the audience)*	Students are not able to demonstrate Audience Interaction	Students are weak to exhibit Audience Interaction	Students are able to demonstrate Audience Interaction at a satisfactory leve	Students are able to demonstrate Audience Interaction well	Students are able to demonstrate Audience Interaction very well			
Message in the Work *(Philosophy to be highlighted is clear and appropriate)*	Students are not able to display the Message in the Work	Students are weak to exhibit the Message In the Work	Students are able to present the Message in the Work at a satisfactory level	Students are able to present the Message in the Work well	Students are able to present the Message in the Work very well			
Story Development *(Development and determination of appropriate climax)*	Students are not able to exhibit Story Development	Students are weak to exhibit Story Development	Students are able to exhibit Story Development at a satisfactory level	Students are able to demonstrate Story Development well	Students are able to exhibit Story Development very well			
Voice Control *(Suitable according to the storyline and the space being viewed)*	Students are unable to demonstrate Voice Control	Students are weak to exhibit Voice Control	Students are able to demonstrate Voice Control at a satisfactory level	Students are able to demonstrate Voice Control well	Students are able to demonstrate Voice Control very well			
Group Collaboration *(Collaboration between individuals throughout the performance)*	Students are not able to demonstrate Group Collaboration	Students are weak to exhibit Group Collaboration	Students are able to demonstrate Group Collaboration at a satisfactory level	Students are able to demonstrate Group Collaboration well	Students are able to demonstrate Group Collaboration very well			
Preparation & Logistics *(Materials/Props, creativity, use of supporting materials)*	Students are not able to exhibit Preparation & Logistics	Weak students to exhibit Preparation & Logistics	Students are able to demonstrate Preparation & Logistics at a satisfactory level	Students are able to demonstrate Preparation & Logistics well	Students are able to demonstrate Preparation & Logistics very well			
Practical *(Punctuality, division of tasks per member, use of appropriate props in terms of finance & type)*	Students are not able to exhibit Practical	Students are weak to exhibit Practical	Students are able to exhibit Practical at a satisfactory level	Students are able to demonstrate Practical well	Students are able to exhibit Practical very well			

Comments:		
	Total marks	**/100**