

Development of Rubric of Attitude Assessment of Writing Explanation Text Based on Information Literacy on 11th Grade Students of Vocational High School Pencawan Medan

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Abstract: *This study aims to produce an attitude assessment rubric product in the form of an attitude assessment rubric handbook on writing explanation text material and knowing the process of developing and the feasibility of the product. This research method is a method of research and development Research and Development (R & D). Data is collected through validation of material experts and evaluation experts, the response of Indonesian teachers in Medan Pencawan SMKS and 35 class XI SMK students as research subjects. Data collection in the form of questionnaire assessment. The analysis is done by changing quantitative data into qualitative data using a Likert scale. The product evaluation in the form of a guide book on attitude assessment rubrics by material experts shows that the presentation of the suitability of the task material with KI and KD is 88% in the excellent category, the language and writing rubric attitude assessment is 97% in the excellent category, the learning activities of students have a percentage of 94% with a very good category, and supporting material has a presentation of 88% with a very good category. The overall average is 92% in the excellent category. The attitude rubrics assessment book by attitude evaluation experts with an overall average of 96% falls into excellent category. The attitude assessment handbook rubric assessment by Indonesian language teachers has an average total percentage of 89% with the criteria of "Excellent". In the test results the use of pretest with an average value of 73.17 and posttest with an average value of 80.48.*

Keywords: *attitude assessment rubric; information literacy; explanatory text*

I. Introduction

At the moment students are faced with a formidable challenge that is the life of the global community always changes every time. Therefore the learning provided is designed to develop knowledge, understanding, and analytical skills of the social conditions of the community in entering a dynamic community life. Through the learning process, students are expected to not only be able to master cognitive aspects (knowledge), but also be able to develop affective aspects (values and attitudes), as well as psychomotor aspects (social skills) as a whole.

To find out if students have achieved the expected learning objectives, they must of course be supported by assessment instruments that are appropriate to the characteristics of the objectives (including competency standards and basic competencies) periodically and sustainably. In addition, not only partially assessing, but as a whole which includes the process and learning outcomes that include insight knowledge, attitudes and social skills achieved by students. Therefore assessment is an overall part of the learning process so that the results of the assessment can describe the ability or learning achievement of students as a whole and actually.

Authentic assessment is emphasized in three domains, namely knowledge, attitudes, and skills. Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 104 of 2014 concerning the assessment of learning outcomes by educators in Basic Education and Secondary Education explained that the assessment of knowledge is done by

written tests, oral, and assignments as well as instruments in the form of questions, questionnaires and assignments in accordance with the criteria of the assignment equipped with scoring. Attitude assessment is done by observation, self-assessment, assessment between friends with instruments in the form of checks or scales, skills assessment is done by practice tests, projects, and portfolios with instrument tests in the form of checks or scales. Class assessment must be directed to monitor the completeness of the teaching and learning process of students.

In line with that Permendikbud No. 66 of 2013 concerning Educational Assessment Standards explained that the functions and objectives of national education became the main parameters for formulating the National Education Standards consisting of eight standards. One of them is an educational assessment standard which aims to guarantee: (a) planning assessment of students according to the competencies to be achieved and based on the principles of assessment; (b) carrying out student assessments professionally, openly, educatively, effectively, efficiently and in accordance with the socio-cultural context; and (c) reporting the results of assessment of students in an objective, accountable, and informative manner. However, in reality there are still many schools that do not meet the assessment objectives as set standards.

Evaluation of competency achievement by educators is carried out to determine the process, progress, development of achievement of student competencies in accordance with their potential and expected abilities on an ongoing basis. Assessment can also provide feedback to educators in order to improve planning and learning processes.

Attitude competency assessment in learning is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is reflection understanding and progress of individual student attitudes.

Attitude assessment is very important to support the achievement of 2013 curriculum goals in shaping student character. Appropriate attitude assessment in the learning process can form a personal character that is spiritual, responsible, disciplined, and honest. Student attitude is the inculcation of attitudes in students (scientists) in carrying out the learning process through experiments, discussions, group work and the whole learning process. By instilling the value of attitude students are expected to have an attitude of curiosity in finding answers to each material they learn, being honest in expressing opinions and the results of their discussions or reports of activities such as observation reports and discussion reports, being careful in observing various observational subjects correctly, work hard by trying earnestly in getting answers, never give up by doing continuously in seeking alternatives to the answers to experiments or observations made by students, as well as being open to new ideas from others.

The implementation of evaluations, assessments, examinations or other relevant terms cannot be separated from the quality of education, because the results are one indicator of the quality of education of a nation. In government policy, the results of examinations (national examinations) are used as an indicator of the quality of primary and secondary education (MoNE law, 2003: government regulation number 19, 2005). This means that the evaluation and assessment of learning outcomes through examinations, both national level exams, regional level exams, and exams conducted by certain education units require mechanisms, procedures, and assessment instruments that can be accounted for, in order to meet educational accountability in the form of quality education that is better.

Attitudes begin with feelings related to one's tendency to respond to something / object. Attitude is also an expression of values or outlook on life possessed by someone. Attitudes can

be formed, so that the desired behavior or action occurs. The attitude competencies referred to in this guide are expressions of one's values or outlook on life which are manifested in behavior.

Based on experience so far, teachers tend to assess the cognitive aspects and psychomotor aspects of students during the learning process in class by overriding the assessment of attitude aspects. Though attitude is very determining students in achieving mastery learning in all aspects, because everything starts from within the students related to the attitudes, feelings, and values in him.

II. Literature Review

2.1 Attitude

The term "attitude" is a translation of the English / Dutch term "attitude" which comes from the Latin word 'atto' which means 'alertness', 'tendency', and the Italian word 'atto' (which comes from the Latin 'actus') which means 'actions', 'behaviors' (Suhardi, 1996; 64).

Attitude is an internal expression that shows a person's feelings of choice for actions towards an object or person. Attitude is a pleasant or unpleasant bias toward social objects such as people, places and wisdom. Attitude is a tendency to act to react to stimuli (Dayakisni, 2009: 89).

Goldon Alport states that attitude is a predisposition that is learned to respond to an object or group of objects in a way that is pleasant or unpleasant consistently (Assael, 2004). While Thurstone states that attitude is a form of reaction to feelings. A person's attitude supports or rejects an object will have meaning when manifested in behavior (Azwar, 2005). Human behavior is caused by many factors, one of which is the attitude towards the object of that behavior. Someone does a certain action or behavior is determined by whether the object of the behavior is fun or not. In other words, a person performs a particular action or behavior is determined by whether he has a positive or negative attitude towards the object of that behavior. Attitude plays an important role in achieving life goals.

2.2 Rating

Assessment, examinations or other relevant terms are indeed inseparable from the quality of education, because the results are one indicator of the quality of education. In government policy, the results of examinations (national examinations) are used as an indicator of the quality of primary and secondary education (national education system law, 2003; government regulation number 19, 2005). This means, the evaluation activities with the term assessment of learning outcomes through examinations.

The implementation of assessment in learning is an activity carried out by the teacher to obtain information objectively, continuously and comprehensively about the process and learning outcomes achieved by students, the results of which are used as a basis for determining subsequent treatment. This means that the assessment is not only to achieve the target for a moment or one aspect, but is comprehensive and includes cognitive, affective and psychomotor aspects.

Haris (2017: 55) argues that "assessment" is the process of providing or determining certain learning outcomes based on a certain criterion. The marking process takes place in the form of interpretation which ends with judgment. Judgment is a valuation theme that applies a comparison between criteria and reality in the context of a particular situation. On that basis, in the assessment there is always an object / program, there are criteria and there is judgment. Assessment is an activity carried out by the teacher to obtain information objectively,

continuously and thoroughly about the process and learning outcomes achieved by students, the results of which are used as a basis for determining further treatment ".

Abidin (2014: 63) confirms that the term assessment is also related to measurement. "Measurement is a procedure of determining and determining the score to determine the specifications of attributes or characteristics of students. Measurement scores reflect the level students have. On the other hand, tests are defined as instruments or systematic procedures to inspect and describe one or more student characters using numerical scales or classification schemes".

2.3 Literacy

Literacy in English comes from the Latin literacy *littera* (letters) which means understanding the mastery of writing systems and conventions that accompany it. However, literacy is primarily concerned with language and how it is used. The written language system is secondary. When talking about language, of course it cannot be separated from talking about culture because language itself is part of culture. Thus, defining the term literacy, of course, must include the elements that surround the language itself, namely the socio-cultural situation. In this regard Kern (2000) defines the term literacy comprehensively as follows:

Literacy is the use of socially, and historically, and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their context of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic-not static - and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities on written knowledge and spoken language on knowledge of genres and on cultural knowledge. (Literacy is the use of social and historical and cultural situation practices in creating and interpreting food through text. Literacy requires at least an unspoken sensitivity about the relationships between textual conventions and their use context and ideally the ability to critically reflect on the relationship -a relationship. Because sensitive to the intent / purpose, literacy is dynamic not static and can vary between communities and culture of discourse / discourse. Literation requires a series of cognitive abilities, written language knowledge and oral knowledge about genre and cultural knowledge).

2.4 Explanation Text

In the Indonesian language dictionary compiled by the national education department (2008: 36) written that "explanation means explanation or exposure". But in relation to the genre of explanatory text is a text that describes a natural, social, or cultural process or event. In the opinion of Isnatun, (2013: 78) "explanatory text is a text that describes the process of the occurrence or formation of a natural or social phenomenon". Explanation text is a text that describes something based on the perspective of the author, explanatory text can be explained with various explanatory sentences to complement the information that will be conveyed.

According to Wahono (2013: 107) "explanatory text is essentially a text that explains the process. The process can occur naturally, both related to natural phenomena (symptoms) and socio-cultural phenomena".

Explanation text is a type of text that explains or describes the process of why and how an event or events natural, social, scientific, cultural and other things can occur which are retold based on the circumstances that actually occur.

III. Research Methods

The research and development population is the teacher and 11th Grade Students at Pencawan Vocational School in Medan. Seeing the usability of the product being developed, the researchers only took samples using random sampling techniques or random samples or mixed samples. Researchers took 35 research subjects and the object of research were 2 teachers.

Table 1. Attitude Competency Assessment Grid

No	Students	Attitude Competencies					Score	Informa-tion
		Thorough	Honest	Discip-line	Cour-teous	Confi-dence		
1								
2								
3								
4								
5								

Source: Depdikbud, (2013:64)

$$\text{Final score} = \frac{\text{Earnings Score}}{\text{Maximum score}} \times 100$$

Table 2. Appraisal Remarks

No	Score	Category
1	91 – 100	Excellent
2	81 – 90	Good
3	71 – 80	Enough
4	60 – 70	Fair
5	60 -0	Unsatisfied

Furthermore, from the results of the analysis of expert and teacher tests, the relevant and non-relevant statements were calculated according to the aspects examined. The results of this assessment are presented in a descriptive, percentage analysis with the formula proposed by Imanuel (2012: 131).

$$Ps = \frac{n}{N} = 100\%$$

Information :

Ps = percentage score

n = total score obtained

N = maximum number of scores

Table 3. Product Validation and Product Feasibility Test Lattices

No	Componen-t	Sub-Components	Expert			Total	%	Criteria
			1	2	3			
1.	Objectivity	1. The ability of the instrument measures the ability of students						

		2. The ability of the instrument to measure students according to circumstances in the classroom							
Average									
2.	Systematic	1. Instrument compatibility with learning indicators							
		2. The assessment instruments are arranged systematically and coherently							
Average									
3.	Konstruksi	1. The truth of the sentence structure in the developed instrument							
		2. Writing the sentence structure on the developed instrument does not have a double meaning							
Average									
4.	Linguistic	1. The correct use of Indonesian language in writing the developed instruments							
Average									
5.	Practicality	1. Ease of implementation of assessment instruments developed							
		2. Ease of assessment instruments developed for general use							
Average									
Overall Average									

(Adapted from Arikunto, 2006: 123)

The instrument evaluation criteria are made according to the number of statement items for each measurement category of each statement. The highest score for each statement item is 4 and the lowest score is 1.

This data analysis is used to validate the affective aspects assessment instruments developed. To analyze the results of assessments given by experts and teachers on product quality and product viability, descriptive analysis will be used. By using the following formula:

Percentage of Average Score (PRS) = (Total Score) / (Maximum Score) x 100% (Sudjana, 2007: 129)

With Criteria:

90% ≤ PRS ≤ 100% = Excellent

80% ≤ PRS ≤ 90% = Good

70% ≤ PRS ≤ 80% = Enough

60% ≤ PRS ≤ 70% = Fair

0% ≤ PRS ≤ 60% = Unsatisfied

The results of the validation of the material expert on the appropriateness of the contents of the rubric of attitude assessment on the explanatory text writing material to be developed show the results that:

1. The suitability of the material with KI and KD has a percentage of 100% into the excellent category,
2. Language and writing rubric attitude assessment that is 100% with excellent category,
3. The assessment device activity has a percentage of 88% in good category,
4. Rating has a percentage of 100% with excellent category.

The overall average is 96% in excellent category. The results of the assessment of on 11th Grade Students of Vocational High School Pencawan Medan in the product trial stated development of rubric of attitude assessment of writing explanation text based on information literacy "Excellent" category. Measurements in the assessment indicators are: (1) Helping students' understanding of the aspects of assessment are considered excellent with a percentage of 91%, (2) Guidelines for assessment compiled in accordance with the learning objectives of explanatory texts are considered Excellent with a percentage of 93%, (3) Guidelines assessment is in accordance with the material being studied so that students can easily understand it is rated very well with a percentage of 89%, (4) Variation of the rubric helps students better understand explanatory text material is rated well with a percentage of 91%, (5) The assessment guide book gives feedback to students and the teacher is rated good with a percentage of 95%, (6) The assessment guide helps students know the level of explanatory text writing ability is considered excellent with a percentage of 91%, (7) The assessment guide can access students' understanding and reasoning during learning is considered Excellent with a percentage of 92% , (8) Using language that is compatible with PUEBI and easy to understand is rated in Excellent with per centation 92%, (9) Consistent use of fonts (letters) looks neat is considered very good with a percentage of 75%, (10) The use of line spacing and spaced neatly arranged and consistently rated well with a percentage of 92%, (11) Typing layout and shape neatly arranged tables making it easier to understand rubric variations are rated excellent with a percentage of 93%, (12) Guidebooks help students learn independently rated excellent and a percentage of 94%, (13) Increase student participation in conducting practices in writing explanatory text writing material is considered very good with a percentage of 91%, and (14) Improving student performance in the application of poetry readings in everyday life is considered excellent with a percentage of 75%.

Based on the above results, it can be concluded that the overall average is 86% with the category of "excellent", so that the rubric of attitude assessment based on information literacy

is feasible to be used for evaluating explanatory text writing material on 11th grade students of vocational high school Pencawan Medan.

The use of attitude assessment rubrics as an evaluation of student learning outcomes in schools is a solution that can be offered to see the extent to which learning is carried out effectively. Both sides are beneficial for both the students themselves and the teacher.

The benefits for students are being able to fully express their understanding of academic material, express and strengthen their mastery of competencies, such as gathering information, using resources, handling technology and systematic thinking, connecting learning with their own experiences, their world and the wider community, sharpening thinking skills at a higher level. While the benefits for the teacher, the attitude assessment rubric can be a comprehensive benchmark addressing the ability of students in a number of methods provided to students can be implemented.

This is supported by Kunandar (2014: 14) saying students are assessed for their abilities in various ways, not only the results of written tests. The main principle of assessment in learning is not only to assess what students know, but to assess what students can do so that the assessment prioritizes the assessment of the quality of the work of students in completing assignments. Therefore, the application of the attitude assessment rubric as an evaluation tool for learning in schools is important to pay attention to so that students do not just become learning, but in the end can mix and match achievements with their abilities into the real world.

IV. Discussion

The attitude assessment rubric developed is in the form of an attitude assessment rubric handbook which is used as a handbook for teachers at the level of education in vocational schools related to the field of Indonesian Language studies. The material used in learning is explanatory text material. This attitude assessment rubric handbook will make it easier for teachers to use the type of assessment that will be adjusted to the material used through the attitude aspect.

Table 4. Data Needs Analysis

No	Type of Information	Answer	Frequency			
			Teacher	%	Student	%
1	Get to know the attitude assessment rubric that has been developed	Yes	1	50 %	5	14,29 %
		No	1	50 %	30	85,71%
2	Using the attitude assessment rubric developed in the learning process	Yes	1	50 %	6	17,14 %
		No	1	50 %	29	82,86 %
3	Requires an attitude assessment rubric developed based on information literacy in the learning process	Yes	2	100 %	32	91,43 %
		No	0	0	3	8,57 %

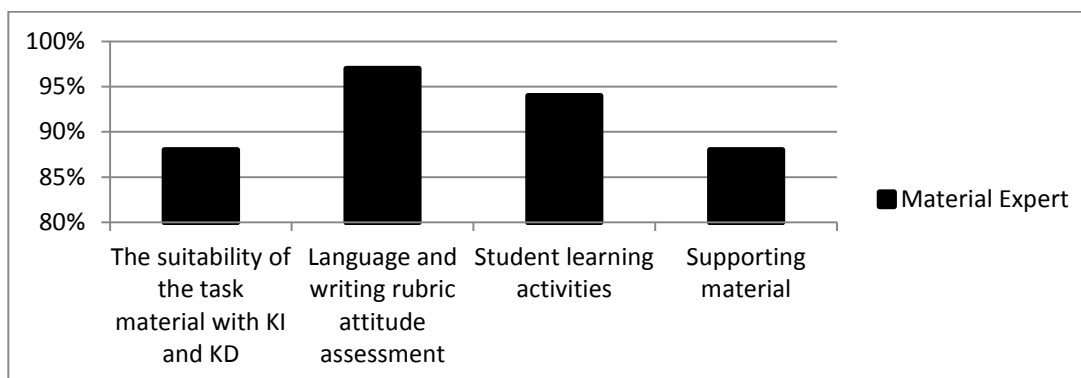


Figure 1. Average Percentage of Expert Material Scores Rubric of Attitude Assessment of Writing Explanation Text

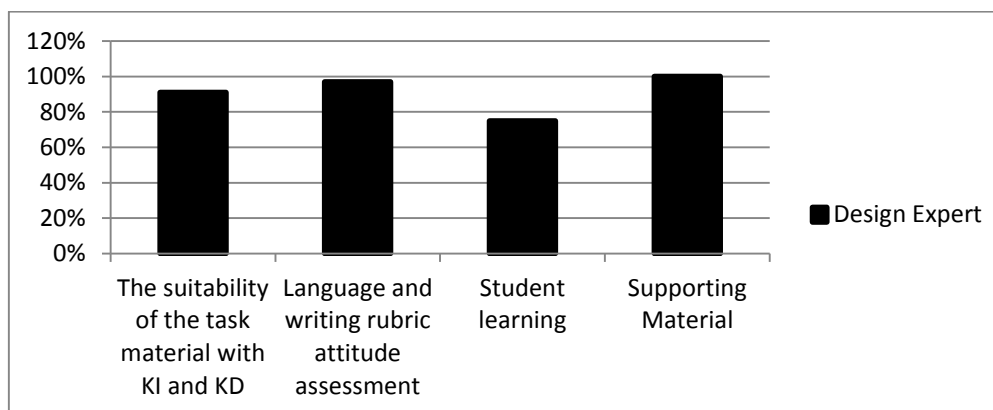


Figure 2. Average Percentage of Experts Evaluation Scores Rubric for Attitude Evaluation in Writing Text Material Explanations

Table 5. Indonesian Language Teachers' Responses to Rubric of Attitude Assessment

No	Indicator	Average score (%)	Criteria
1	The overall appearance of the guidebook is interesting	88 %	Excellent
2	The language used in the guidebook is easy to understand	100 %	Excellent
3	The material in the manual is arranged systematically	88 %	Excellent
4	The concept of attitude assessment rubrics in the introduction is clear and easy to understand	75 %	Good
5	Learning activities stimulate students' critical thinking skills	88 %	Excellent
6	The types of assessment rubrics in the module vary	88 %	Excellent
7	Information in the guidebook is in accordance with the development of science and technology	88 %	Excellent

8	Assessment rubrics help students understand the learning material	88 %	Excellent
9	The assessment rubric can be studied independently by the teacher	100 %	Excellent
10	Assessment rubrics make it easier for teachers to evaluate students	88 %	Excellent

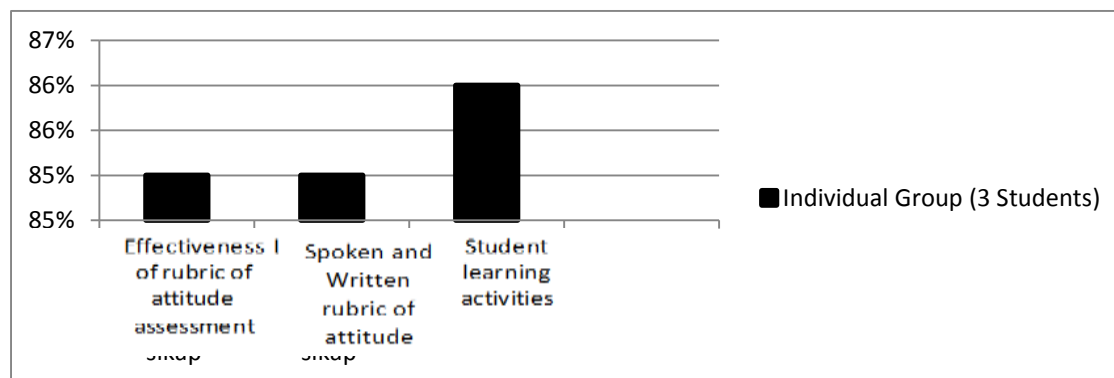


Figure 3. Percentage of Individual Trial Score Acquisition (3 Students)

The assessment results show that the percentage of the effectiveness of the attitude assessment rubric is 85% into excellent category, the language and writing attitude assessment rubric is 85% with excellent category, and the learning activities of students have a percentage of 86% with excellent category. The overall average is 85% in the excellent category. Based on the above results, it can be concluded that the rubric of attitude assessment based on information literacy has been used for the assessment rubric on the material to write explanatory texts.

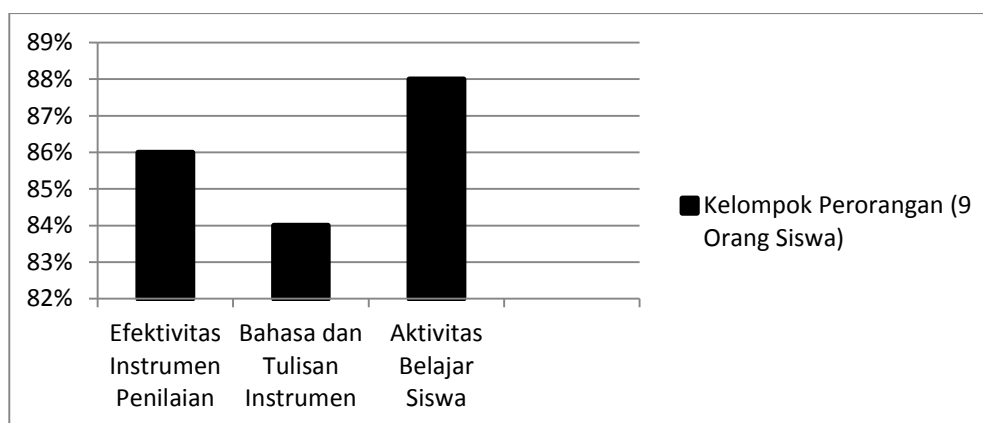


Figure 4. Percentage of Small Group Trial Score Acquisition (9 students)

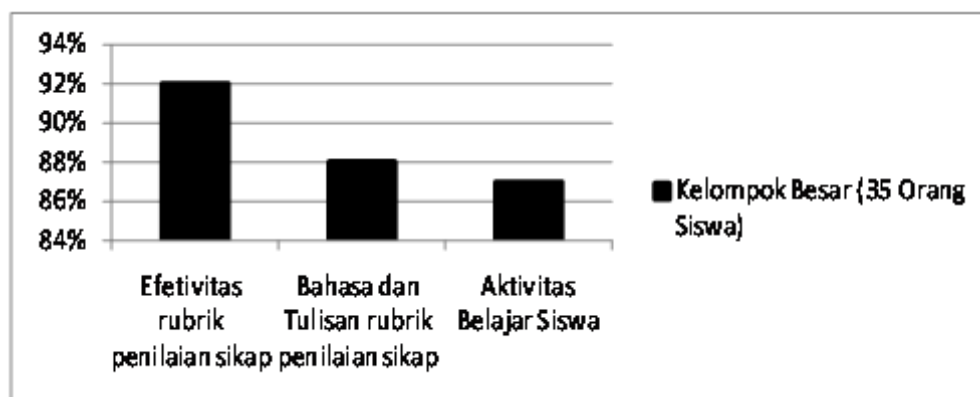


Figure 5. Percentage of Acquisition of Large Group Trial Scores (35 students)

Table 6. Material for Writing Explanation Text for 11th Grade Students of Vocational High School Pencawan Medan

No	Nama Siswa	Pretest	Posttest
1.	Annastya .N. Bangun	63	68
2.	Anta Maulana Sitakar	75	81
3.	Ari syahputra.V. Barus	56	68
4.	Benny	68	75
5.	Delta Apulina Ginting	75	81
6.	Deni Dermawan	63	75
7.	Desy Natalia Br. Karo	75	88
8.	Dina Alvina Sembiring	56	75
9.	Dola Aprilia Hutasoit	68	75
10.	Ekel Vindonta Bangun	81	88
11.	Fliothe Manalu	56	68
12.	Fitri Rahmadani	75	81
13.	Fitriani Barus	88	94
14.	Frederik .M. Tarigan	75	81
15.	Grasella	81	88
16.	Grecia .A. Sembiring	68	75
17.	Haris Rizky Fauzi Tarigan	75	88
18.	Hebion .J. Manullang	81	81
19.	Ita Deliana Kemit	75	81
20.	Jaiin Irham Maulana	88	88
21.	Janwanti Purba	68	75
22.	Jonathan .K. Napitupulu	75	81
23.	Jonson Perangin-angin	88	94

24.	Lsma .E. Br. Gurusinga	75	81
25.	LASTRI Megawati	63	75
26.	M. Rizky Azri	75	81
27.	Missy. E. M. Sinulinga	81	81
28.	Niki Adelia Putri	63	75
29.	Rafael .A. Karo-karo	75	81
30.	Raymondo .L. Tobing	81	81
31.	Reti Saharani	68	75
32.	Ribka .D. Ginting	63	75
33.	Salsalina S. Milala	88	94
34.	Seni Widya Wati	81	81
35.	Surada Wardana	75	88
Total		2561	2817
Average		$\sum X=73,17$	$\sum X= 80,48$

Table 7. Frequency Distribution of Pretest Value Learning Outcomes of the Explanation Text Material before using Rubric of Attitude Assessment Guidebook

Interval	Frequency	Percentage
56-61	3	8,57%
62-67	5	14,28%
68-73	5	14,28%
74-79	12	34,28%
80-85	6	17,14%
86-91	4	11,42%
Σ	35	100,00

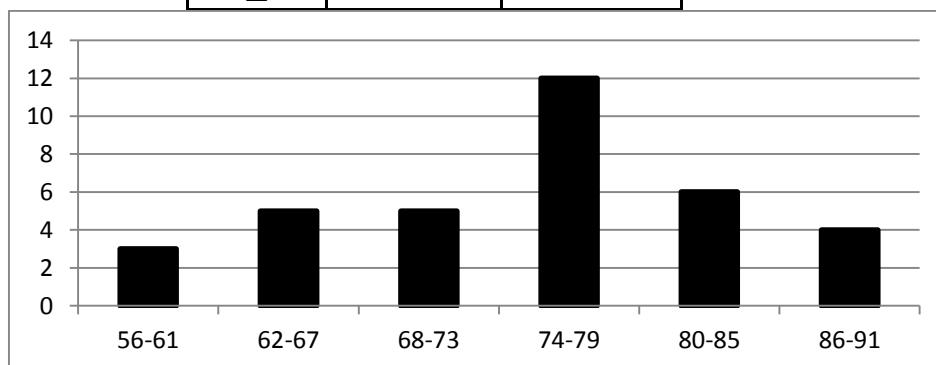


Figure 6. Histogram Frequency of Pretest Value Learning Outcomes Material Writing Explanatory Texts Before Using Rubric of Attitude Assessment Handbook

Table 8. Posttest Value Frequency Distribution Learning Outcomes Material for Writing Explanation Text Before Using Rubric of Attitude Assessment Guidebook

Interval	Frequency	Percentage
68-71	3	8,57%
71-75	10	28,75%
76-80	0	0%
81-85	13	37,14%
86-90	6	17,14%
91-95	3	8,57%
Σ	35	100,00

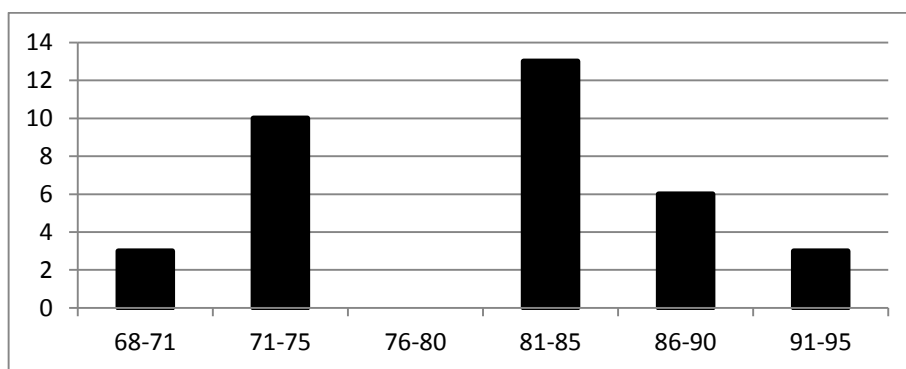


Figure 7. Histogram Frequency of Posttest of Learning Outcome for Explanation Text after Using Teaching Materials

Table 9. Finding the t Value Calculated Using the Paired Sample t Test Formula

No	Name	Pretest	Posttest	D	Dxd
1.	Annastya .N. Bangun	63	68	-5	25
2.	Anta Maulana Sitakar	75	81	-6	36
3.	Ari syahputra.V. Barus	56	68	-12	144
4.	Benny	68	75	-7	49
5.	Delta Apulina Ginting	75	81	-6	36
6.	Deni Dermawan	63	75	-12	144
7.	Desy Natalia Br. Karo	75	88	-13	169
8.	Dina Alvina Sembiring	56	75	-19	361
9.	Dola Aprilia Hutasoit	68	75	-7	49
10.	Ekel Vindonta Bangun	81	88	-7	49
11.	Fliotho Manalu	56	68	-12	144
12.	Fitri Rahmadani	75	81	-6	36
13.	Fitriani Barus	88	94	-6	36

14.	Frederik .M. Tarigan	75	81	-6	36
15.	Grasella	81	88	-7	49
16.	Grecia .A. Sembiring	68	75	-7	49
17.	Haris Rizky Fauzi Tarigan	75	88	-13	169
18.	Hebion .J. Manullang	81	81	0	0
19.	Ita Deliana Kemit	75	81	-6	36
20.	Jaiin Irham Maulana	88	88	0	0
21.	Janwarti Purba	68	75	-7	49
22.	Jonathan .K. Napitupulu	75	81	-6	36
23.	Jonson Perangin-angin	88	94	-6	36
24.	Lsma .E. Br. Gurusinga	75	81	-6	36
25.	LASTRI Megawati	63	75	-12	144
26.	M. Rizky Azri	75	81	-6	36
27.	Missy. E. M. Sinulinga	81	81	0	0
28.	Niki Adelia Putri	63	75	-12	144
29.	Rafael .A. Karo-karo	75	81	-6	36
30.	Raymondo .L. Tobing	81	81	0	0
31.	Reti Saharani	68	75	-7	49
32.	Ribka .D. Ginting	63	75	-12	144
33.	Salsalina S. Milala	88	94	-6	36
34.	Seni Widya Wati	81	81	0	0
35.	Surada Wardana	75	88	-13	169
Total		2561	2817	-256	2532

$$s = \sqrt{\frac{1}{n-1} \left(\sum D^2 - \frac{(\sum D)^2}{n} \right)}$$

$$s = \sqrt{\frac{1}{35-1} \left\{ 2532 - \frac{(-256)^2}{35} \right\}}$$

$$s = \sqrt{0,029 \times 663,543}$$

$$s = 19,242$$

$$t = \frac{\bar{X}_D - \mu_0}{\frac{SD}{\sqrt{n}}}$$

$$t = \frac{-256}{\frac{35}{19,242}}$$

$$t = \frac{-7,31}{3,252}$$

$$t = -2,247$$

Value $t_{count} = 2.224$ (minus sign is ignored) with value $t_{table} = 0.334$ ($\alpha = 5\%$). Then $t_{hitung} > t_{table} = 2,247 > 0,334$. Based on these values, it can be concluded that H_0 reject and H_A accept so that there are significant differences from the pretest and posttest values in writing explanatory text material.

A. Reliability Test

1. Total number of item variances

$$\sum \sigma_1^2 = 2,86$$

2. Total Total Variance

$$\sigma = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n}$$

$$\sigma = \frac{61620 - \frac{(1426)^2}{35}}{35}$$

$$\sigma = 475,56$$

3. Reliability Test

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_1^2}{\sigma^2} \right)$$

$$r_{11} = \left(\frac{13}{13-1} \right) \left(1 - \frac{2,86}{475,56} \right)$$

$$r_{11} = \frac{13}{12} (0,87)$$

$$r_{11} = 0,93$$

Calculation of the correlation coefficient obtained $r_{11} = 0.93$. The value of $r_{table} = 0.334$ at the significant level of $5\% = 0.361$. Value of $r_{11} > r_{table} = 0.93 > 0.334$. Then, it can be concluded that the product trial value is reliable.

V. Conclusions

Development of Rubric of Attitude Assessment based on information literacy is a direct assessment because students directly show evidence of mastery of competence when an assessment is made. The information literacy assessment rubric based on information generated through the stages of development refers to the Borg and Gall development model and then validated by a team of material, evaluation, and language experts.

Attitude rubric based on information literacy based on material in writing explanatory texts is very well known by students because they are around their environment. Based on the results of the validation by the material expert team, the evaluation, and the teacher's response showed that each item in Rubric of Attitude Assessment of Writing Explanation Text Based on Information Literacy on 11th Grade Students of Vocational High School Pencawan Medan with an average rating of 93% in the "excellent" category was declared feasible to be used for measure the affective aspects (students' attitudes). The product test results on students showed an average result of 87% with the category of "excellent" declared feasible.

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