



RESEARCH ARTICLE

Development of assessment rubric for writing narrative texts in madrasa: The implementation of the Bloom taxonomy

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Received:
October 21, 2025
Accepted:
November 01, 2025
Published:
December 09, 2025

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Abstract: This study aims to develop a rubric for assessing narrative text writing skills using Bloom's Taxonomy in Madrasa. The research method used is a case study, and data were collected through observation, interviews, and analysis of students' writing. The sample used consisted of five Indonesian language teachers and 40 students who participated in this study. The findings of this study revealed that the development of a rubric for assessing students' narrative text writing skills using Bloom's Taxonomy in madrasa includes a more complex cognitive assessment, including the level of knowledge (C1), understanding (C2), application (C3), and analysis (C4). Considering the characteristics of writing narrative texts that require creativity, development of storylines, and understanding of narrative structures. This study identifies five benefits of implementing Bloom's Taxonomy, especially in motivating students to develop critical and creative thinking skills in writing narrative texts according to the correct writing steps. This assessment helps teachers and students to achieve teaching and learning objectives more effectively, especially in developing narrative text literacy skills. The findings presented have important implications for the development of the Indonesian language learning curriculum in madrasahs, increasing the competence of writing narrative texts that has been carried out in schools, being able to train logical, creative, and critical thinking in sharpening thinking skills to achieve educational goals at the local and national levels.

Keywords: Bloom's taxonomy, assessment rubric, writing narrative texts, madrasa teachers

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To cite this article

Sukenti, D., Idris, N. S., Bonk, C. J., Hani'ah, H., Tupas, J. B., Febria, R., & Syafitri, W. (2024). Development of assessment rubric for writing narrative texts in madrasa: The implementation of the Bloom taxonomy. *Journal of Instruction and Islamic Religious Education*, 1(2), 87-104. <https://doi.org/10.63826/jiire.v1i2.172>

1. Introduction

The development of a rubric to assess narrative text writing skills is important for Indonesian language madrasa teachers to have and master. Khan et al. (2025) state that the mastery of adequate narrative text writing skills makes a significant contribution to the development of madrasa students' insights in various disciplines and hone their critical thinking skills. Argues that good writing skills open up wider access for students to understand complex concepts in various fields of study (Carey, Davidow, & Williams, 2022). In line with these findings, various literature reviews Taufiquilloh et al. (2025) shows that the writing learning process has a real positive impact on the formation of madrasa students' personalities. Songs & Songs (2023) emphasized that learning to write specifically develops important aspects of personality such as confidence in expressing ideas, the ability to solve problems systematically, and the ability to communicate with various levels of society. More than just technical skills, solid writing skills are an important provision for madrasa students to express ideas in a structured manner, develop creativity, and actively participate in various social and academic activities Wang, Zhang, & Cooper, 2025; Firdaus et al., 2025; Pourdana, & Asghari, 2021).

Indonesian language learning in madrasa in assessing narrative text writing skills occupies a strategic position as one of the four language skills that must be mastered by students (Jiang, Yu, & Lee, 2022; English et al., 2022; Sukenti, Tambak, & Siregar, 2021). Learning to write does not solely focus on mastering the technical aspects of language, but is also designed to develop high-level thinking skills, hone creativity, and foster madrasa students' imagination (Beckett et al., 2024; Herbert et al., 2022). The Indonesian curriculum applied in madrasa explicitly emphasizes the importance of mastering various genres of texts, including narrative texts that have a strategic role in developing students' literary literacy and creative writing skills. Narrative text as a literary genre that involves story elements such as characters, plots, settings, and themes, requires madrasa students to integrate language skills with creativity and imagination in creating meaningful written works (Herbert et al., 2022; Muhajir et al., 2025).

Various previous studies have revealed a worrying condition related to students' narrative text writing skills at the madrasa education. Taufiquilloh et al (2025) identify fundamental weaknesses in the writing skills of middle school students. *First*, the structure of the writing produced by students tends to be unsystematic and poorly organized, so that the ideas to be conveyed become unclear. *Second*, students still often make mistakes in spelling and punctuation, which results in the reader's difficulty in understanding the meaning of the writing. *Third*, consistent grammatical errors show that students still have significant limitations in mastering effective sentence patterns that are in accordance with good and correct Indonesian rules. *Fourth*, inappropriate choice of words or diction and limited vocabulary that students have hinder them from developing and elaborating ideas in depth and comprehensively. *Fifth*, students' ability to organize paragraphs is still at a low level, which is reflected in the lack of cohesion and coherence between paragraphs in their writing. This condition provides a strong indication that the development of rubrics for assessing students' narrative texts in madrasa still faces various fundamental challenges that need to be overcome by applying Bloom's taxonomy as an indicator in preparing appropriate and measurable assessments.

In line with various studies Kali (2025) that writing narrative texts is one of the most challenging types of writing activities for madrasa students. Research conducted Healey (2025) It shows that the complexity of writing narrative texts surpasses other types of writing. Writing narrative texts demands complex and multidimensional skills that not only involve mastering technical aspects of language such as grammar, spelling, and sentence structure, but also requires high creativity in developing an interesting and logical storyline (Asrul et al., 2021; Hamano-Bunce, 2025; Sukenti et al., 2024). More than that, students are required to have the ability to build characters that are lively and realistic, skilled in describing the setting with logical and imaginative descriptions, and proficiency in using viewpoints and various narrative techniques effectively to create an emotional impact on the reader (Mustika et al., 2025). Students must be able to integrate various fundamental elements of the story such as plot or plot, characters with their characterizations, place and time setting, main themes or ideas, and moral messages into a narrative work that is coherent, attracts the reader's attention, and has a deep meaning (Tekercioğlu, 2025; Bevilacqua et al., 2025).

The complexity inherent in rubric for assessing Indonesian narrative texts in madrasas to operate multiple levels of cognitive abilities simultaneously and integrated (Peguera-Carré et al., 2025). The process of writing a narrative cannot be done in a linear manner, but requires cognitive activity that moves dynamically between different levels of thinking ability (Giabbanelli et al., 2025). Students not only need to remember and recognize the basic structure as well as constitutive elements of narrative texts such as orientation, complications, climaxes, resolutions, and coda which are the lowest cognitive levels in Bloom's taxonomy (Kooiker-den Boer et al., 2025), but they must also deeply understand the function and interrelationships of each of these elements in building a whole, coherent, and meaningful story. At a higher level, students are required to apply the theoretical knowledge they have of narrative structures and elements in concrete writing practices, using a variety of linguistic techniques and appropriate story development strategies (Truckenmiller et al., 2025). Further, they need to critically analyze the effectiveness of the various narrative techniques they use in literary works or in their own writing, such as identifying and evaluating strengths and weaknesses in storyline development, character characterization, use of viewpoints, and language style selection. At an even higher cognitive level, students are expected to be able to evaluate the quality of narrative writing based on certain criteria such as the originality of ideas, narrative cohesion and coherence, the effectiveness of the narrative techniques used, and the emotional impact produced on the reader (Gunas & Darong, 2025).

One of the fundamental challenges faced in madrasa learning to write narrative texts is how to develop an assessment system that is able to assess students' writing skills objectively, comprehensively, and meaningfully. Effective assessment in the context of writing learning cannot simply provide numerical scores or summative final grades, but must be able to provide constructive and specific feedback that helps students clearly understand the strengths and weaknesses contained in their writing (Wang, 2017). A good assessment system must also be able to provide concrete and actionable direction to improve and develop writing skills on an ongoing basis. It is in this context that the use of a well-structured assessment rubric based on a solid theoretical framework is very important and strategic. An effective assessment rubric not only serves as a tool to measure student achievement, but also serves as a learning guide that helps students understand learning expectations and success criteria in writing narrative texts (Lim et al., 2025). Therefore, the focus of this research is developing a rubric for assessing students' narrative text writing in madrasa by applying Bloom's taxonomy.

2. Literature Review

Assessment is one of the integral and very important components of the overall student learning process whose implementation can be measured and evaluated through various procedures and instruments (Van Orman, Gotch, & Carbonneau, 2025). This evaluation or assessment practice is very necessary to show whether there has been a significant improvement in students' abilities after following the learning process in a certain period of time. Learning assessments basically have two main objectives that are complementary and equally important (Krause et al., 2025). The first goal is to obtain a summative evaluation that provides a comprehensive picture of the progress or achievement of student learning outcomes at the end of a given learning period. The second goal is to provide constructive and specific formative feedback that can help students identify areas for improvement and improve the quality of their learning on an ongoing basis (McKown, 2025). Formative assessments serve as a tool to continuously monitor the learning process and provide diagnostic information that can be used to improve and adjust learning practices to be more effective. Meanwhile, summative assessments are used to measure the achievement of overall learning outcomes at the end of a specific learning period, such as at the end of the semester or school year, the results of which are often used for administrative purposes such as grade promotion or graduation (Solis Trujillo et al., 2025).

Research on the preparation of educational curriculum in Indonesia explicitly mentions five fundamental principles (Fan et al., 2025; Fabiyi, 2025) in learning assessment that must be upheld by every educator. The first principle states that educational assessments must be educational, which means that they must be able to motivate and encourage students to improve their learning strategies and strive to achieve optimal learning outcomes according to their potential. The second principle

emphasizes that assessments must be authentic, which means assessments must be oriented towards a continuous learning process with learning outcomes that not only measure factual knowledge but also reflect students' abilities in a meaningful and relevant context to their lives. The third principle underlines that assessments must be objective, which means that they must be based on standards or criteria that have been mutually agreed upon between teachers and students at the beginning of the learning process, and must be free from any form of subjective influence, personal bias, or favoritism that may reduce the validity and reliability of assessment results. The fourth principle emphasizes that assessments must be accountable, which means that the implementation of assessments must be carried out through clear, systematic, and transparent procedures with specific and measurable criteria, so that students can understand well the basics of assessments used and can track the development of their abilities over time. The fifth principle states that assessment should be transparent, which means that all stakeholders in the educational process, including students, parents, and school administrators, should be able to easily access assessment procedures and assessment results, thereby creating public accountability in the education process and allowing for constructive dialogue on the quality of learning.

Bloom's taxonomy, which has been the standard reference in the world of education for more than half a century, the assessment of education is divided into three aspects or domains of intellectual ability that are interrelated, but have distinctive characteristics (Fan et al., 2025; Fabiyi, 2025). *The first* domain is cognitive abilities which refer to various aspects related to declarative and procedural knowledge as well as thinking skills that include complex mental processes in acquiring information, organizing knowledge, and using that knowledge to solve problems or create something new. *The second* domain is affective abilities that are closely related to the emotional dimension of learning, including attitudes, values, feelings, interests, motivations, and appreciation that affect how students receive, respond, and internalize learning. *The third* domain is psychomotor ability which emphasizes on the function of physical or motor skills that involve complex coordination between the mind and body movements in performing various practical activities. In classroom learning practice, the learning process can begin at any level or domain of the Bloom Taxonomy depending on various factors such as the teacher's preferences and teaching style, the characteristics of the learning material to be delivered, the level of cognitive development of the student, and the specific learning conditions and context. The levels contained in Bloom's Taxonomy are very appropriate and flexible to be applied in integrated learning that combines various aspects of ability and does not rigidly separate the cognitive, affective, and psychomotor domains. Xia et al. (2025) emphasized that an effective learning approach is one that is able to integrate the three domains harmoniously according to the characteristics and demands of the competencies to be achieved.

Various academic literature reviews have explained in great detail the importance and significance of the application of the Bloom Taxonomy as a framework to bridge the various gaps that still occur in learning practices at the secondary education level, including in Madrasas. Bloom's taxonomy is very closely related and highly relevant to various aspects of assessment and learning in schools (Lubbe et al., 2025). This taxonomy helps teachers practically in carrying out more structured and systematic teaching and learning activities, developing a coherent and progressive curriculum, developing an effective and comprehensive learning implementation plan or lesson plan, and selecting and formulating appropriate and specific operational verbs to formulate measurable and observable indicators of competency achievement. Bloom's taxonomy plays a very important and strategic role in explaining and operationalizing the learning objectives and basic competencies that students must master, so that learning materials can be delivered effectively, measurably, and meaningfully for students (Fan et al., 2025; Fabiyi, 2025). Operational verbs contained in each level of Bloom's Taxonomy are a very valuable reference for teachers in determining the depth of the material to be delivered, the level of difficulty of the assignment given, and the level of thinking ability that students are expected to master after participating in the learning process. Fan et al. (2025) and Fabiyi (2025), provided empirical confirmation of the effectiveness of the use of Bloom's Taxonomy in improving the quality of learning planning and implementation at various levels of education

Rubric is an assessment instrument or tool designed to facilitate teachers in determining standards and evaluation criteria for learning tasks given to students. The existence of rubrics provides dual benefits, not only making it easier for teachers to conduct objective and consistent assessments, but also providing clarity to students regarding the expectations and quality standards that they must achieve in doing assignments (Jonsson et al., 2025). An effective rubric has four essential characteristics that are intertwined. The first characteristic is a comprehensive explanation of the assignment, which outlines in detail what the student is expected to do in completing the task. The second characteristic is in the form of an assessment and scoring scale that describes various levels of competency achievement, ranging from levels that do not meet minimum expectations, to reaching set standards, to exceeding expected targets. The third characteristic is the identification of specific aspects or dimensions that need students' attention and focus during the task completion process. The fourth characteristic includes a description of the quality of the work for each aspect or component at different levels of achievement, as stated by Ling in his research (Jonsson et al., 2025).

The function of the rubric in the context of writing learning is as an evaluation tool that provides students with various important things: transparent and easy-to-understand assessment standards, precise and specific feedback on student work, and applicable guidance that can be implemented in the continuous learning process. This is in line with the findings of research conducted by Jonsson et al. (2025), as well as a study conducted by Jonsson et al. (2025) that emphasized the importance of rubrics in improving the quality of writing assessments. Usher emphasized that the implementation of rubrics in assessments has been proven to be able to improve students' academic achievement and facilitate them in producing papers of higher quality. However, it should be realized that not all students have the habit of studying the rubric comprehensively and in-depth before doing the assignment. Therefore, it becomes very important that the writing assessment system implemented must have an authentic nature that is meaningful and relevant to the lives of students. The assessments developed can be designed with a formative approach that provides feedback during the learning process, and are collaborative by involving student participation, where assessment criteria are prepared by considering the level of mastery of targeted competencies and adjusted to the relevant learning context.

The aspects that can be used as the focus of assessment in evaluating narrative text writing skills include various important dimensions, namely: the structure of the narrative text which consists of several important stages, namely: First, orientation as an opening that introduces the character, setting, place and time, complications that mark the emergence of conflicts or problems in the story, climax as the peak of narrative tension, resolution containing conflict resolution, and koda as a cover that can contain a moral message or mandate; The second is the development of plots and plots that demonstrate students' ability to arrange a logical and interesting sequence of events, create narrative tension, and use story tempo variations effectively (Jonsson et al., 2025). The third is characterization and characterization which includes the ability to create lively and realistic characters, provide in-depth physical and psychological descriptions, and describe character development throughout the story. Fourth is the consistent use of narrative viewpoints, both first-person and third-person perspectives, that are effective in telling stories. The fifth is the depiction of the setting which includes the setting, time, and atmosphere that supports the course of the story. The sixth is linguistic rules which include the use of natural and effective dialogue, vivid and imaginative descriptions, the use of *majas* and language styles that enrich narratives such as personification, metaphors, and similes, variations in sentence structures that create dynamics in the narrative, and appropriate and varied diction. The seventh is the mechanical aspect of writing in the form of spelling accuracy and the use of punctuation in accordance with the rules of Enhanced Spelling (EYD), effective sentence structure, and neatness and systematics in writing. The eighth is creativity and originality which shows the ability of students to develop unique ideas, create twists or surprises in stories, and avoid clichés and stereotypes. The ninth is cohesion and coherence that ensures the connection between the parts of the story and the smooth transition between paragraphs. The tenth is the conformity of themes and mandates with socio-cultural values and the ability to convey them implicitly through stories, as stated in the research of Ilieva and her colleagues (Jonsson et al., 2025).

3. Method

This study adopts a case study design with a focus on the development and application of learning assessment rubrics based on cognitive levels in Bloom's Taxonomy for narrative text writing skills in Madrasa. To collect rich and meaningful data, the researcher conducted semi-structured interviews with Indonesian teachers about how they applied the Bloom Taxonomy in designing and implementing the assessment rubric for writing narrative texts in student learning practices. In addition to interviews, this study also uses in-depth observation techniques to gain a more substantial understanding of the problems being researched and provide a clear and detailed picture of the specific issues that are the focus of the scientific investigation, in line with the approach recommended by Jonsson et al., (2025). Participants in five Indonesian language teachers and 40 students in Madrasa (20 male students; 20 female students) who were the subjects of learning.

The research instruments used included three main types, namely observation guides to observe the learning process in the classroom, semi-structured interview protocols to explore in-depth information from participants, and documentation in the form of value data and student narrative writing results obtained through the application of assessment rubrics based on Bloom's Taxonomy (Creswell, 2015). The main focus of this study is on the provision of concrete and empirical evidence regarding the development of students' ability to write narrative texts after using the Bloom Taxonomy-based assessment rubric. The research instruments are carefully prepared based on three fundamental dimensions that are interrelated: the first dimension is thinking skills or cognitive abilities at various levels that students want to develop and improve through the learning process of writing narrative texts; the second dimension is the formation or design of relevant and effective learning activities to facilitate the development of narrative writing skills; and the third dimension is the tasks of writing narrative texts given to students as a vehicle to apply the knowledge and skills that have been learned (Ahmed, 2025).

Important aspects that focus on assessment in the rubric consist of: First, the structure of the narrative text which includes the completeness of the orientation elements as the opening of the story, the complications that mark the emergence of conflict, the climax as the peak of tension, the resolution as the resolution of the conflict, and the coda as the closing that contains a moral message (Sugiyono, 2020). Second, the development of narrative content which includes the quality of the plot and plot of the story, in-depth characterization and characterization, depiction of a clear setting of place and time, and the development of meaningful themes and mandates (Emilia, 2018; Mahsun, 2019). Third, the organization of ideas that includes the systematics of the presentation of the story, the collapse of the flow of events, and the cohesion and coherence between the parts of the narrative (Halliday & Hasan, 1976). Fourth, linguistic rules which include the use of natural and effective dialogue, imaginative descriptions, the use of *majas* and language styles, variations in sentence structures that create narrative dynamics, appropriate and varied diction, spelling accuracy and the use of punctuation in accordance with the rules of Enhanced Spelling (Ministry of Education and Culture, 2016), as well as neatness and systematics of writing. Fifth, creativity and originality which include the uniqueness of story ideas, the ability to create stories, and the ability to avoid clichés and stereotypes in story development (Healey, 2025).

Data analysis in this case study research is carried out systematically and gradually through several structured steps (Assyakurrohim et al., 2022). First, the researcher created an archiving system and organized various files to store and manage the collected data neatly and regularly (Cresweel, 2014) the researcher reads all the collected data thoroughly and repeatedly carefully, makes marginal notes to record important initial thoughts and observations, and forms initial codes to identify patterns and themes that emerge from the data (Cresweel, 2015). Third, the researcher describes in detail the problems or phenomena that occur along with the context in which the phenomenon takes place to provide a deep understanding of the research situation. Fourth, researchers apply categorical aggregation techniques to form themes and patterns that emerge from the data by grouping similar or related codes into larger and meaningful categories. Fifth, the researcher performs a direct interpretation of the research findings and then develops naturalistic generalizations about the learning carried out.

Sixth, the researcher presents an in-depth and comprehensive overview of the research findings using rich descriptive narratives to draw meaningful conclusions.

4. Result

The application of Bloom's Taxonomy in assessing students' narrative text writing ability in Madrasa reflects diverse cognitive elements. The results of the knowledge aspect assessment are focused on students' ability to master the structure of narrative texts, the use of appropriate linguistic rules, and mastery of descriptive vocabulary and dialogue in accordance with the context of the story. The comprehension aspect is focused on the ability of students to understand the functions and objectives of narrative texts, such as using a logical sequence of events, developing characters appropriately, and building a cohesive storyline using certain writing strategies. This study identified the two lowest levels of Bloom's Taxonomy, namely knowledge (C1) and understanding (C2), as the main focus of the assessment. Meanwhile, higher levels such as application (C3), analysis (C4), evaluation (C5), and creation (C6) still need to be further developed in the assessment practice of narrative text writing.

4.1. Analytical rubric for assessment

Analytical rubrics are used by teachers to guide the assessment guidelines for writing narrative texts with clear and specific criteria. The rubrics developed must be tested first to ensure an objective and consistent assessment. This research shows that Bloom's Taxonomy-based analytical rubrics can handle complex writing tasks, providing assessments that reflect students' strengths and weaknesses when writing narrative texts. The assessment of narrative text writing ability is based on students' knowledge in using the right narrative structure and using clear and attractive language. Writing narrative texts is a challenging skill for middle school students because it requires the ability to develop imagination, organize events chronologically, and use effective narrative techniques. This requires teachers to continuously improve students' narrative writing skills through structured learning and constructive assessment. Observations based on assessment aspects of narrative text writing material can be seen in Table 1 below:

Table 1. Presents an analytical rubric to assess the ability to write narrative texts

Aspects Assessed	Rating Scale: Very Poor (< score of 20)
Narrative Structure	The text lacks a clear narrative structure; Orientation, complications, and resolutions are not selected properly or absent
Character Development and Plot	Character is poorly developed; the storyline is illogical or confusing; The relationship between events is unclear
Language Rules	Not using descriptive vocabulary, temporal conjunctions, and proper language styles; Lots of grammatical errors
Time Marker and Setting	Story timestamps and backgrounds are poorly explained or inconsistent
Spelling and Punctuation	Lots of spelling and punctuation errors that interfere with comprehension and reading fluency

This rubric is designed to measure student achievement and provide prompt and constructive feedback. Language appropriateness relates to the extent to which Indonesian is used effectively in expressing stories, while strategy relates to students' efforts to overcome challenges in the process of writing and presenting narratives in class.

4.2. Observation results of students' narrative text writing initial preparation

Observations were carried out on 40 students of Madrasa *tsanawiyah* in learning to write narrative texts with the theme "Memorable Experiences". When entering the pre-writing phase, almost half of the students (18 or 45%) showed high enthusiasm when the educator assigned them to write down an unforgettable personal experience. The students show active participation through discussions with their peers in order to exchange ideas for stories. However, problems begin to arise when learning continues to the storyline design stage, where

more than half of the students (55%) experience obstacles in constructing the narrative framework in a structured manner, especially in the complications and resolution sections. The tendency that seems to be that students pour ideas in order based on the time of the incident without presenting conflicts that are able to attract the attention of the reader. During the writing process, there was a significant difference in the speed of the work: seven high-ability students successfully completed the initial draft in 30 minutes with a comprehensive narrative structure, while the moderate- and low-skilled students took longer (ranging from 45-60 minutes) and repeatedly requested the educator's direction regarding paragraph expansion and appropriate diction selection.

Judging from the technical dimension of writing, the observational findings indicate that half of the number of students (20 out of 40 students) are still dealing with problems in the application of punctuation, especially in conversation writing and the implementation of quotation marks. More than half of the students (60%) also had difficulty in using a variety of figurative language such as language styles and idioms to enliven their narratives, resulting in monotonous writing and lack of description. An interesting point was revealed when the educator introduced the "show, don't tell" strategy: as many as 15 students showed meaningful progress in portraying the characters' emotions through actions and conversations, rather than simply expressing their feelings explicitly. In the reflection session at the end of the lesson, the students stated that the activity of writing narrative texts was more exciting than other genres of texts because it provided space for freedom of expression, although they expected the provision of more quality narrative text models and structured exercises with assistance to optimize the quality of their written work. Eight students even showed initiative by asking for additional opportunities to revise their writing outside of the learning schedule, reflecting a positive internal push towards the development of narrative writing competencies.

4.3. Results of students' ability in writing narrative

The data in Table 2 shows that the assessment rubric includes the level of knowledge (C1) and comprehension (C2) which reflects Bloom's Taxonomy. This means that student narrative text writing is still based on the lowest level of cognition, i.e., knowledge, with a percentage score of 60%, compared to 40% for comprehension. There is a large gap between these two levels, indicating the need for further development to enhance higher cognitive comprehension and skills. The results of the ability to write narrative texts for madrasa students with the application of Bloom's Taxonomy focus on the development of students' cognitive skills, especially higher order thinking skills (HOTS). This learning process involves playing learning videos or reading sample stories in class, as well as discussions about relevant narrative elements. The teacher then assigns the task of writing a narrative text based on the prompt displayed or based on the student's personal experience. Student understanding is assessed using a predetermined rubric. Students use the vocabulary and narrative techniques they have learned to write narrative texts and discuss them in front of the class. Teachers and students work together to review writing, discuss the advantages and disadvantages of narrative text writing, and find ways to improve the quality of stories.

Table 2. Student ability level in writing narrative

Rubric Levels	F	%
Low Levels		
Knowledge (C1)	24	60
Comprehension (C2)	16	40
Implementation (C3)	0	0
High Level		
Analysis (C4)	0	0
Evaluation (C5)	0	0
Create (C6)	0	0
Entire	40	100

The main benefit of using rubrics for teachers is as a comprehensive learning support to motivate students in completing the task of writing narrative texts. Students' motivation is reflected in their efforts to meet the criteria of the Bloom Taxonomy-based rubric. Research shows that students are more intrinsically motivated to develop writing skills when the assessment criteria are clear and structured. Learning to write narrative texts can increase confidence, problem-solving skills, and adaptability to various learning contexts. The second benefit is to help students understand the expected standards in a particular assignment as well as clear assessment criteria. However, some students have difficulty understanding cognitive terms in rubrics. These benefits will vary from student to student, as their level of understanding of the criteria set by teachers varies, and third, there is a need to provide specific, targeted feedback to students. Effective feedback helps students make improvements and improve the quality of their narrative writing. Teachers use rubrics formatively to provide constructive feedback that helps students improve their stories gradually.

4.4. Results of interviews with students regarding their ability to write narrative texts

Interviews with students of Madrasa Tsanawiyah revealed various experiences in writing narrative texts. Siti Aminah (Informant 1) stated that the most challenging stage was determining the theme of the interesting story. "I was confused about which experience to write, because there were so many memorable experiences, but it was difficult to choose the most interesting one to tell," she said. In line with that, Muhammad Rizki (Informant 2) explained that it took him a long time to start writing because he had to remember the details of the events to be narrated. Unlike the previous two informants, Fatimah Azzahra (Informant 3) actually felt enthusiastic because she had many interesting experiences during the holidays. "I really like to write narratives because I can tell my experience when I went on vacation to my grandmother's house in the village. I can describe the atmosphere of the rice fields and how I play with my cousins," he explained excitedly. These three informants show that strong personal experience is an important capital in writing narrative texts, although the process of selecting and planning stories still requires the guidance of teachers.

Regarding the development of narrative structure, Ahmad Fauzi (Informant 4) admitted that he had difficulty in compiling the complication section. "I can write the beginning of the story well, but when it comes to creating problems or conflicts, I get confused. My story is like an activity report, there is no suspenseful part," he said. The same thing was conveyed by Dewi Lestari (Informant 5) who felt that the narrative structure was lacking. "Sometimes I jump around in telling the incident. Teachers often remind me that my stories are not coherent and need to be corrected," he explained while showing his writing full of revised doodles. Meanwhile, Hasan Basri (Informant 6), who is a student with high writing skills, stated that he uses the outline technique before writing. "I made a framework first: what I wrote in the first part, what was the conflict, and finally how. This helps me so that the story does not deviate from the planned plot," he explained. The experiences of these three informants show that understanding of narrative structures (orientation, complications, resolutions, and codes) varies widely among students, with high-achieving students already mastering more systematic planning strategies.

In the linguistic aspect, Siti Aminah (Informant 1) expressed her difficulty in using various words. "I often repeat the same word many times, such as 'then', 'then', 'after'. The teacher told me to learn synonyms so that the writing is not monotonous," he said. Muhammad Rizki (Informant 2) added that the use of punctuation, especially in writing dialogues, is the main obstacle. "I don't understand when to use quotation marks, colons, or commas. My dialogue writing is often wrong and has to be corrected many times," he explained in a frustrated tone. Fatimah Azzahra (Informant 3) shared her experience of learning to use *majas* after the teacher taught the "show, don't tell" technique. "At the first I just wrote 'I'm sad', but now I try to write 'tears are dripping down my cheeks' or 'my heart feels like it's being squeezed'. It's more interesting and readers can feel it," he said proudly. Ahmad Fauzi (Informant 4) also said that the background description was still a challenge for him. "I find it difficult to describe a place or atmosphere in words. My writing is too short and does not make the reader can imagine," he admitted. These four informants showed that linguistic aspects, ranging from diction selection, punctuation use, to the application of figurative language, are areas that require intensive practice and continuous guidance.

In the reflection session, Dewi Lestari (Informant 5) stated that writing narrative texts provides an opportunity to express personal feelings and experiences. "I am happy to be able to write my own stories, as

opposed to the text of reports or expositions that feel rigid. In the narrative, I am free to create,” he said. Hasan Basri (Informant 6) added that the revision process made him understand the importance of writing carefully. “After writing the first draft, I read it again and found a lot of mistakes. This revision process taught me to be more detailed and not to rush,” he explained. Meanwhile, Siti Aminah (Informant 1) hopes that teachers will often provide examples of good narrative texts. “If there are many examples, I can imitate a good writing style. I also want to learn from the stories of friends whose writing is good,” he suggested. Muhammad Rizki (Informant 2) expects a special time for individual consultations with teachers. “Sometimes I am embarrassed to ask questions in front of the class, so if I have time for personal consultation, I can ask more freely about my writing,” she explained. Fatimah Azzahra (Informant 3) and Ahmad Fauzi (Informant 4) agreed that they need more practice in writing narratives with diverse themes so that their skills continue to develop. Reflections from these six informants show that despite facing various challenges, students have positive motivation to continue to improve their narrative writing skills, in the hope of receiving more varied and personalized learning support from teachers.

5. Discussion

Discussions of the five Bloom Taxonomies have been a fundamental framework in education for decades. Classifies the cognitive domain into six levels: knowledge, understanding, application, analysis, evaluation, and creating. In the context of Indonesian language learning, especially writing narrative texts, Bloom’s Taxonomy provides a systematic structure to measure students’ abilities at various levels of cognitive complexity (Mahmudi et al., 2022; Pancorbo et al., 2021; Sukenti, & Fauzan, 2024). According to Fawns et al., (2025) research on authentic assessments, taxonomy-based rubrics allow teachers to provide more measurable and objective assessments. This is in line with the argument of Wang, (2017) who states that analytical rubrics can break down student performance into specific components, making it easier to identify strengths and weaknesses in each aspect of learning.

Writing narrative texts is a complex and multidimensional cognitive skill. research on the development of writing, narrative writing involves the integration of various cognitive processes, including planning, drafting, and revision. Furthermore, (Falihah et al., 2022) developed a model of the writing process that showed that writing requires coordination between planning, translation, and criticism. In the context of learning in madrasa. Janebi Enayat (2025) identified that writing narrative texts requires the ability to develop characters, build a cohesive storyline, and organize events chronologically logically. Vandermeulen et al (2024) research shows that students need a structured learning approach with the help of interactive media to support the development of narrative writing skills. Askari (2025) research on rubric development shows that carefully designed rubrics can improve consistency and objectivity in evaluating students’ work. In learning to write, the use of rubrics is not only an assessment tool, but also as a pedagogical instrument that helps students understand the expected quality standards (McKenna, Gerde, & Grasley-Boy, 2025; Rayidi et al., 2025). Reddy and Andrade’s (2010) study found that the explicit use of rubrics increases students’ intrinsic motivation and the quality of their writing products. In particular, when students understand the assessment criteria from the start, they tend to focus more on pursuing those standards during the writing process.

Several studies have shown the benefits of integrating Bloom’s Taxonomy in learning to write. Fink’s (2013) research on meaningful learning (significant learning) shows that effective learning requires student involvement at various cognitive levels gradually. This is in line with research by Qadar, Syam & Mahdiannur (2025) who found that the use of Bloom’s Taxonomy question-based writing strategy improves students’ critical thinking skills and conceptual understanding in writing summaries. Research by Falihah, Rahmawati, & Baihaqi (2022) shows that the application of rubric-based assessment integrated with the Bloom Taxonomy has a significant impact on improving the quality of writing learning. The results showed that students who studied with taxonomy-based rubrics achieved higher scores in aspects of organization, idea development, and language use.

Contemporary research emphasizes the importance of learning context in supporting narrative writing skills. The study of Harefa & Utami (2023) proves that a differentiated project-based learning model with real objects is able to significantly improve the results of narrative writing and student learning motivation. These

findings are in line with constructivist theories that emphasize the importance of contextual learning and real experience (Roberts & Whitfield, 2025). Research by Dewi, Yanti, & Tarmini (2025) shows that the use of interactive digital learning media supports the development of students' narrative writing skills. The integration of technology in writing learning can increase student engagement and provide constructive real-time feedback. The assessment rubric of narrative text writing ability designed based on Bloom's Taxonomy shows significant potential in assessing student learning aspects, especially cognitive aspects at a certain level. In learning practice in Madrasa, the application of this rubric increases students' motivation to excel better in writing narrative texts. This study confirms the previous findings conducted by Chandio, Zafar, & Solangi (2021) that the application of Bloom's Taxonomy in the assessment rubric provides significant benefits for students and teachers. A key benefit was identified in improved assessment objectivity. When teachers use rubrics based on Bloom's Taxonomy, they have clear and measurable criteria to evaluate various dimensions of narrative writing, ranging from text structure (orientation-complication-resolution), character development, storyline consistency, to the use of linguistic rules. This is in line with Locatelli et al. (2025) research which shows that analytical rubrics improve the consistency of assessments between different teachers and assessments given by the same teachers at different times.

This research makes an important contribution to the literature by showing that the assessment rubric for narrative text writing ability can be improved through the systematic integration of Bloom's Taxonomy and its six cognitive levels. The findings suggest that integrating Bloom's Taxonomy into assessment rubrics has the potential to improve assessment quality and consistently evaluate students' performance in developing complex and meaningful stories. Research by Chan & Wong (2025) revealed that the use of Bloom's Taxonomy in the assessment rubric requires teachers to understand each domain and cognitive level well. Therefore, consistent and ongoing training should be provided to rubric users, including teachers and supervisors, to ensure accurate understanding and correct application of taxonomy. According to Tractenberg (2021), effective teacher training should include the following elements: a focus on content knowledge, the use of active learning practices, collaboration between teachers, and continuous evaluation. Continuous monitoring and evaluation of the use of rubrics and Bloom's Taxonomy is also critical to successful implementation. This is important because it is necessary to identify and address any problems arising from the use of rubrics, thus supporting the continuous improvement of student learning outcomes.

The findings of this study also show that the development of a complete and detailed rubric is an important step in the use of Bloom's Taxonomy. Therefore, periodic reviews and updates of rubrics need to be carried out to ensure that student performance can be assessed thoroughly and accurately in accordance with the development of the existing curriculum and learning standards (Sánchez-Ramírez et al., 2022; Sukenti, & Tambak, 2020). Gavhane & Pagare (2025) research explores the application of higher cognitive levels (analysis, evaluation, and creation) in learning to write narrative texts and develop a more comprehensive assessment instrument to measure students' higher order thinking skills (HOTS) in writing narratives in madrasa. Their findings suggest that when students are directed to reach higher cognitive levels, they produce more complex, creative, and meaningful narratives.

The application of rubric-based assessments integrated with Bloom's Taxonomy has a significant impact on improving the quality of learning to write narrative texts. Research by Falihah, Rahmawati, & Baihaqi (2022) shows that the use of Bloom's Taxonomy in writing assessment rubrics helps teachers measure cognitive, affective, and psychomotor aspects in a balanced manner and increases the clarity of assessment criteria. A study conducted by Budiharso et al. (2024) shows that rubrics play an important role in creating more objective and transparent assessments, as well as providing explicit guidance for students to improve the quality of their narrative writing. Students who received rubrics at the beginning of learning showed significant improvements in: (1) more in-depth character development, (2) more cohesive storylines, (3) more varied use of language and appropriate to the context of the story, and (4) consistency in using time markers and background. Similar results were found in the study of Ayyanathan (2022) which revealed that the use of Bloom's Taxonomy question-based writing strategy improved students' critical thinking skills and conceptual understanding in writing narratives. Students who learn with this approach not only produce more quality narratives, but also show improvements in their metacognitive abilities—that is, the ability to reflect on and criticize their own work.

Recent research highlights the importance of student motivation and learning context in supporting the success of narrative text writing. A study by Seo (2024) revealed that students need interactive digital learning media to support narrative text writing skills. Interactive media can provide quality narrative models, creative examples, and instant feedback that motivate students to continuously improve their work. Research by Harefa & Utami (2023) proves that a differentiated project-based learning model with real objects and authentic context is able to significantly improve the results of narrative writing and student learning motivation. The findings reinforce the argument that effective learning to write requires a holistic approach that incorporates: (1) cognitive aspects through Bloom's Taxonomy, (2) affective aspects through intrinsic motivation and meaningful student engagement, and (3) the use of learning media and strategies that are contextual and relevant to students' lives. According to Carey, Davidow, & Williams (2022) intrinsic motivation increases when learning meets three basic psychological needs: autonomy, competence, and relatedness. In the context of learning to write narratives, students need the freedom to choose the topic of the story they are interested in, the opportunity to experience success through clear and fair assessments, and positive relationships with teachers and peers.

Thus, the development of a narrative writing assessment rubric based on Bloom's Taxonomy not only strengthens the aspect of measuring learning outcomes, but also serves as a pedagogical tool that is able to stimulate the high-level thinking skills of students in madrasas. Gois et al. (2023) research shows that when rubrics are well designed and clearly communicated to students, they become effective scaffolding to encourage students to reach higher levels of cognition. In addition, Bloom's Taxonomy-based rubrics can facilitate ongoing formative assessments. Formative assessments allow teachers to provide specific, constructive, and timely feedback, which students can then use to iteratively improve their work. Research by Khairallah & Adra (2025) shows that effective formative assessments can improve student learning outcomes by up to 0.7 standard deviations. Based on a comprehensive analysis of the various studies above, it can be concluded that the application of the Bloom Taxonomy-based assessment rubric to write narrative texts in madrasa has a strong potential to improve the overall quality of learning. Effective implementation requires (Waghmare, 2022): (1) consistent teacher training on understanding of Bloom's Taxonomy and rubric design, (2) development of detailed rubrics that are relevant to the local learning context, (3) clear communication to students about assessment criteria from the beginning of learning, (4) integration of interactive learning media that supports the writing process, and (5) a commitment to continuous formative assessment that provides constructive feedback. By applying this integrated approach, teachers can create a learning environment that supports the development of not only technical narrative writing skills, but also students' higher-level thinking skills, creativity, and broader communication skills.

6. Conclusion

The application of the assessment rubric for writing narrative texts based on Bloom Taxonomy in Madrasa shows significant and comprehensive potential in improving the quality of Indonesian learning holistically. Bloom's Taxonomy-based rubric not only serves as an objective and measurable assessment instrument to evaluate various dimensions of narrative writing skills—from text structure, character development, storyline, to linguistic rules—but also serves as an effective pedagogical tool in encouraging students to reach higher cognitive levels, increasing intrinsic motivation through clear and transparent criteria, as well as developing high-level thinking (HOTS) and metacognitive skills. To maximize implementation effectiveness, an integrated approach is needed that includes ongoing teacher training on Bloom's Taxonomy and rubric design, the development of detailed and contextual rubrics, clear communication of assessment criteria to students from the beginning of learning, the integration of interactive digital learning media that supports the writing process, as well as a commitment to continuous formative assessment that provides constructive feedback. By implementing this comprehensive strategy, teachers can create a learning environment that not only develops students' narrative writing technical skills, but also fosters creativity, critical thinking skills, and broader communication competencies, thereby contributing to significantly improving the quality of learning and achieving student learning outcomes in madrasa.

Author Contribution Statement

Contributions of the authors in this article: Desi Sukenti, and Nuny Sulistiany Idris, contributed as concepts and drafters of the article; Curtis J. Bonk and Hani'ah Hani'ah, contributed as data analyzers and interpreters; Joshua B. Tupas, as the drafter of the manuscript; Rani Febria and Widya Syafitri, contributed in collecting data and critically revising the article. All authors agree to take responsibility for all aspects of this work.

Disclosure of Interests

We have no conflict of interest to declare.

Acknowledgements

Authors thank to Department of Indonesian Language and Literature, Universitas Islam Riau, Pekanbaru, Indonesia; Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia; Indiana University, Bloomington, United States; Department of Indonesian Language and Literature, Universitas Trunojoyo Madura, Madura, Indonesia; and College of Education, West Visayas State University, Janiuay Campus, Iloilo, Philippines; and Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia, has supported this research.

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