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Development of Participative and Collaborative Learning Evaluation Tool of Academic Writing to Enhance Students' Social and Emotional Intelligence

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ABSTRACT

The study aimed to develop a participative and collaborative learning evaluation tool for academic writing to enhance students' social and emotional intelligence. The developmental research laid its emphasis on the importance of facilitating a valid and reliable learning evaluation tool to measure the extent of success of academic writing learning. The study integrated R2D2 and RDR models as the development model of the evaluation tool. The R2D2 model comprised three focuses: determination process, design and development, and dissemination. In the meantime, the RDR model also involved three focuses: initial observation, tool development, and implementation of effectiveness test activity. Therefore, the development process of the evaluation tool consisted of four steps (based on the integration of R2D2 and RDR models): 1) initial observation, 2) determination process, 3) tool design, and 4) tool development. Moreover, qualitative and quantitative data were employed in the study; all data were acquired from the learning process, as well as the students, lecturers, practitioners, and relevant experts. The data were further analyzed by employing domain analysis and paired sample t-test statistical analysis. The development process results in a product in the form of four learning evaluation tools to measure the learning outcomes of academic writing subject. The tools involved: assessment rubric, portfolio, observation sheet, and learning journal. According to the effectiveness test result, the evaluation tools are deemed as valid and reliable to be implemented in evaluating the learning process and learning outcomes of academic writing subject.

Keywords: Development, Evaluation Tools, Academic Writing, Participative and Collaborative Learning, Social and Emotional Intelligence, Development Product

INTRODUCTION

Evaluation is interpreted as a series of activities to acquire, analyze, and interpret data of the students' learning process and learning outcomes; the process is conducted systematically and continuously to result in meaningful information for the decision-making process (Bachman, 1990). Evaluation is performed within and after the learning process. It focuses on analyzing the students' learning outcomes in achieving the determined competence standard and indicators. Therefore, evaluation is an integral part of learning (Tuckman, 1975).

Through evaluation, a lecturer (acting also as the learning process administrator) will be able to measure the students' ability, the effectiveness of the learning method applied, and the students' achievement towards the competence (Hart, 1994). That being said, a

lecturer will be able to implement correct decisions and further conducts by referring to the evaluation result. On top of that, the result of the evaluation also contributes to increasing the students' motivation.

An evaluation process must uphold the principle of equity (Indonesian Department of Education, 2008). All students must be treated equally so as not to benefit only to select individuals or groups of students being evaluated. Moreover, the evaluation must not discriminate between the students' status, such as social background, economic level, culture, language, gender, and belief. As an integral part of education, evaluation can encourage the students to achieve their best potentials (Indonesian Department of Education, 2008).

As highlighted in the previous part, evaluation plays a vital role in the learning process; therefore, one requires to conduct a systematic and methodical design of the evaluation tool in order to measure what it is supposed to measure (Djiwandono, 2008). An evaluation tool that is resulted from a particular process of development is regarded as valid and reliable, as it has progressed through series of tests, i.e., practitioner test, expert test, small-scale group test, and large-scale group test.

In regards to that, it is deemed essential to develop evaluation tools in the academic writing learning process, as it is one of the skills that define the university students' progress in finishing their study (Wahab & Lestari, 1999). Previous studies have suggested that existing evaluation tools tend to be traditionalistic and incompatible with the current learning process and outcomes. Such conventional tools are also incapable of encouraging the students' physical and psychological growth and only focus on the students' cognitive aspect while neglecting their creativity in academic writing subject.

The developed learning evaluation tool is oriented to the participative and collaborative academic writing learning that encourages the students to participate and collaborate in the learning process. The study defines active participation as the students' active outlook within collaboration with the lecturers in determining the learning objectives, implementing strategies and learning material, as well as employing the evaluation model. In the meantime, active collaboration is interpreted as the students' active outlook to participate in the discussion and deliberation process to produce the best solution in their groups (Supriyadi, 2020). Such active participation and collaboration will nurture the students' positive attitude in giving and accepting opinions, discipline, democracy in learning, helpfulness, tolerance, honesty, and other noble attitudes (Basuki, 2008).

That being said, a participative and collaborative learning evaluation tool is expected to nurture the students' learning motivation. Using such a learning evaluation tool enables the students to construct their knowledge and skills they have learned individually through intensive interaction with the material, strategies, learning groups, and their surroundings (Supriyadi, 2015). The study proposes four evaluation tools: assessment rubric, portfolio, observation sheet, and learning journal. The tools are expected to result effectively to measure the learning outcomes.

The development of evaluation tools posits several benefits: 1) the students' learning motivation increases along with the increase in physical and psychological activities; 2) the students will be more familiar of constructing their knowledge and skills they learned independently; 3) the students will develop sensitive outlook towards the learning material, learning groups, and the community; 4) the students will be able to nurture good

behaviors such as democratic, tolerance, positive attitude towards giving and accepting opinion, discipline, responsible, honest, and other valuable traits in learning (Basuki, 2008). The developed evaluation tool is expected to be beneficial for the students as the learning guidelines and references in academic writing subject, as well as to become the source of inspiration, motivation, creativity, productivity, and reasoning capacity in academic writing.

On top of that, the evaluation tool is also beneficial for the lecturers, textbook authors, educational material composers, and curriculum developers. For the lecturers, the developed evaluation tool is deemed reliable to be implemented as guidelines or references in conducting the learning process and evaluation of academic writing subject. The evaluation tool is also beneficial as a reference for the textbook and educational material composers in developing a reliable evaluation tool. Lastly, the developed evaluation tool is useful for curriculum developers regarding important matters to consider in the learning process of academic writing.

RESEARCH METHOD

The present study integrated the Recursive, Reflective, Design, and Development model (R2D2) model by Willis (1995, pp. 12-23; 2000, pp. 9-14) and the Research Development Research model (RDR) by Borg & Gall (2003). The R2D2 model comprised three focuses: determination process, design and development, and dissemination. However, the dissemination process was not conducted, considering that the process requires a broader scope. In the meantime, the RDR model also involved three focuses: initial observation, tool development, and effectiveness test.

Therefore, the development procedure was conducted in four activities: a preliminary study, determination process, tool design, and tool development. The first activity, i.e., the preliminary observation, was conducted to acquire initial information regarding the needs, the site condition, the feasibility of evaluation tool development, and establish collaboration with the lecturer who teaches the subject. Results from the preliminary study were further treated as the guidelines for product design and development.

The second activity, determination, involved the determination process of the product's specifications, format, and establishment of a participative team. Within the activity, three matters were determined. *Firstly*, the product was established in four evaluation tools, i.e., assessment rubric, portfolio, observation sheet, and learning journal. *Secondly*, the product's specifications and format were established based on the collaboration with the teaching lecturers by considering the aspects of practicality and effectiveness. *Thirdly*, the researchers established a participative team of students, lecturers, practitioners, and relevant experts to collaborate in the development process.

The third activity, product design, was conducted in cooperation with the lecturers and students by referring to the findings in the preliminary study. The final activity, product development, was implemented in four steps: practitioner test, expert test, small-scale group test that consisted of eight students, and large-scale group test that involved 35 students in one class.

The data were retrieved from the learning process and various sources, such as practitioners, experts, students, and lecturers. From the experts, the researchers acquired suggestions, criticisms, corrections, and feedback regarding the developed

product. Moreover, the researchers obtained data from the students in the form of verbal and written expressions, behavior, and attitude in the learning process, as well as the students' academic paper scores before and after the learning process. From the lecturers, the study extracted data in the form of verbal and written expressions, behavior and attitude in the learning process, and evaluation tool documents, including the lecturers' feedback regarding the developed products. In the meantime, the researchers also focused on acquiring data from the learning process regarding the interaction pattern that occurs among students, between the students and the lecturer, as well as between the students and the learning material. In addition, data of the students' participation and learning reflections were also taken during the learning process.

Acting as the main instrument, the researchers employed several supporting instruments, such as observation guidelines of the learning process, scoring guidelines, and product assessment guidelines for the experts and practitioners. Observation guidelines were employed during the observation phase in the learning process. Moreover, scoring guidelines were involved in the assessment activity of the students' academic papers (thesis proposal, papers, and articles). Further, assessment guidelines were implemented in the product evaluation by the practitioners and the experts.

Further, the data analysis was conducted in three separate focuses: practitioner and expert test, product trial test, and product effectiveness test. Domain analysis was employed on the results of practitioner test, expert test, and on-site test (Supriyadi, 2015). The data of the developed evaluation tools were classified into groups based on the content domain, format, and language. Reflection was conducted on each data domain to draw conclusions on the analysis result for further revision.

The analysis of the product trial test focused on the students' expressions, behavior, and attitude during the learning process, as well as their academic papers. Moreover, the on-site test analysis was conducted to observe the lecturers' expressions, behavior, and attitude during the learning process, as well as their feedbacks and assessment regarding the developed evaluation tool. The result of the on-site test was treated as the guidelines for further product revision to produce an evaluation tool that performs optimally.

Further, statistical analysis and SPSS 18.0 for Windows (Santoso, 2018) were employed in the product effectiveness test analysis. The study applied a paired sample t-test to compare the pretest and posttest scores.

RESULTS AND DISCUSSION

This section sequentially elaborates on the product development process and the end product of the evaluation tool implemented to evaluate the learning process and the learning outcomes. The tool consists of an assessment rubric, portfolio, observation sheet, and learning journal.

Development Process of Participative and Collaborative Evaluation Tool

The study aims to develop a participative and collaborative evaluation tool to nurture the students' social and emotional intelligence. The development process was carried out in the odd semester of the 2020-2021 academic year. The development process was conducted by referring to the learning evaluation tool by the Indonesian Department of Education and Culture (Depdikbud) in 2016; the study also takes into consideration

feedback from lecturers, aspect of practicality, and the academic writing learning format. The evaluation tools (assessment rubric, portfolio, observation sheet, and learning journal) were integrated to assess the students' participation and collaboration in the learning process. On the other hand, the tools are implemented separately in evaluating the learning outcomes (the students' academic paper). The tools are elaborated as follows.

Firstly, the assessment rubric aims to evaluate the students' academic papers; the rubric is implemented separately from the learning process. The grading points are developed based on five indicators of the paper's assessed components: title selection, content/idea development, content/idea organization, presentation, and use of the academic style of the Indonesian language. Each indicator is further elaborated in several detailed descriptors with certain scores. The assessment rubric is developed as a result of a collaboration between the researchers and lecturers regarding the improvement effort of the students' academic paper quality. As an evaluation tool, the assessment rubric allows the students to highlight several aspects in their academic paper that are considered good; or aspects that require improvement.

Moreover, the portfolio is implemented to evaluate the students' performance within a semester (odd semester of 2020-2021 academic year). To put it another way, the portfolio focuses on documenting the students' performance output, i.e., the students' academic activity within the observed semester. The portfolio allows the lecturers to record several aspects of the students' learning progress, including the way of thinking, understanding of the learning material, ability to express ideas, attitude towards the subject, and other matters. The portfolio consists of a compilation of students' performance output that highlights the students' competence, understanding, and achievement in the course. It also functions as the source of information that assists the lecturers in determining further conduct regarding the improvement of the learning process and the students' progress.

Specifically, the portfolio takes the form of the students' outputs (or products) during the learning process of the academic writing subject. The products comprise the students' records in each basic competence, homework report, observation report of samples of academic paper, group work report, and the students' academic paper. The implementation of a portfolio as an evaluation tool is deemed as essential. This study posits that portfolio excels in several aspects as follows: 1) compared to the test result, portfolio displays a complete and valid record of students' performance; 2) portfolio allows the lecturers to evaluate the learning program's extent of success; 3) portfolio is a long-term record of the students' progress; 4) portfolio offers a comprehensive illustration of the students' ability; 5) instead of highlighting the students' error or weakness, the portfolio allows the students to express their superiority in certain aspects; 6) portfolio accommodates the students' learning style; 7) portfolio allows the students to participate in the learning outcomes evaluation; 8) portfolio assists the lecturers in assessing the students' progress; 9) as a comprehensive instrument, portfolio assists the students in making decisions regarding the learning process or any potential improvements; 10) portfolio accommodates other parties to evaluate the learning program.

The portfolio is designed as a result of a collaboration between the researchers and lecturers regarding conduct to improve the students' academic writing competence. As an evaluation tool, the portfolio allows the students to highlight several aspects of which

their academic paper requires improvement, as well as to evaluate the strength or weakness of the students' own learning style.

Further, the observation sheet is employed to evaluate the aspect of the learning process. It focuses on the students' physical and mental activities during the learning process.

As an essential evaluation tool, the observation sheet functions to record data of the students' affective aspects during the learning process. Specifically, it evaluates the students' participation and proactive outlook, attitude, and response. In addition to that, the observation sheet records data regarding the students' progress or problem in mastering the learning material, the students' cooperativeness, the students' courage to ask questions, as well as the students' interest in learning.

Observation is defined as a technique of systematic record taking of an individual's behavior by observing the object directly or indirectly. An appropriate observation technique allows a researcher to obtain accurate information since the note-taking process of observation result is relatively tricky to record answers provided by the students regarding questions in a particular test. That being said, note-taking is an essential process in observation, as it allows the researchers to analyze any implicit insights shown by the students' attitudes. The observation guidelines comprise several forms that involve any features, aspects, or attitudes that are considered important to record within the learning process.

The last evaluation tool, the learning journal, is applied to record the students' learning progress, the students' mastery of learning material, and any problems or obstacles the students face during the learning process. A learning journal takes the form of a lecture note and/or daily journal written by each student to take notes regarding the learning material. Precisely, the learning journal consists of notes regarding key learning contents, the students' own feelings in learning, any difficulties or achievements in solving a problem or in learning a particular topic, or any self-comments or notes they wish to write regarding the learning process. In the evaluation process, the journal complements the portfolio as evidence of students' learning progress.

On top of that, a learning journal also allows the students to develop their academic writing skills to prepare for the final exam; the learning journal facilitates the students to be engaged with the learning materials as well. This is due to the learning journal's ability to assist the students in finding clarity on vague concepts, solving problems, and enhancing their critical thinking skills. By writing their progress in the journal, the scope of learning has shifted into individual contexts to which the students experience it by themselves. It seems true that the journal does not guarantee that all students will adopt an active learning style. However, at the very least, the journal encourages the students' exposure towards the learning material, in ways that they are forced to analyze and synthesize information instead of being the receiving end of information or 'truth' spoken by the lecturer. The journal entry duration and focus are adjusted based on the students' academic needs.

Aside from its function as an independent tool of learning, the journal also allows the students to reflect and introspect. By the time the students fill in a journal, they simultaneously learn to be conscious of why does one performs a specific action. The journal allows each student not only to write down their questions and learning progress

but also to record any improvements in one's competence or disappointment one feels during the learning process of academic writing subject. Students without learning journals tend to finish their assignments as fast as they can; such an attitude can lead to incorrect answers or arguments. On the other hand, students who record their activity in the journal tend to raise self-awareness and develop a meticulous outlook regarding the assignment.

The journal was developed as a result of a collaboration between the researchers and lecturers regarding conduct to improve the quality of academic writing learning. As an evaluation tool, a learning journal allows the students to improve the quality of their academic papers and to highlight any potential strengths or weaknesses in each student's learning style.

Following the design process is to conduct practitioners and experts test to acquire insights regarding the efforts of improving the quality and validity of the developed evaluation tool. The researchers designate the teaching lecturers of the Academic Writing course as practitioners to validate the evaluation tool. As the lecturers, the practitioners are deemed as competent in the academic writing subject. Moreover, the study involves experts to validate the evaluation tools. The experts comprise an academic writing method expert (MetEx), an academic writing material expert (MatEx), and a learning evaluation expert (EvEx). The results of the practitioner and expert tests in the form of feedback are inputted in the assessment guidelines or in the evaluation tool design format.

The practitioners and experts are facilitated to give their feedback and assessment in other aspects than the key components of the evaluation tool, such as font style, consistency of terminology, physical and graphical packaging, and layout. Practitioners and expert test results are described and grouped according to the type of evaluation tool and its key components. The last part also displays the practitioners' and experts' feedback regarding other aspects than the key components of the evaluation tool, such as font style, consistency of terminology, physical and graphical packaging, and layout. The result of practitioners and experts test of the developed evaluation tools is elaborated as follows:

a. Assessment Rubric

The practitioners and experts conduct testing on key components of the assessment rubric, i.e., title selection, idea/content development, idea/content organization, presentation technique, and use of proper Indonesian language style.

1) Title selection

Table 1. Component Test Result of Title Selection

No.	Sources of Data	Validation result
1.	Practitioner 1	It seems that the descriptors are swapped and not in the correct position
2.	Practitioner 2	The second and third descriptors may seem swapped
3.	Practitioner 3	It is needed to swap between the second and third descriptor.

4.	MatEx	The second and third descriptors' position may seem swapped
5.	MetEx	The second and third descriptors should be swapped
6.	EvEx	It is possible that the second and third descriptors' position is swapped

Table 1 displays that the elaboration of descriptors in the title selection component is deemed as valid. However, the practitioners and the experts agreed that the position of the second and the third descriptor is swapped, and needs to be re-adjusted. Overall, the title selection of the assessment rubric is deemed as valid to evaluate the learning process.

2) Idea/content development

Table 2. Component Test Result of Idea/Content Development

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	LtecEx	Appropriate

Table 2 shows that the descriptors in idea/content development are deemed as appropriate. Therefore, in this component, the rubric is deemed as valid to be implemented in evaluation.

3) Idea/content organization

Table 3. Component Test Result of Idea/content Organization

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

Table 3 above indicates that the descriptors of idea/content organization components are deemed as appropriate. Therefore, in this component, the rubric is deemed as valid to be implemented in evaluation.

4) Presentation technique

Table 4. Component Test Result of Presentation Technique

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate

2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

Table 4 above depicts that the descriptors of idea/content organization components are considered appropriate. Therefore, in this component, the rubric is deemed as valid to be implemented in evaluation.

5) Use of proper academic style

Table 5. Component Test Result of Use of Proper Academic Style

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

As Table 3 highlights, the descriptors of use of proper Indonesian language academic style is deemed as appropriate. Therefore, in this component, the rubric is deemed as valid to be implemented in evaluation. Overall, the assessment rubric is regarded as valid and reliable to be implemented in evaluating the students' academic paper.

b. Portfolio

The key components of the portfolio comprise identity, collected assignments and evidence, and evaluation conclusion.

1) Identity

Table 6. Identity Component Test Result of Portfolio

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

As shown in Table 6 above, the identity of the assessment portfolio of the students' academic writing competence is deemed valid and reliable to label the assessment portfolio.

2) Required assignments and evidence

Table 7. Component Test Result of Assignments and Evidence in Portfolio

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

Table 7 displays that the component of collected assignments and pieces of evidence in the portfolio is valid and applicable for assessing the students' academic writing competence.

3) Conclusion of the evaluation result

Table 8. Component Test Result of Evaluation Conclusion

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

Table 8 above indicates that the components of the evaluation summary are deemed as valid. Overall, the portfolio is regarded as valid and reliable to be implemented in evaluating the students' academic writing competence.

c. Observation Sheet

The key components of observation sheet involve identity, entry guidelines, questions, and linguistic aspects.

1) Identity

Table 9. Identity Component Test Result of Observation Sheet

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

As Table 9 indicates, the identity of the observation sheet is valid and applicable to label the observation sheet of the students' paper.

2) Observation sheet entry guidelines

Table 10. Component Test Result of Entry Guidelines

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

The above table 10 highlights that the entry guidelines of the observation sheet of the learning process are deemed as valid and reliable.

3) Questions

Table 11. Component Test Result of Questions

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

From Table 11, it is concluded that the questions in the observation sheet are deemed as valid and applicable.

4) Linguistic aspect

Table 12. Component Test Result of Linguistic Aspect in Observation Sheet

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

Table 12 depicts that the linguistic aspect in the observation sheet is deemed as appropriate.

d. Learning Journal

The components of a learning journal comprise identity and learning reflection.

1) Identity

Table 13. Identity Component Test Result

No.	Sources of Data	Validation result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

Table 13 above indicates that the learning journal identity is deemed as valid and applicable in labeling the journal.

2) Learning reflection

Table 14. Component Test Result of Learning Reflection

No.	Sources of Data	Study result
1.	Practitioner 1	Appropriate
2.	Practitioner 2	Appropriate
3.	Practitioner 3	Appropriate
4.	MatEx	Appropriate
5.	MetEx	Appropriate
6.	EvEx	Appropriate

According to Table 14, the component of reflection in the learning journal is valid and applicable in reflecting the learning process.
Feedback from the practitioners and experts are acquired as a result of the test. Based on the feedback, the research conducts the revision of components in the evaluation tools above for further testing.

After revision, the final step is to implement an on-site trial of the evaluation tools in collaboration with the lecturers and the students. The process is to gain insights regarding the validity and reliability of the evaluation tools as many as possible.

The trial is conducted in two phases, i.e., a small-scale group test and a large-scale group test. The trial result is elaborated as follows: *Firstly*, the implementation of evaluation tools in the trial is considered as good in the learning process of academic writing subject. The involvement of teaching lecturers in the design phase is seen as one of the contributing factors of implementation success.

Secondly, the research identifies several drawbacks from the evaluation tools, involving mistyping, incorrect use of questions, unclear sentences, and lack of question items to gain information in a particular aspect.

Thirdly, the study highlights several important notes for the lecturers regarding the learning process of academic writing. The lecturers require to prepare the students'

mentality and inform them that the main emphasis of the academic writing learning process is the active participation and collaboration between students. To put it another way, the students need to construct their own knowledge and skills by themselves and interact with the material, their peers, and the lecturers to acquire knowledge.

Fourthly, the study finds that a longer duration is necessary for the learning process and evaluation of academic writing subject. A participative and collaborative learning process of academic writing subject involves the concept exploration that takes more time.

Revision of the evaluation tools is conducted at the end of each trial session; it involves the lecturer and the students to reflect and discuss the material. The revision aims to address the drawbacks from the evaluation tools, i.e., mistyping, incorrect use of diction and terminology, incorrect use of the question, incorrect use of proper language style, errors in the content, unclear sentences, lack of question items to gain information in a certain aspect, as well as improvements needed in the physical appearance, graphic design, layout, and the evaluation tools format. The insights acquired from the revision process are applied in the revised version of the evaluation tools.

A Participative and Collaborative Evaluation Tool of Academic Writing Learning

Evaluation is interpreted as a series of activities to acquire, analyze, and interpret data of the students' learning process and learning outcomes; the process is conducted systematically and continuously to result in meaningful information for the decision-making process. Evaluation is conducted within and after the learning process. It focuses on analyzing the students' learning outcomes in achieving the determined Course Learning Outcomes (*Capaian Pembelajaran Matakuliah*, hereinafter, CPMK), Basic Competencies, and the sub-CPMKs.

As an integral part of learning, evaluation allows the lecturers to gain information regarding the students' ability, the learning strategy's performance, and the students' progress in achieving the determined competencies. That being said, a lecturer will be able to implement correct decisions and further conducts by referring to the evaluation result. Results from the evaluation also motivate the students to perform better.

An evaluation process must uphold the principle of equity. All students must be treated equally so as not to benefit only to select individuals or groups of students being evaluated. Moreover, the evaluation must not discriminate between the students' status, such as social background, economic level, culture, language, gender, and belief. As an integral part of education, evaluation can encourage the students to provide their best effort to achieve their best potentials.

An evaluation process is seen as one of a professional lecturer's traits in ways that the lecturer always takes feedback from the learning process one conducts. A professional lecturer implements an evaluation process to measure the students' achievement rate as one of the indicators of learning success. That being mentioned, the evaluation result is regarded as the benchmark of learning success and the feedback for the lecturer to improve the quality of the learning process.

Accordingly, the study develops four tools of evaluation in order to improve the students' academic writing skills, the quality of the learning process, and the quality of learning outcomes of academic writing subject. Such measures aim to nurture the social and emotional intelligence of students. The development of the evaluation tools (assessment

rubric, portfolio, observation sheet, and learning journal) refers to the collaborative and participative learning process. Simply put, a participative and collaborative learning process is viewed as the reference to develop the evaluation tools as above.

Each of the evaluation tools has its distinctive characteristics. *Firstly*, the assessment rubric consists of five indicators with descriptors and scoring points. The rubric aims to evaluate five indicators of the students' papers' assessed components: title selection, content/idea development, content/idea organization, presentation, and use of the academic style of the Indonesian language. *Secondly*, the portfolio involves two components, i.e., identity (objectives, type, semester, duration, and student's name) and content (assignments and evidence required to submit, and evaluation summary). *Thirdly*, the observation sheet comprises three components, i.e., identity, entry guidelines, and a list of questions. *Fourthly*, the learning journal consists of two components, i.e., identity and learning reflection.

The development process was conducted by referring to the learning evaluation tool by the Indonesian Department of Education and Culture (Depdikbud) in 2016. The study also takes into consideration feedback from lecturers, aspect of practicality, and the characteristics of a participative and collaborative academic writing learning format. The characteristics of a participative and collaborative learning process are apparent in the authenticity of the evaluation tools in the implementation and integration within the learning process. Moreover, instead of waiting at the end of the learning session, the evaluation is conducted in an integrated manner during the learning process. The study applies an observation sheet and learning journal to evaluate the learning process; assessment rubric and portfolio are implemented to evaluate the learning outcomes, i.e., the students' paper.

The evaluation tools developed in this research refers to the CPMKs and sub-CPMKs indicators. The study views that the essential objective of the evaluation is to measure the achievement rate of the determined learning outcomes as above. Participative and collaborative aspects of learning are integrated into the developed evaluation tools.

Product Effectiveness Test

The product effectiveness test is employed to identify the effectiveness of the developed evaluation tools in the learning process. The effectiveness test involves a comparison of the students' achievement pre- and post-treatment of the evaluation tools. The students' learning achievement is displayed in the form of a grade score. Single group and paired group pretest and posttest are employed as the effectiveness test design.

The statistical test result indicates a significant difference between the students' pretest and posttest scores in the evaluation of the learning process and learning outcomes. The average score of pretest and posttest of academic paper assignments is 75.16 and 88.64, respectively. Moreover, the average score of the treatment is 13.48. The result of the paired t-test indicates the significance (two-tailed) of $p = 0.000 < ά = 0.005$. The numbers indicate a significant positive difference between the pretest and posttest scores.

The results of the statistical calculations above show that the use of the product in the evaluation of the learning process and outcomes have a significant effect on the students' achievement in academic writing. Henceforth, there is a significant increase in the students' academic writing skills between pre-treatment and post-treatment.

The implementation of the evaluation tool also contributes to developing students' social and emotional intelligence, as seen in the progress of students' physical and psychological activities. The development of physical activity can be seen in the increased cooperation between students in study groups, actively seeking information, discussing, practicing, peer-correcting papers, presenting the results of group work in turn, and providing correction and feedback between one another. Meanwhile, the development of psychological activity can be seen in the increase in a social and emotional relationship that shows positive attitudes, such as open-minded, intimacy, discipline, honesty, directed, respectfulness, willingness to give and take, helpfulness, willingness to learn from one another, tolerance, and democratic learning.

The study develops four tools of evaluation in order to improve the students' academic writing skills, the quality of the learning process, and the quality of learning outcomes of academic writing subject. Such measures aim to nurture students' social and emotional intelligence. The development of the evaluation tools (assessment rubric, portfolio, observation sheet, and learning journal) refers to the collaborative and participative learning process (Bordner, 1986; Pakpahan, 2013; Izza, 2014). Simply put, a participative and collaborative learning process is viewed as the reference to develop the evaluation tools as above.

The assessment rubric consists of five indicators with descriptors and scoring points. The rubric aims to evaluate five indicators of the students' papers' assessed components: title selection, content/idea development, content/idea organization, presentation, and use of the academic style of the Indonesian language. Moreover, the portfolio involves two components, i.e., identity (objectives, type, semester, duration, and student's name) and content (assignments and evidence required to submit, and evaluation summary). The observation sheet comprises three components, i.e., identity, entry guidelines, and a list of questions. Further, the learning journal consists of two components, i.e., identity and learning reflection. The reflection consists of a list of questions for the students to introspect regarding the learning process.

The participatory and collaborative learning outlook is reflected in the implementation of evaluation tools in the learning process. The evaluation tool helps train students to construct the knowledge and skills they learn. In addition, students can participate, collaborate or work together in study groups, be responsible and committed to completing learning tasks, present the group work results, ask questions, and reflect on the learning progress. Several points above are the characteristics of a participatory and collaborative learning process (Pribadi, 2009). The four types of evaluation tools are developed to measure the learning process and outcomes (Gocsik, 2005).

The development process was conducted by referring to the learning evaluation tool by the Indonesian Department of Education and Culture (Depdikbud) in 2016. On top of that, the study takes into account feedback from lecturers, aspect of practicality, and the characteristics of a participative and collaborative academic writing learning format. The characteristics of a participative and collaborative learning process are apparent in the authenticity of the evaluation tools in the implementation and integration within the learning process. The format is designed to evaluate the learning process and outcomes to gain an in-depth insight regarding the students' overall academic potentials. In the study, an observation sheet and learning journal is applied to evaluate the learning process; while the assessment rubric and portfolio function to evaluate the learning outcomes, i.e., the students' paper.

The result of the effectiveness test indicates that the four evaluation tools are deemed effective. The paired t-test result shows that the significance (two-tailed) of $p = 0.000 < \acute{\alpha} = 0.005$. The numbers illustrate that the product is regarded as valid to be implemented to evaluate the learning process and outcomes.

The implementation of the evaluation tool also contributes to developing students' social and emotional intelligence, as seen in the progress of students' physical and psychological activities (Buzan, 2012). The development of physical activity is evident from improved cooperation between students in study groups, including actively seeking for information, discussing, practicing, peer-correcting papers, presenting the results of group work in turn, and providing correction and feedback between one another. Meanwhile, the development of psychological activity can identify in the increase in the social and emotional relationship that shows positive attitudes, such as open-minded, intimacy, discipline, honesty, directed, respectfulness, willingness to give and take, helpfulness, willingness to learn from one another, tolerance, and democracy in learning (Segal, 2012).

In detail, the assessment rubric aims to measure or assess the students' participation, creativity, cooperation, collaboration, responsibility, and psychological involvement (emotions, intelligence, enthusiasm, interest) in the learning process. This rubric is also used to evaluate the performance of lecturers during the learning process regarding their involvement to assist, facilitate, motivate, and direct students in achieving their learning objectives. Moreover, the portfolio is used to assess the students' learning outcomes in the form of their final papers.

Implementation of the two evaluation tools can encourage increased interaction and the final outcome of the learning process. In detail, the rubric can increase the intensity and quality of work, the level of participation, collaboration, creativity, cooperation, responsibility, psychiatric involvement, and students' interest in the learning process. Meanwhile, the portfolio aims to improve the quality of student work in the form of academic papers. In the same tune, Djiwandono (2008) suggests the integration of evaluation tools of the learning process and outcomes to improve student's learning achievement. Thus, the expected outcome is the increase in students' academic writing skills and developing students' social and emotional intelligence.

This product is implemented to motivate the students, to improve the quality of processes and learning outcomes, and develop the social and emotional intelligence of students in a participatory and collaborative academic writing learning. Portfolio, for example, can be used to motivate the students' learning interest by collecting student documents or performance into portfolio documents to complete their learning assignments. The same also applies to observation sheets and learning journals.

This development product evaluation tool can also be used as a guide to the learning process to facilitate students in improving their academic writing skills. Simply put, the procedure aims to guide each phase of the students' progress in academic writing. That being said, the product is viewed as valid to be used as a guideline for the students in academic writing.

These four types of evaluation tools are applicable to guide students gradually in academic writing. For example, a portfolio in the form of a compilation of all students' performance results in academic writing. If all the works in each stage have been

collected in a portfolio file, the student, therefore, is considered to complete all the stages in academic writing. The same also applies to the assessment rubric, which contains a number of indicators that can guide students of proper academic writing material.

Furthermore, the observation sheet contains components of student activities and lecturer activities in the learning process that need to be evaluated. Therefore, these components can provide information about the implementation of the whole learning process in analyzing potential strengths and drawbacks. The activity record is also treated as one of the reflection materials to improve the learning process in subsequent meetings. In addition, a learning journal functions as a tool of reflection of the learning process implementation at each meeting and the end of the semester. The learning journal implementation is intended to trace all parts of the learning process to review its strengths and weaknesses (Hubbard, 1999).

Echoing this research, there are five previous studies (Yuni Pratiwi, 2005; Sugit Zulianto, 2007; Sukirno, 2008; Imam Agus Basuki, 2008; Endah Tri Priyatni, 2011; and Kastam Syamsi, 2011) that discuss the importance of developing evaluation tools to improve writing skills, the quality of the learning process, the quality of learning outcomes, and developing the social and emotional intelligence of students. The previous studies corroborate the findings of this present study.

Yuni Pratiwi (2005) examined the development model of a literary appreciation evaluation tool for a contextual-based moral value education for junior high school students. Yuni Pratiwi found that the development products could be used to improve literary appreciation skills, moral values, and language skills (spoken and written language) for junior high school students. Meanwhile, Zulianto (2007) discussed the importance of developing process-based learning evaluation tools in the topic of writing arguments for junior high school students. He found that evaluation tools could be used to improve skills and learning achievements in the topic of writing arguments for junior high school students.

Sukirno (2008) examined the importance of developing learning evaluation tools with quantum strategies in the topic of narrative writing for high school students. Sukirno's findings stated that the developed evaluation tool could be used to improve the students' narrative writing skills and learning achievements. On the other hand, Endah Tri Priyatni (2011) examined the development of intervention-based evaluation tools for critical reading learning with multimedia. Priyatni indicated that the intervention and multimedia-based evaluation tool of the critical reading topic is proven competent to improve the students' eight-core critical thinking skills (focus, gather information, remember, organize, analyze, generalize, integrate, and evaluate). In the meantime, Kastam Syamsi (2011) examined the development of process-genre based evaluation tool on the topic of writing for junior high school students. Syamsi's findings showed that the developed evaluation tool is proven capable of improving the students' writing skills of various genres.

Accordingly, the five previous studies have different orientations compared to this study. This present research applies the orientation of participative and collaborative academic writing learning. Despite the differences in orientation, previous studies have relevance to this developmental research in terms of function, i.e., improving literary appreciation skills, improving students' moral values, improving argumentation and narrative writing

skills, improving critical reading skills, enhancing students' reasoning ability, and improving quality of the learning process and outcomes.

CONCLUSIONS

The present work develops four evaluation tools (assessment rubric, portfolio, observation sheet, and learning journal) of a participative and collaborative learning process of academic writing subject. The study applies an observation sheet and learning journal to evaluate the learning process. At the same time, the assessment rubric and portfolio are implemented to evaluate the learning outcomes, i.e., the students' paper.

After a series of testing (practitioner test, expert test, and on-site trial), the evaluation instruments are deemed valid and reliable. The practitioner test involves the teaching lecturers of the Academic Writing course, while the expert test involves experts in learning methods, learning material, and learning evaluation. Moreover, the effectiveness test result regards the evaluation tools as effective.

The results of the series of tests above prove that all four types of development products are truly valid and effective. That being said, a development product that is declared valid and effective can be used to carry out an evaluation of the learning process and outcomes in participatory and collaborative academic writing learning. A valid and effective product is applicable to create a learning process that is capable for fostering participation and collaboration, sense of responsibility, mutual respect, willingness to give and receive other people's opinions, togetherness, honesty, role model behavior, mutual assistance, mutual trust, transparency, and democracy. The product is also able to develop students' social and emotional intelligence.

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