

RESEARCH ARTICLE

Fragmented professional readiness in rubric-based assessment: A qualitative study in Indonesian language learning contexts

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Article Info	ABSTRACT
Article history: Received: 2026-01-18 Accepted: 2026-05-03 Keywords: Teacher Professionalism; Assessment Rubric; Assessment Authentic; Indonesian Language Learning	The increasing emphasis on authentic and competency-based assessment in contemporary education has positioned assessment rubrics as essential tools for ensuring objectivity, transparency, and meaningful evaluation in language learning contexts. However, their effectiveness is highly contingent upon teachers' professional readiness, which remains uneven and insufficiently explored. This study aims to examine teachers' professional readiness in rubric-based assessment within Indonesian language learning, focusing on four interrelated dimensions: conceptual understanding, technical competence, implementation practices, and professional attitudes. Employing a qualitative descriptive design, data were collected from Indonesian language teachers through in-depth interview, and analyzed using an inductive thematic approach. The findings reveal that while teachers demonstrate positive attitudes and basic conceptual awareness of rubrics, their readiness remains fragmented, with significant limitations in developing analytical descriptors, aligning rubrics with learning objectives, and utilizing rubrics as formative assessment tools. Furthermore, rubric implementation is predominantly summative, with limited student engagement and insufficient feedback practices, indicating gaps in assessment literacy and pedagogical integration. This study is limited by its relatively small sample size and reliance on self-reported data, which may affect generalizability; however, it offers important implications for strengthening teacher professional development through integrated, practice-oriented assessment literacy programs. The originality of this study lies in its proposed fragmented professional readiness model, which conceptualizes teacher readiness as a multidimensional and misaligned construct, providing a novel framework for understanding and improving rubric-based assessment in language education.
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1. INTRODUCTION

The increasing demand for authentic, competency-based assessment in contemporary education has positioned assessment rubrics as indispensable tools for ensuring objectivity, transparency, and consistency in evaluating student performance, particularly in language learning contexts (Rahmawati & Suryadi, 2021; Wahyuni & Putra, 2020; Ernani et al., 2023). In Indonesian

language education, where learning outcomes encompass complex skills such as writing, speaking, reading, and listening, the need for structured and analytical assessment instruments has become increasingly urgent (Ernani et al., 2023; Rosidah et al., 2021; Saffanah & Hamdu, 2022). This urgency is further reinforced by the implementation of the Independent Curriculum, which emphasizes authentic and continuous assessment aligned with competency achievement indicators (Ministry of Education, 2022; Rahmawati & Suryadi, 2021; Rosidah et al., 2021). However, the effectiveness of assessment rubrics is highly dependent on teachers' professional readiness, including their conceptual understanding, technical competence, and reflective practice in assessment design (Rahmawati & Suryadi, 2021; Saffanah & Hamdu, 2022; Ernani et al., 2023). Without adequate readiness, rubrics risk being reduced to administrative tools rather than functioning as meaningful instruments for improving learning quality and providing formative feedback (Wahyuni & Putra, 2020; Rosidah et al., 2021; Ernani et al., 2023). Therefore, examining teachers' professional readiness in utilizing assessment rubrics is essential to address current challenges in authentic assessment practices and to enhance the overall quality of Indonesian language learning (Rahmawati & Suryadi, 2021; Saffanah & Hamdu, 2022; Ernani et al., 2023).

Recent studies have highlighted the strategic role of assessment rubrics in improving the validity, reliability, and transparency of learning assessment, particularly in evaluating complex and performance-based competencies (Ernani et al., 2023; Wahyuni & Putra, 2020; Saffanah & Hamdu, 2022). Scholarly developments indicate a shift from traditional assessment approaches toward authentic assessment frameworks that emphasize process-oriented evaluation and student-centered learning (Rahmawati & Suryadi, 2021; Rosidah et al., 2021; Ernani et al., 2023). Assessment rubrics are increasingly recognized as essential tools for facilitating formative assessment by providing clear criteria and enabling students to understand expectations and monitor their learning progress (Wahyuni & Putra, 2020; Saffanah & Hamdu, 2022; Rahmawati & Suryadi, 2021). Moreover, recent research emphasizes that rubric-based assessment can enhance feedback quality by offering detailed and structured information on student performance (Ernani et al., 2023; Wahyuni & Putra, 2020; Rosidah et al., 2021). Despite these advancements, studies also reveal persistent challenges in teachers' ability to design analytical rubrics with measurable descriptors aligned with learning objectives (Nurhayati & Hendro, 2025; Ernani et al., 2023; Saffanah & Hamdu, 2022). Thus, the current state of the art underscores the importance of strengthening teacher competencies in rubric design and implementation to maximize the pedagogical benefits of authentic assessment (Rahmawati & Suryadi, 2021; Rosidah et al., 2021; Wahyuni & Putra, 2020).

Recent developments in educational assessment research have increasingly emphasized the integration of assessment literacy and teacher professional competence as central determinants of effective rubric-based evaluation practices (Brookhart, 2021; Andrade, 2020; Yan & Brown, 2021). Contemporary studies highlight that teachers' ability to design high-quality rubrics is closely associated with their understanding of learning outcomes, alignment strategies, and evidence-based assessment principles (Panadero et al., 2022; Boud & Dawson, 2021; Carless & Winstone, 2020). Furthermore, the concept of assessment for learning (AfL) has gained prominence, positioning rubrics as formative tools that support feedback, self-regulation, and student agency rather than merely summative grading instruments (Carless & Winstone, 2020; Yan & Brown, 2021; Panadero et al., 2022). Empirical findings suggest that when teachers possess strong assessment literacy, they are more capable of designing rubrics that are analytically structured, transparent, and aligned with competency-based curricula (Brookhart, 2021; Andrade, 2020; Boud & Dawson, 2021). However, several studies also reveal persistent gaps in teachers' assessment competencies, particularly in translating theoretical knowledge into practical rubric design and classroom implementation (Panadero et al., 2022; Yan & Brown, 2021; Carless & Winstone, 2020). Thus, current scholarship underscores the necessity of strengthening teacher professional development programs to enhance assessment literacy and ensure the effective use of rubrics in learning evaluation (Brookhart, 2021; Andrade, 2020; Boud & Dawson, 2021).

In addition, recent research has explored the role of student-centered assessment and feedback ecology, where rubrics function as interactive tools that facilitate dialogue, reflection, and collaborative

learning processes (Carless & Winstone, 2020; Boud & Dawson, 2021; Panadero et al., 2022). Studies indicate that involving students in rubric construction and interpretation can significantly improve their understanding of learning criteria, enhance motivation, and promote self-assessment skills (Andrade, 2020; Yan & Brown, 2021; Brookhart, 2021). Moreover, the integration of rubrics into digital learning environments has expanded opportunities for real-time feedback and adaptive assessment practices (Panadero et al., 2022; Carless & Winstone, 2020; Boud & Dawson, 2021). This shift reflects a broader transformation toward assessment as a participatory and reflective process, where students actively engage with assessment criteria and take ownership of their learning (Yan & Brown, 2021; Andrade, 2020; Brookhart, 2021). Nevertheless, research also indicates that the successful implementation of such approaches depends heavily on teachers' readiness to facilitate interactive assessment practices and to move beyond traditional evaluation paradigms (Carless & Winstone, 2020; Panadero et al., 2022; Boud & Dawson, 2021). Therefore, the evolving state of the art highlights the importance of integrating assessment literacy, student engagement, and technological innovation in advancing rubric-based assessment practices in contemporary education (Brookhart, 2021; Andrade, 2020; Yan & Brown, 2021).

Assessment practices in Indonesian education are deeply influenced by cultural norms, institutional traditions, and pedagogical habits that shape teachers' approaches to evaluation (Rahmawati & Suryadi, 2021; Rosidah et al., 2021; Wahyuni & Putra, 2020). In many educational contexts, assessment is still perceived as a summative process focused on grading rather than as a formative process that supports student learning and development (Ernani et al., 2023; Saffanah & Hamdu, 2022; Rahmawati & Suryadi, 2021). This cultural orientation affects how teachers perceive and utilize assessment rubrics, often leading to their use as administrative requirements rather than as pedagogical tools (Wahyuni & Putra, 2020; Rosidah et al., 2021; Ernani et al., 2023). Furthermore, the hierarchical nature of teacher-student relationships in some Indonesian classrooms may limit student involvement in assessment processes, including understanding rubric criteria (Rahmawati & Suryadi, 2021; Saffanah & Hamdu, 2022; Rosidah et al., 2021). However, the integration of authentic assessment practices, including rubric-based evaluation, offers opportunities to transform these cultural practices toward more participatory and reflective learning environments (Ernani et al., 2023; Wahyuni & Putra, 2020; Saffanah & Hamdu, 2022). Therefore, examining the cultural dimension of assessment practices is essential to understanding the contextual challenges and opportunities in implementing rubric-based assessment in Indonesian language learning (Rahmawati & Suryadi, 2021; Rosidah et al., 2021; Ernani et al., 2023).

Empirical evidence in Indonesia indicates that many teachers still face significant challenges in designing and implementing assessment rubrics that are aligned with competency-based learning objectives (Nurhayati & Hendro, 2025; Rahmawati & Suryadi, 2021; Ernani et al., 2023). These challenges include difficulties in formulating clear assessment criteria, developing measurable descriptors, and ensuring alignment between rubrics and learning outcomes (Ernani et al., 2023; Saffanah & Hamdu, 2022; Rosidah et al., 2021). Additionally, the use of rubrics is often limited to summative assessment, with minimal application for formative purposes such as providing feedback and guiding student learning (Wahyuni & Putra, 2020; Rahmawati & Suryadi, 2021; Ernani et al., 2023). Teachers also tend to design rubrics after learning activities, rather than integrating them into lesson planning and instructional design (Rosidah et al., 2021; Saffanah & Hamdu, 2022; Rahmawati & Suryadi, 2021). This situation reflects a broader issue of limited assessment literacy among teachers, which affects the quality and effectiveness of learning evaluation (Ernani et al., 2023; Wahyuni & Putra, 2020; Rosidah et al., 2021). Therefore, addressing these real problems requires a comprehensive understanding of teachers' professional readiness in using assessment rubrics (Rahmawati & Suryadi, 2021; Saffanah & Hamdu, 2022; Ernani et al., 2023).

Although numerous studies have examined the effectiveness of assessment rubrics in improving learning outcomes, relatively few have focused on teachers' professional readiness in designing and implementing rubrics (Ernani et al., 2023; Wahyuni & Putra, 2020; Saffanah & Hamdu, 2022). Existing research tends to emphasize the technical aspects of rubric use without exploring the

interplay between conceptual understanding, technical skills, and professional attitudes (Rahmawati & Suryadi, 2021; Rosidah et al., 2021; Ernani et al., 2023). Furthermore, previous studies often adopt quantitative approaches, limiting the depth of understanding regarding teachers' lived experiences and contextual challenges (Wahyuni & Putra, 2020; Saffanah & Hamdu, 2022; Rahmawati & Suryadi, 2021). There is also a lack of research that specifically examines rubric use in Indonesian language learning, which requires the assessment of complex and multidimensional skills (Ernani et al., 2023; Rosidah et al., 2021; Rahmawati & Suryadi, 2021). Moreover, the integration of professional readiness dimensions in assessment research remains underexplored, particularly in the context of authentic assessment implementation (Saffanah & Hamdu, 2022; Wahyuni & Putra, 2020; Ernani et al., 2023). Thus, a comprehensive qualitative investigation is needed to fill these gaps and provide a deeper understanding of teachers' readiness in rubric-based assessment practices (Rahmawati & Suryadi, 2021; Rosidah et al., 2021; Ernani et al., 2023).

The novelty of this study lies in its integrative approach that examines teacher professional readiness through the interconnected dimensions of conceptual understanding, technical skills, implementation practices, and professional attitudes (Rahmawati & Suryadi, 2021; Ernani et al., 2023; Saffanah & Hamdu, 2022). Unlike previous studies that focus primarily on rubric effectiveness, this research emphasizes the human and professional factors that influence assessment practices (Wahyuni & Putra, 2020; Rosidah et al., 2021; Ernani et al., 2023). The study also adopts a qualitative perspective to capture teachers' experiences and contextual realities in implementing rubric-based assessment (Rahmawati & Suryadi, 2021; Saffanah & Hamdu, 2022; Rosidah et al., 2021). Furthermore, it specifically focuses on Indonesian language learning, providing insights into the assessment of complex language skills (Ernani et al., 2023; Wahyuni & Putra, 2020; Rahmawati & Suryadi, 2021). By integrating multiple dimensions of professional readiness, this study offers a more comprehensive framework for understanding assessment practices in education (Saffanah & Hamdu, 2022; Rosidah et al., 2021; Ernani et al., 2023). Thus, the study contributes new knowledge to the field of educational assessment and teacher professionalism (Rahmawati & Suryadi, 2021; Wahyuni & Putra, 2020; Ernani et al., 2023).

This study aims to examine teachers' professional readiness in using assessment rubrics in Indonesian language learning, focusing on conceptual, technical, and practical dimensions. It seeks to explore how teachers understand, design, and implement rubrics in real classroom contexts. The study also aims to identify challenges and constraints faced by teachers in rubric-based assessment practices. Additionally, it focuses on examining the relationship between teacher professionalism and the quality of assessment practices. By adopting a qualitative approach, the study aims to provide an in-depth understanding of teachers' experiences and perspectives. Ultimately, this research seeks to contribute to the development of more effective and contextually relevant assessment practices in Indonesian language education.

2. LITERATURE REVIEW

2.1. Assessment rubrics in authentic and competency-based learning

Recent scholarship has increasingly emphasized the pivotal role of assessment rubrics in enhancing the validity, reliability, and transparency of learning assessment, particularly within competency-based educational frameworks (Panadero et al., 2022; Carless & Winstone, 2020; Yan & Brown, 2021). Assessment rubrics are conceptualized as structured evaluative instruments that articulate explicit criteria and performance descriptors, thereby enabling more objective and consistent judgments of student achievement (Brookhart, 2021; Andrade, 2020; Boud & Dawson, 2021). In the context of language learning, rubrics are particularly essential due to the complex and multidimensional nature of language competencies, including writing, speaking, reading, and listening skills (Panadero et al., 2022; Carless & Winstone, 2020; Andrade, 2020). Recent studies demonstrate that rubric-based assessment significantly reduces subjectivity by providing standardized benchmarks that guide teachers in evaluating student performance (Yan & Brown, 2021; Brookhart, 2021; Boud & Dawson, 2021). Moreover, rubrics are increasingly aligned with authentic assessment principles, emphasizing process-

oriented evaluation and real-world performance rather than solely focusing on final outcomes (Carless & Winstone, 2020; Panadero et al., 2022; Andrade, 2020). Thus, contemporary research positions assessment rubrics as essential pedagogical tools that bridge instructional objectives with measurable learning outcomes in modern education systems (Brookhart, 2021; Yan & Brown, 2021; Boud & Dawson, 2021).

In addition, recent developments highlight the role of rubrics as instruments for formative assessment and feedback enhancement, enabling continuous monitoring of student progress (Carless & Winstone, 2020; Panadero et al., 2022; Andrade, 2020). Rubric-based feedback provides detailed and criterion-referenced information that helps students understand their strengths and areas for improvement (Brookhart, 2021; Yan & Brown, 2021; Boud & Dawson, 2021). Studies also indicate that the use of rubrics promotes student self-regulation by encouraging learners to reflect on their performance in relation to established criteria (Panadero et al., 2022; Andrade, 2020; Carless & Winstone, 2020). Furthermore, when rubrics are communicated transparently, they enhance student engagement by clarifying expectations and fostering a sense of ownership over learning processes (Yan & Brown, 2021; Brookhart, 2021; Boud & Dawson, 2021). In digital learning environments, rubrics have been integrated into learning management systems, enabling real-time feedback and interactive assessment practices (Panadero et al., 2022; Carless & Winstone, 2020; Andrade, 2020). Therefore, the evolving literature underscores that the effectiveness of assessment rubrics extends beyond evaluation, contributing significantly to student learning, motivation, and reflective practice (Brookhart, 2021; Yan & Brown, 2021; Boud & Dawson, 2021).

2.2. Teacher professional readiness and assessment literacy in rubric-based assessment

Teacher professional readiness has been identified as a critical factor influencing the effectiveness of rubric-based assessment, particularly in the context of authentic and competency-based learning (Darling-Hammond et al., 2020; Opfer & Pedder, 2021; Hattie, 2023). Professional readiness encompasses multiple dimensions, including conceptual understanding, technical skills, pedagogical competence, and professional attitudes toward assessment practices (Brookhart, 2021; Yan & Brown, 2021; Panadero et al., 2022). Recent research highlights that teachers with strong assessment literacy are better equipped to design analytical rubrics with clear, measurable descriptors aligned with learning objectives (Boud & Dawson, 2021; Carless & Winstone, 2020; Andrade, 2020). Conversely, limited assessment literacy often results in poorly structured rubrics that lack clarity, consistency, and alignment with competency indicators (Panadero et al., 2022; Yan & Brown, 2021; Brookhart, 2021). In many educational contexts, teachers still struggle to translate theoretical knowledge of assessment into practical rubric design and classroom implementation (Darling-Hammond et al., 2020; Hattie, 2023; Opfer & Pedder, 2021). Thus, teacher professional readiness is increasingly recognized as a key determinant of assessment quality and effectiveness in contemporary education (Brookhart, 2021; Carless & Winstone, 2020; Boud & Dawson, 2021).

Furthermore, empirical studies reveal that teachers' attitudes toward assessment significantly influence how rubrics are utilized in practice, ranging from pedagogical tools to mere administrative requirements (Yan & Brown, 2021; Panadero et al., 2022; Andrade, 2020). Teachers who perceive rubrics as meaningful learning tools are more likely to integrate them into instructional planning and formative assessment processes (Carless & Winstone, 2020; Boud & Dawson, 2021; Brookhart, 2021). However, challenges such as time constraints, workload, and lack of professional training often hinder teachers' ability to develop and implement high-quality rubrics (Darling-Hammond et al., 2020; Hattie, 2023; Opfer & Pedder, 2021). Studies also emphasize the importance of continuous professional development programs in enhancing teachers' assessment competencies and rubric design skills (Panadero et al., 2022; Yan & Brown, 2021; Andrade, 2020). Moreover, collaborative practices such as peer review and professional learning communities have been shown to support teachers in improving assessment practices (Carless & Winstone, 2020; Boud & Dawson, 2021; Brookhart, 2021). Therefore, strengthening teacher professional readiness is essential for ensuring the effective implementation of

rubric-based assessment and for improving the overall quality of learning evaluation (Darling-Hammond et al., 2020; Hattie, 2023; Opfer & Pedder, 2021).

3. RESEARCH METHODS

3.1. Research design

This study employed a qualitative descriptive design to explore teachers' professional readiness in designing and implementing assessment rubrics within Indonesian language learning contexts (Creswell & Poth, 2021; Merriam & Tisdell, 2021; Tracy, 2020). The qualitative paradigm was selected because it enables an in-depth understanding of participants' experiences, perceptions, and practices within natural educational settings (Denzin & Lincoln, 2023; Flick, 2022; Yin, 2023). Unlike quantitative approaches that focus on hypothesis testing, qualitative research emphasizes meaning construction and contextual interpretation of social phenomena (Merriam & Tisdell, 2021; Tracy, 2020; Creswell & Poth, 2021). This approach is particularly suitable for examining teacher professionalism, which involves complex interactions between knowledge, skills, and attitudes in real classroom practices (Darling-Hammond et al., 2020; Opfer & Pedder, 2021; Hattie, 2023). Furthermore, the descriptive orientation of this study allows for a systematic portrayal of existing conditions without manipulating variables or imposing experimental treatments (Yin, 2023; Flick, 2022; Denzin & Lincoln, 2023). Thus, the research design provides a comprehensive framework for capturing the lived realities of teachers' assessment practices in authentic educational environments (Creswell & Poth, 2021; Tracy, 2020; Merriam & Tisdell, 2021).

In addition, this study adopts a naturalistic inquiry approach, where data are collected in real-world contexts to ensure ecological validity and contextual richness (Lincoln & Guba, 2021; Denzin & Lincoln, 2023; Yin, 2023). The researcher functions as the primary instrument, engaging directly with participants and data sources to interpret meanings embedded in their experiences (Creswell & Poth, 2021; Merriam & Tisdell, 2021; Tracy, 2020). This approach enables the exploration of teacher readiness as a multidimensional construct encompassing conceptual understanding, technical competence, and professional attitudes (Darling-Hammond et al., 2020; Hattie, 2023; Opfer & Pedder, 2021). Moreover, qualitative descriptive research facilitates the identification of patterns and themes that emerge inductively from the data, rather than being predetermined by theoretical assumptions (Flick, 2022; Yin, 2023; Denzin & Lincoln, 2023). Such flexibility is essential in understanding the dynamic and context-dependent nature of assessment practices in Indonesian language learning (Creswell & Poth, 2021; Tracy, 2020; Merriam & Tisdell, 2021). Therefore, this design ensures a nuanced and holistic analysis of teachers' professional readiness in utilizing assessment rubrics as authentic assessment tools (Lincoln & Guba, 2021; Yin, 2023; Flick, 2022).

3.2. Participants and sampling strategy

The participants of this study consisted of Indonesian language teachers who had experience in implementing rubric-based assessment within competency-based curricula (Creswell & Poth, 2021; Etikan & Bala, 2022; Merriam & Tisdell, 2021). Participant selection was conducted using purposive sampling, a technique that allows researchers to identify information-rich cases relevant to the research objectives (Patton, 2021; Etikan & Bala, 2022; Tracy, 2020). The inclusion criteria included teachers' active involvement in curriculum implementation, prior experience in rubric design, and willingness to participate in reflective inquiry (Yin, 2023; Flick, 2022; Creswell & Poth, 2021). This sampling approach ensures that the selected participants possess sufficient knowledge and experience to provide meaningful insights into the phenomenon under investigation (Merriam & Tisdell, 2021; Patton, 2021; Tracy, 2020). Additionally, purposive sampling enhances the depth and relevance of qualitative findings by focusing on participants who are directly engaged with the research context (Etikan & Bala, 2022; Yin, 2023; Flick, 2022). Thus, the sampling strategy supports the credibility and richness of the data by

prioritizing expertise and contextual relevance over statistical representativeness (Creswell & Poth, 2021; Merriam & Tisdell, 2021; Tracy, 2020).

Furthermore, the study was conducted in educational institutions implementing the independent curriculum, which emphasizes authentic and competency-based assessment practices (Ministry of Education, 2022; Darling-Hammond et al., 2020; Hattie, 2023). This context was selected because it requires teachers to design and utilize assessment rubrics as part of continuous and formative evaluation processes (Opfer & Pedder, 2021; Yin, 2023; Flick, 2022). Participants were expected to demonstrate varying levels of professional readiness, enabling comparative analysis across different dimensions of assessment practice (Creswell & Poth, 2021; Merriam & Tisdell, 2021; Tracy, 2020). The diversity of participants' experiences contributes to a more comprehensive understanding of the challenges and opportunities in rubric-based assessment implementation (Patton, 2021; Etikan & Bala, 2022; Yin, 2023). Moreover, engaging participants from different institutional backgrounds enhances the transferability of the findings to similar educational contexts (Lincoln & Guba, 2021; Flick, 2022; Creswell & Poth, 2021). Accordingly, the participant selection process ensures both depth and contextual variation in exploring teachers' professional readiness (Merriam & Tisdell, 2021; Tracy, 2020; Patton, 2021).

3.3. Data collection techniques

Data were collected through multiple qualitative techniques, including open-ended questionnaires, document analysis, and limited classroom observations, to ensure data triangulation (Creswell & Poth, 2021; Yin, 2023; Flick, 2022). The primary instrument was an open-ended questionnaire administered via Google Forms, allowing participants to provide reflective and detailed responses (Dillman et al., 2021; Fowler, 2021; Tracy, 2020). This method enables efficient data collection from multiple participants while maintaining depth and flexibility in responses (Creswell & Poth, 2021; Merriam & Tisdell, 2021; Dillman et al., 2021). The questionnaire explored teachers' conceptual understanding, experiences, and challenges in designing and implementing assessment rubrics (Yin, 2023; Flick, 2022; Tracy, 2020). In addition, documentation analysis was conducted on rubric artifacts to assess alignment with learning objectives, criteria clarity, and descriptor quality (Bowen, 2021; Creswell & Poth, 2021; Merriam & Tisdell, 2021). This combination of data sources enhances the validity and comprehensiveness of the research findings (Lincoln & Guba, 2021; Yin, 2023; Flick, 2022).

Moreover, limited classroom observations were carried out to capture the actual implementation of assessment rubrics in teaching practices (Spradley, 2021; Creswell & Poth, 2021; Merriam & Tisdell, 2021). Observations focused on how teachers used rubrics, communicated assessment criteria, and provided feedback to students during learning activities (Yin, 2023; Flick, 2022; Tracy, 2020). This method provides contextual insights that complement self-reported data from questionnaires and documents (Lincoln & Guba, 2021; Bowen, 2021; Creswell & Poth, 2021). Triangulation across these methods ensures a more robust understanding of teachers' professional readiness (Denzin & Lincoln, 2023; Yin, 2023; Flick, 2022). Additionally, data collection procedures were conducted ethically, ensuring participant consent and confidentiality throughout the research process (Creswell & Creswell, 2021; Tracy, 2020; Merriam & Tisdell, 2021). Thus, the multi-method approach strengthens the credibility and trustworthiness of the study (Lincoln & Guba, 2021; Yin, 2023; Flick, 2022).

3.4. Data analysis techniques

Data analysis was conducted using an inductive thematic analysis approach, allowing patterns and themes to emerge naturally from the data (Braun & Clarke, 2021; Creswell & Poth, 2021; Yin, 2023). The analysis process involved several stages, including data reduction, coding, categorization, and thematic interpretation (Miles et al., 2021; Flick, 2022; Tracy, 2020). Data reduction was performed by selecting relevant information related to teacher readiness, ensuring focus and clarity in analysis (Miles et al., 2021; Creswell & Poth, 2021; Yin, 2023). Coding procedures were used to identify recurring

patterns and meaningful units within the data (Braun & Clarke, 2021; Flick, 2022; Tracy, 2020). These codes were then grouped into broader categories representing key dimensions of professional readiness (Merriam & Tisdell, 2021; Creswell & Poth, 2021; Yin, 2023). The final stage involved interpreting these themes to construct a comprehensive understanding of the research findings (Braun & Clarke, 2021; Miles et al., 2021; Flick, 2022).

To ensure data validity and trustworthiness, this study employed credibility strategies such as triangulation, member checking, and prolonged engagement (Lincoln & Guba, 2021; Creswell & Poth, 2021; Tracy, 2020). Triangulation was achieved by comparing data from questionnaires, documents, and observations to confirm consistency (Denzin & Lincoln, 2023; Yin, 2023; Flick, 2022). Member checking was conducted by validating findings with participants to ensure accurate representation of their perspectives (Creswell & Poth, 2021; Merriam & Tisdell, 2021; Tracy, 2020). Additionally, thick description was used to provide detailed contextual information, enhancing the transferability of the findings (Lincoln & Guba, 2021; Flick, 2022; Yin, 2023). Dependability and confirmability were maintained through systematic documentation of research procedures and analytical decisions (Creswell & Creswell, 2021; Tracy, 2020; Merriam & Tisdell, 2021). Therefore, the analytical framework ensures rigor, transparency, and reliability in interpreting teachers' professional readiness in rubric-based assessment (Braun & Clarke, 2021; Miles et al., 2021; Yin, 2023).

4. RESULTS

4.1. Teachers' conceptual understanding of assessment rubrics

In reflecting on his professional experience, Informant G1 provided a detailed account of how assessment practices are conducted in his classroom, emphasizing that the use of rubrics has been gradually introduced as part of institutional requirements rather than as a deeply internalized pedagogical strategy. He explained that his familiarity with rubrics emerged primarily through administrative demands and peer discussions, rather than through formal training or systematic professional development programs. Furthermore, he described how his interpretation of rubrics remains closely tied to their practical function in reducing subjectivity during grading, rather than as tools that actively shape the learning process itself. G1 stated:

"Rubrics help make assessment clearer and prevent subjective scoring because everything is already structured, and I feel more confident when assigning grades since I have specific criteria to follow, although I usually focus on the final score rather than using the rubric to guide students during the learning process." (Informant G1).

This response demonstrates that the informant has developed an instrumental understanding of rubrics centered on fairness and objectivity, which reflects an important but limited dimension of assessment literacy. However, the emphasis on grading outcomes rather than learning processes indicates a predominantly summative orientation that restricts the transformative potential of rubrics in facilitating formative assessment and student engagement. Moreover, this perspective suggests that the integration of rubrics into pedagogical practice remains superficial, highlighting the need for deeper conceptual training that positions rubrics as integral components of instructional design rather than merely evaluative tools. Informant G2 elaborated on his experience with rubrics by acknowledging that his knowledge is largely fragmented and derived from informal sources, such as observing colleagues or adapting existing templates, rather than from a comprehensive understanding of assessment theory. He expressed uncertainty regarding the conceptual distinctions between different types of rubrics and admitted that this lack of clarity affects his confidence in designing effective assessment tools. Additionally, he highlighted that limited exposure to professional development opportunities has contributed to his partial understanding of rubric-based assessment. G2 stated:

"I know that rubrics contain criteria and levels of performance, but I do not really understand the differences between holistic and analytical rubrics, and I am not sure how to use them properly in teaching, so sometimes I just follow examples without fully understanding their purpose." (Informant G2).

This statement reveals a significant gap in theoretical understanding, particularly in differentiating rubric typologies and their pedagogical implications. The reliance on imitation rather than conceptual mastery indicates a surface-level engagement with assessment practices, which may compromise the effectiveness of rubric implementation. Furthermore, this condition underscores the importance of structured professional development programs that enhance teachers' assessment literacy and enable them to design rubrics that are both theoretically grounded and pedagogically meaningful. Informant G3 described his routine in designing assessment tools, noting that rubrics are typically created after instructional activities have been completed, rather than being integrated into the planning phase of teaching. He explained that this practice stems from a tendency to prioritize content delivery and task completion over assessment design during lesson preparation. Moreover, he acknowledged that this approach limits the role of rubrics as guiding frameworks for student learning. G3 stated:

"Usually, I create the rubric after giving the assignment because I focus first on explaining the material and the task, and only afterward I think about how to assess it, so the rubric is more like a final step rather than part of the learning process." (Informant G3).

This response indicates a clear misalignment between assessment and instruction, where rubrics are treated as retrospective tools rather than proactive learning guides. The separation between teaching and assessment processes undermines the principles of authentic assessment, which emphasize alignment between objectives, instruction, and evaluation. Consequently, this practice reflects a procedural approach to assessment that limits the potential of rubrics to support student learning and self-regulation. Informant G4 emphasized that rubrics are not consistently aligned with competency indicators or learning objectives in his teaching practice. G4 stated:

"I rarely connect rubrics directly with learning objectives; sometimes they are just additional tools to help me score student work." (Informant G4).

This highlights a lack of integration between assessment and curriculum design. The perception of rubrics as supplementary tools reduces their instructional value. This condition reflects weak conceptual alignment with competency-based assessment principles. Informant G5 described his use of rubrics primarily for final evaluation purposes rather than as tools for guiding student learning. G5 stated:

"I mostly use rubrics when giving final scores, not really during the learning process itself." (Informant G5).

This demonstrates a dominant summative orientation. The limited use of rubrics in formative contexts restricts opportunities for feedback and learning improvement. This reflects a narrow understanding of assessment functions. Informant G6 highlighted issues related to transparency in assessment practices, particularly in communicating rubric criteria to students. G6 stated:

"Students are not always informed about the rubric criteria before completing their assignments, so they just focus on finishing the task." (Informant G6).

This indicates a lack of student engagement with assessment criteria. The absence of transparency reduces students' ability to self-regulate learning. This reflects a gap in implementing student-centered assessment practices. In reflecting on his conceptual engagement with assessment rubrics, Informant G7 elaborated that his understanding has evolved gradually through classroom practice rather than through formal theoretical grounding, leading to a partial and experience-based

comprehension of rubrics. He emphasized that while he recognizes rubrics as structured tools, he still struggles to conceptualize them as integral components of instructional design that should guide both teaching and learning processes from the outset. Furthermore, he noted that his interpretation of rubrics is often shaped by practical necessity rather than pedagogical intention. G7 stated:

“For me, rubrics are helpful because they provide structure when I assess students, but I usually think about them only after I have given the task, and I do not always consider how they should be connected to the learning objectives from the beginning.” (Informant G7).

This response indicates that the informant's conceptualization of rubrics is primarily procedural rather than strategic, reflecting limited integration into pedagogical planning. The delayed consideration of rubrics suggests a disconnect between assessment and instruction, which undermines the principles of constructive alignment. Moreover, this highlights the need for strengthening teachers' conceptual understanding so that rubrics function as guiding frameworks rather than retrospective scoring tools. Informant G8 described his understanding of assessment rubrics as largely derived from observing institutional practices and adapting existing formats, rather than developing them based on a comprehensive conceptual framework. He acknowledged that while he is familiar with the structural elements of rubrics, he lacks a deeper understanding of their theoretical foundations and pedagogical significance. Additionally, he expressed uncertainty about how rubrics can be used to support student learning beyond grading. G8 stated:

“I understand that rubrics have criteria and levels, but I usually just follow examples from other teachers or templates, and I am not always sure how they actually help students learn better.” (Informant G8).

This statement reveals a reliance on imitation rather than conceptual mastery, indicating a superficial engagement with rubric-based assessment. The lack of understanding of the pedagogical function of rubrics limits their effectiveness as tools for enhancing learning. Furthermore, this condition underscores the importance of professional development programs that emphasize both theoretical understanding and practical application of assessment rubrics. Informant G9 provided a reflective account of his understanding, noting that rubrics are often perceived as formal requirements rather than pedagogical necessities within his teaching context. He explained that institutional expectations influence his use of rubrics, but this does not always translate into meaningful integration within the learning process. Moreover, he admitted that his conceptualization of rubrics remains limited to their administrative function. G9 stated:

“In my experience, rubrics are often required by the school, so I use them because I have to, but I do not always think deeply about how they should be used to improve the learning process.” (Informant G9).

This response indicates an administrative orientation toward rubric use, which reduces their pedagogical value. The perception of rubrics as obligatory tools rather than meaningful instruments reflects a limited conceptual understanding. Additionally, this highlights systemic issues where institutional policies do not necessarily translate into effective classroom practices. Informant G10 emphasized that his understanding of rubrics is influenced by his efforts to make assessment more organized, yet he acknowledged that this understanding does not extend to their role in guiding learning. He explained that rubrics are often used as checklists rather than as frameworks for developing student competencies. Furthermore, he noted that this approach limits the potential of rubrics to support deeper learning. G10 stated:

“I use rubrics mainly to organize assessment and make sure I do not miss any criteria, but I do not always use them to guide students during the learning process.” (Informant G10).

This highlights a functional but limited understanding of rubrics as organizational tools rather than pedagogical instruments. The checklist-oriented approach reflects a surface-level

conceptualization that does not fully engage with the principles of formative assessment. Moreover, this suggests the need for a paradigm shift in how teachers perceive and utilize rubrics in classroom practice. Informant G11 discussed his conceptual understanding by emphasizing that rubrics are helpful for standardizing assessment, but he admitted that he has not fully explored their potential in supporting student learning. He explained that his focus remains on ensuring fairness rather than facilitating learning processes. Additionally, he noted that this perspective is influenced by his previous teaching experiences. G11 stated:

"I think rubrics are useful for making assessment fair and consistent, but I have not really used them to guide students or help them improve during learning." (Informant G11).

This response reflects a narrow conceptualization centered on fairness and consistency. While these are important aspects of assessment, the lack of focus on learning support limits the effectiveness of rubrics. Furthermore, this indicates a need for expanding teachers' understanding of assessment as a tool for learning rather than merely evaluation. Informant G12 highlighted that his understanding of rubrics is still developing and that he often feels uncertain about how to align them with learning objectives. He explained that this uncertainty affects his confidence in using rubrics effectively. Moreover, he acknowledged that he requires further guidance to improve his conceptual understanding. G12 stated:

"I sometimes feel unsure whether my rubric really matches the learning objectives, and I am not always confident that I am using it correctly in my teaching." (Informant G12).

This indicates a lack of alignment between assessment and instructional goals, reflecting limited conceptual clarity. The uncertainty expressed by the informant suggests low assessment literacy. Additionally, this highlights the importance of targeted training to strengthen teachers' understanding of rubric alignment. Across Informants G13 to G17, a consistent pattern emerges in which teachers demonstrate a general awareness of the importance of rubrics but lack a deep and integrated conceptual understanding of their pedagogical function. They collectively emphasized that rubrics are valuable for ensuring fairness and clarity, yet they are not consistently used as tools for guiding learning or fostering student engagement. Representative statement (G17):

"Rubrics are important for fairness and transparency, but I still feel that I do not fully understand how to use them to support learning, so I mostly use them when giving final scores." (Informant G17).

This collective pattern indicates that teachers' conceptual understanding remains at a foundational level, characterized by recognition without full internalization. The emphasis on fairness over learning reflects a dominant summative paradigm. Moreover, this suggests a systemic need to reconceptualize rubrics as integral components of teaching and learning rather than as isolated assessment tools.

4.2. Teachers' technical skills in developing assessment rubrics

In elaborating his experience with rubric construction, Informant G7 provided a detailed reflection on the complexities involved in designing performance levels that are both distinct and pedagogically meaningful. He explained that although he understands the importance of differentiating levels of achievement, translating abstract competency standards into concrete descriptors remains a significant challenge in his daily teaching practice. Furthermore, he emphasized that the overlap between performance indicators often leads to confusion, both for himself as an assessor and for students as recipients of evaluation criteria. G7 stated:

“The hardest part is creating clear differences between each level of achievement, because sometimes the indicators feel too similar, and I am not sure how to describe them in a way that clearly shows progression from one level to another, especially when students’ performances are quite close.” (Informant G7).

This response reveals a fundamental limitation in the teacher’s ability to construct analytical rubrics with clearly differentiated descriptors, which is a core requirement for high-quality assessment design. The difficulty in distinguishing performance levels suggests a lack of mastery in translating competencies into observable and measurable indicators, thereby reducing the reliability and validity of assessment outcomes. Moreover, this challenge reflects broader issues in assessment literacy, indicating the need for targeted professional development that focuses on descriptor formulation and performance differentiation strategies. Informant G8 described his experience in developing rubric criteria as a process characterized by uncertainty and reliance on general formulations rather than precise operational definitions. He noted that while he attempts to align rubric criteria with learning objectives, he often struggles to articulate these criteria in a way that is both specific and measurable. Additionally, he acknowledged that this limitation affects his confidence in ensuring that assessments accurately reflect students’ competencies. G8 stated:

“The criteria I use are still quite general because I am not sure how to make them more detailed and measurable, and sometimes I feel that the rubric does not fully capture what students are supposed to achieve.” (Informant G8).

This statement indicates a limited ability to operationalize abstract competencies into specific and measurable assessment criteria, which is essential for effective rubric design. The use of generalized criteria reduces the precision and diagnostic value of assessment, making it difficult to identify specific areas of student improvement. Furthermore, this highlights the need for enhancing teachers’ technical skills in constructing detailed and competency-aligned rubrics through structured training and guided practice. Informant G9 provided a contextualized explanation of how institutional and workload-related constraints influence his ability to develop comprehensive assessment rubrics. He emphasized that the demands of teaching responsibilities, administrative tasks, and time limitations often lead him to prioritize efficiency over depth in rubric design. Moreover, he acknowledged that this practical constraint results in simplified rubrics that may not fully represent the complexity of student performance. G9 stated:

“My rubric is still simple because I do not have enough time to make it detailed due to teaching workload, so I usually create something basic that I can use quickly, even though I know it could be improved.” (Informant G9).

This response highlights the significant impact of structural and institutional constraints on teachers’ technical capacity to design high-quality rubrics. Time limitations not only restrict opportunities for reflective design but also lead to the adoption of simplified assessment tools that may compromise accuracy and depth. Additionally, this finding suggests that improving assessment practices requires not only individual skill development but also systemic support in terms of workload management and institutional policy. Informant G10 emphasized the challenge of ensuring that rubric language is both academically accurate and accessible to students with varying levels of comprehension. He explained that the use of formal or technical terminology often creates barriers for students in understanding assessment criteria, thereby limiting their ability to engage with the rubric as a learning tool. Furthermore, he noted that balancing clarity and academic rigor remains a persistent difficulty in his rubric design process.

“Sometimes the language in the rubric is difficult for students to understand, especially when using formal terms, so they do not really know what is expected and just try to complete the task without thinking about the criteria.” (Informant G10).

This response underscores the importance of readability and accessibility in rubric design, which are essential for promoting student engagement and self-regulated learning. The use of complex or inaccessible language reduces the effectiveness of rubrics as instructional tools, limiting their role to evaluative functions. Moreover, this finding indicates the need for adopting student-centered design principles that prioritize clarity, simplicity, and alignment with students' cognitive levels. Informant G11 reflected on his assessment practices by acknowledging that rubric revision is rarely conducted, primarily due to time constraints and the cyclical nature of teaching activities. He explained that once a rubric is created and used, it is seldom revisited or improved, even when limitations are recognized. Additionally, he noted that this practice results in the repeated use of the same rubric across different learning contexts. G11 stated:

"I have never revised my rubric after using it because I usually move on to the next topic, and I do not have time to evaluate whether the rubric needs improvement." (Informant G11).

This response reveals a lack of reflective practice, which is a critical component of professional competence in assessment design. The absence of revision limits opportunities for continuous improvement, resulting in static and potentially outdated assessment tools. Furthermore, this finding highlights the importance of fostering a culture of reflective practice and iterative refinement in rubric development. Informant G12 provided an introspective account of his lack of confidence in aligning assessment rubrics with learning indicators and competency standards. He explained that this uncertainty often leads to doubts about the validity of his assessment practices and the accuracy of the resulting scores. Moreover, he acknowledged that this lack of confidence affects his overall approach to rubric design and implementation. G12 stated:

"I am not fully confident that my rubric matches the learning indicators or competencies, and sometimes I worry that the assessment does not truly reflect what students have learned." (Informant G12).

This statement indicates a critical issue of misalignment between assessment tools and curricular objectives, which directly impacts the validity of evaluation outcomes. The teacher's lack of confidence reflects insufficient assessment literacy and highlights the need for structured guidance in aligning rubrics with competency standards. Additionally, this finding underscores the importance of professional development programs that build both conceptual understanding and practical confidence in assessment design. In elaborating his technical experience with assessment rubrics, Informant G1 explained that although he regularly uses rubrics in classroom assessment, his ability to construct them remains largely intuitive and based on practical adjustments rather than systematic design principles. He emphasized that he often adapts existing rubric formats from colleagues or online sources, which limits his opportunity to fully understand the underlying structure of effective rubric construction. Furthermore, he acknowledged that this approach sometimes results in inconsistencies between assessment criteria and expected learning outcomes. G1 stated:

"I usually adapt rubrics from examples that I find or from other teachers, because it is easier and faster, but sometimes I am not sure whether the criteria really match what I want to assess in my class." (Informant G1).

This response indicates a reliance on replication rather than independent construction, which limits the development of robust technical competence in rubric design. The lack of ownership over rubric formulation may lead to misalignment between assessment criteria and instructional objectives, thereby affecting the validity of evaluation. Moreover, this highlights the importance of building teachers' capacity to design context-specific rubrics grounded in clear pedagogical principles. Informant G2 described his technical challenges as being closely related to his limited familiarity with structured rubric frameworks, particularly in translating competencies into measurable indicators. He explained that while he understands the importance of detailed criteria, he often struggles to operationalize abstract learning

goals into concrete assessment descriptors. Additionally, he noted that this limitation affects the consistency of his scoring practices. G2 stated:

"I know that the rubric should have clear indicators, but I find it difficult to turn learning objectives into specific criteria that can be measured, so sometimes my assessment feels less consistent." (Informant G2).

This statement reflects a fundamental difficulty in operationalizing competencies, which is essential for effective rubric design. The inability to translate abstract objectives into measurable indicators reduces both the reliability and consistency of assessment. Furthermore, this suggests that technical skill development should focus on bridging the gap between curriculum standards and practical assessment tools. Informant G3 explained that his technical approach to rubric design is often influenced by time constraints and the need for efficiency, leading him to prioritize simplicity over precision. He noted that while he is aware of the importance of detailed rubrics, he tends to create simplified versions that can be implemented quickly in classroom settings. Moreover, he acknowledged that this practice may compromise the depth and accuracy of assessment.

"I usually create simple rubrics because I need something practical and quick, but I realize that sometimes the criteria are not detailed enough to capture differences in student performance." (Informant G3).

This response highlights a trade-off between practicality and quality in rubric design, where efficiency is prioritized over analytical precision. The use of simplified rubrics may limit the ability to differentiate levels of student achievement, thereby reducing assessment validity. Additionally, this finding underscores the need for institutional support to balance workload demands with the development of high-quality assessment practices. Informant G16 provided insight into how technical limitations in rubric design affect student engagement, noting that unclear or poorly structured rubrics often result in students not utilizing them effectively. He explained that students tend to ignore rubrics when they are not presented in a clear and accessible format, which reduces their potential as learning tools. Furthermore, he acknowledged that this issue is partly due to his own limitations in designing user-friendly rubrics. G16 stated:

"Students are not used to using rubrics because sometimes the rubric is not clear enough for them, so they do not really pay attention to it and just focus on finishing the task." (Informant G16).

This response indicates that technical shortcomings in rubric design directly impact student engagement and learning behavior. The lack of clarity and usability reduces the effectiveness of rubrics as tools for self-regulated learning. Moreover, this finding highlights the importance of designing rubrics that are not only technically accurate but also accessible and meaningful for students. Informant G17 reflected on his technical competence by acknowledging that while he recognizes the importance of well-designed rubrics, he lacks the necessary skills and training to develop them effectively. He emphasized that his current rubric design practices are based on trial and error rather than systematic knowledge. Additionally, he expressed a strong desire to improve his technical skills through professional development. G17 stated:

"I know that a good rubric should be detailed and aligned with competencies, but I still feel that my skills are not enough, and I often rely on trial and error when creating rubrics." (Informant G17).

This statement highlights a clear gap between awareness and technical competence, indicating insufficient training in rubric design. The reliance on trial-and-error methods reflects a lack of structured knowledge and guidance. Furthermore, this finding underscores the need for comprehensive professional development programs that equip teachers with both theoretical and practical skills in assessment design.

4.3. Implementation and professional attitudes toward rubric-based assessment

In reflecting on his classroom assessment practices, Informant G13 provided a detailed explanation of how rubrics are selectively applied depending on the type of task and the perceived ease of implementation. He emphasized that while he recognizes the value of rubrics, their use is often limited to certain skill areas—particularly writing—where criteria are more visible and easier to operationalize compared to other language competencies. Furthermore, he noted that this selective application is influenced by both practical considerations and his level of familiarity with rubric design across different skill domains. G13 stated:

“I mostly use rubrics for writing tasks because they are easier to apply there, since I can clearly see aspects like structure, grammar, and content, but for other skills like speaking or reading, I do not always feel confident using rubrics in the same way.” (Informant G13).

This response indicates that rubric implementation is context-dependent and limited in scope, reflecting uneven application across different learning domains. The selective use of rubrics suggests that teachers may lack comprehensive competence in adapting rubric frameworks to diverse skill areas, thereby restricting their pedagogical potential. Moreover, this pattern highlights the need for broader training that equips teachers with strategies to apply rubrics consistently across all competencies in language learning. Informant G14 elaborated on his classroom routines by acknowledging that although rubrics are incorporated into assessment practices, they are not consistently introduced or explained to students prior to instructional activities. He explained that time constraints and a focus on content delivery often take precedence over discussing assessment criteria, resulting in limited student familiarity with rubrics. Additionally, he noted that this practice is influenced by habitual teaching patterns rather than deliberate pedagogical decisions. G14 stated:

“I use rubrics, but I rarely explain them to students before the lesson starts because I usually focus on delivering the material first, and sometimes there is not enough time to go through the criteria in detail with the students.” (Informant G14).

This statement reflects a lack of transparency in assessment practices, which limits students' ability to understand expectations and engage meaningfully with learning tasks. The absence of rubric communication reduces opportunities for formative assessment and undermines the role of rubrics as tools for guiding learning. Furthermore, this finding indicates a predominance of teacher-centered approaches, where assessment criteria are not integrated into the learning process as shared references. Informant G15 provided an in-depth account of his feedback practices, highlighting that assessment is often dominated by numerical scoring rather than descriptive, rubric-based feedback. He explained that while rubrics are sometimes used to determine scores, the detailed criteria are rarely communicated to students in the form of constructive feedback. Moreover, he acknowledged that this approach may limit students' understanding of their strengths and areas for improvement. G15 stated:

“Feedback is usually just a score, not detailed explanations based on rubric criteria, because it is faster to give numbers, even though I know students might benefit more from detailed feedback.” (Informant G15).

This response indicates a significant underutilization of rubrics as tools for formative feedback, which is a critical component of effective assessment practices. The reliance on numerical scores limits the diagnostic value of assessment and reduces opportunities for student learning and improvement. Additionally, this highlights the need to shift from summative-oriented practices toward feedback-rich approaches that leverage rubrics for continuous learning support. Informant G16 emphasized the issue of low student engagement with rubrics, noting that students are not accustomed to using them as part of their learning process. He explained that this lack of engagement is partly due to how rubrics are introduced and utilized in the classroom, as well as students' limited exposure to participatory assessment practices. Furthermore, he acknowledged that this situation reflects broader challenges in implementing student-centered assessment approaches. G16 stated:

“Students are not used to reading or using rubrics themselves, so they often ignore them and focus only on completing the task, because they are not familiar with how rubrics can help them improve their work.” (Informant G16).

This statement highlights a critical gap in student involvement, indicating that rubrics are not functioning as tools for self-regulated learning. The lack of familiarity and engagement suggests that students are not being actively guided to interact with assessment criteria. Moreover, this finding underscores the importance of integrating rubrics into classroom practices in ways that promote student participation and ownership of learning. Informant G17 provided a reflective perspective on his professional attitude toward rubric-based assessment, expressing a strong belief in its importance while simultaneously acknowledging limitations in his ability to implement it effectively. He emphasized that although he values rubrics for promoting fairness and transparency, he lacks sufficient training and experience to fully utilize them in pedagogically meaningful ways. Additionally, he expressed a willingness to improve his skills through professional development opportunities. G17 stated:

“Rubrics are important for fairness and transparency, but I still need training to use them properly and effectively, because sometimes I am not sure how to design or apply them in a way that really supports student learning.” (Informant G17).

This response reveals a clear gap between positive professional attitudes and practical competence in rubric-based assessment. While the recognition of rubric importance indicates readiness at the attitudinal level, the lack of technical and pedagogical skills limits effective implementation. Furthermore, this finding highlights the necessity of comprehensive professional development programs that bridge the gap between belief and practice, enabling teachers to translate positive attitudes into effective assessment strategies. In elaborating his classroom assessment practices, Informant G3 reflected on how the implementation of rubrics is often not systematically integrated into the instructional process but instead occurs as a reactive step after learning activities have been completed. He explained that his primary focus during teaching is delivering content and ensuring that students complete assigned tasks, while the use of rubrics is considered a secondary concern that is addressed only when assessment is required. Furthermore, he acknowledged that this practice limits the potential of rubrics to function as tools that guide learning and clarify expectations from the beginning of instruction.

“In my teaching, I usually focus first on explaining the material and making sure students complete the task, and only after that I think about using the rubric, so it is not something that I introduce at the beginning of the lesson.” (Informant G3).

This response indicates that rubric implementation is positioned as a post-instructional activity rather than an integral component of the learning design, reflecting a lack of constructive alignment between objectives, instruction, and assessment. The delayed use of rubrics reduces their effectiveness as tools for guiding student learning and shaping performance expectations. Moreover, this practice highlights a teacher-centered orientation that prioritizes content delivery over the integration of assessment as a formative and interactive process. Informant G5 provided a reflective account of his professional attitude toward rubric-based assessment, emphasizing that although he recognizes the value of rubrics in promoting fairness and consistency, their use in his classroom remains largely limited to final evaluation. He explained that rubrics are primarily employed to assign scores at the end of learning activities, rather than being used throughout the learning process to provide feedback and support student development. Additionally, he noted that this approach is influenced by both time constraints and established teaching habits. G5 stated:

“I usually use rubrics when giving final scores because it helps me be more objective, but I do not often use them during the learning process to guide students or give feedback.” (Informant G5).

This statement reflects a predominantly summative orientation in the implementation of rubrics, which limits their potential as formative assessment tools. The focus on final scoring reduces opportunities for continuous feedback and student improvement, thereby diminishing the pedagogical value of rubrics. Furthermore, this finding indicates the persistence of traditional assessment practices and highlights the need for a shift toward more formative and process-oriented approaches in rubric-based assessment. The results of this research are in accordance with what is visualized in Figure 1.

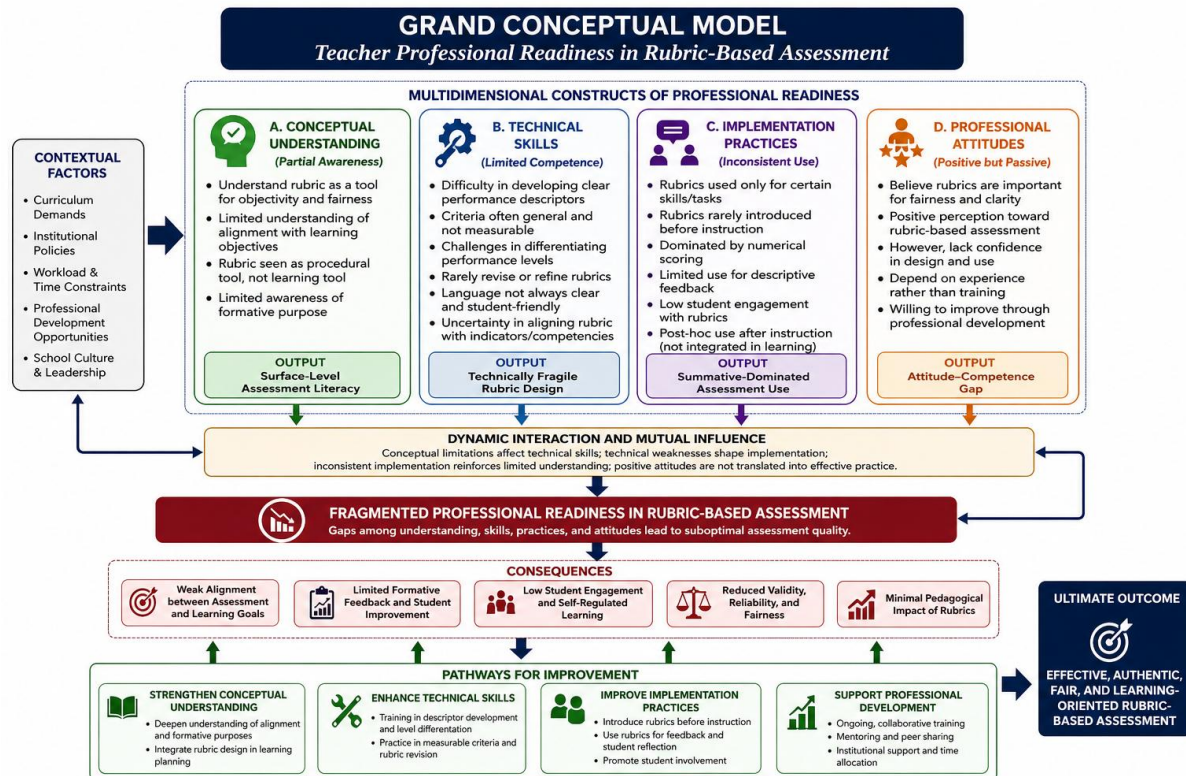


Figure 1. Grand model teacher professional readiness in rubric-based assessment

5. DISCUSSION

This study reconceptualizes teacher professional readiness in rubric-based assessment as a multidimensional construct shaped by the dynamic interplay of conceptual understanding, technical competence, implementation practices, and professional attitudes, rather than as a singular or linear competency (Panadero, 2024; O'Donovan, 2024; Karaman, 2024; Sukarno, 2024). The findings demonstrate that these dimensions develop unevenly, resulting in fragmented readiness where teachers possess partial awareness but lack integrated application in classroom practice (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; Sukarno, 2024). This fragmentation supports contemporary theories of assessment literacy, which emphasize that effective assessment requires not only knowledge but also the ability to enact and contextualize that knowledge within authentic learning environments (O'Donovan, 2024; Panadero, 2024; Karaman, 2024; Sukarno, 2024). Moreover, the findings extend previous research by showing that awareness without integration leads to procedural compliance rather than pedagogical transformation (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; O'Donovan, 2024). Thus, this study contributes to the literature by framing teacher readiness as a relational and systemic construct, rather than an individual attribute (Sukarno, 2024; Panadero, 2024; O'Donovan, 2024; Karaman, 2024). Consequently, the proposed model offers a more nuanced explanation of why assessment reforms often fail to translate into effective classroom practices (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; Sukarno, 2024).

From a conceptual perspective, the findings reveal that teachers predominantly understand rubrics as tools for ensuring fairness and objectivity, reflecting a surface-level orientation toward assessment literacy (Panadero, 2024; O'Donovan, 2024; Sukarno, 2024; Karaman, 2024). While this understanding aligns with foundational assessment principles, it remains insufficient for supporting learning-oriented assessment practices (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; O'Donovan, 2024). The limited conceptualization of rubrics as scoring tools rather than pedagogical frameworks reflects a broader dominance of summative assessment cultures in educational systems (Sukarno, 2024; Karaman, 2024; Panadero, 2024; O'Donovan, 2024). This condition reinforces the argument that teachers often operate within inherited assessment paradigms that prioritize measurement over learning (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; Sukarno, 2024). As a result, rubrics fail to function as tools for guiding instruction, clarifying expectations, and supporting student reflection (Karaman, 2024; Panadero, 2024; O'Donovan, 2024; Sukarno, 2024). Therefore, the study highlights the need for a paradigm shift from assessment of learning to assessment for and as learning (Panadero, 2024; O'Donovan, 2024; Karaman, 2024; Sukarno, 2024).

From a technical perspective, the findings demonstrate that teachers encounter substantial challenges in translating competencies into measurable indicators and constructing differentiated performance descriptors (Riyawi & Zulhiddah, 2025; Panadero, 2024; Karaman, 2024; Sukarno, 2024). These difficulties confirm previous studies indicating that rubric design requires specialized expertise in operationalizing abstract learning outcomes (Panadero, 2024; O'Donovan, 2024; Karaman, 2024; Sukarno, 2024). The prevalence of vague criteria and poorly differentiated levels reduces both the reliability and validity of assessment practices (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; O'Donovan, 2024). Importantly, the study shows that these technical limitations are not solely individual shortcomings but are also shaped by systemic constraints such as workload and limited training opportunities (Riyawi & Zulhiddah, 2025; Sukarno, 2024; Karaman, 2024; Panadero, 2024). This finding aligns with the view that teacher competence must be understood as contextually situated and institutionally mediated (O'Donovan, 2024; Panadero, 2024; Sukarno, 2024; Karaman, 2024). Thus, improving technical skills requires both individual capacity building and systemic support structures (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; Sukarno, 2024).

At the implementation level, the findings reveal that rubric use is largely inconsistent, post-hoc, and dominated by summative practices rather than formative engagement (Riyawi & Zulhiddah, 2025; Karaman, 2024; Panadero, 2024; O'Donovan, 2024). Teachers tend to apply rubrics after instruction rather than integrating them into lesson planning and learning processes (Karaman, 2024; Panadero, 2024; Sukarno, 2024; O'Donovan, 2024). This misalignment contradicts the principle of constructive alignment, which requires coherence between objectives, instruction, and assessment (Panadero, 2024; O'Donovan, 2024; Karaman, 2024; Sukarno, 2024). Furthermore, the limited use of rubrics for feedback reduces opportunities for student self-regulation and reflective learning (Karaman, 2024; Panadero, 2024; O'Donovan, 2024; Sukarno, 2024). Empirical evidence suggests that when rubrics are used in self-assessment with feedback, they significantly enhance student achievement and learning strategies (Karaman, 2024; Panadero, 2024; O'Donovan, 2024; Sukarno, 2024). Therefore, the study highlights the underutilization of rubrics as tools for fostering self-regulated learning and student agency (Panadero, 2024; Karaman, 2024; O'Donovan, 2024; Sukarno, 2024).

A critical contribution of this study is the identification of the attitude–competence gap, where teachers demonstrate positive beliefs about rubrics but lack the skills to implement them effectively (Sukarno, 2024; Panadero, 2024; Karaman, 2024; O'Donovan, 2024). This finding challenges the assumption that positive attitudes automatically lead to improved pedagogical practices (Riyawi & Zulhiddah, 2025; Panadero, 2024; Karaman, 2024; Sukarno, 2024). Instead, it reveals that beliefs without competence remain inert and do not translate into meaningful instructional change (O'Donovan, 2024; Panadero, 2024; Karaman, 2024; Sukarno, 2024). This gap reflects limitations in professional development approaches that emphasize awareness rather than practice-based skill development (Riyawi & Zulhiddah, 2025; Sukarno, 2024; Panadero, 2024; Karaman, 2024). Consequently, teacher training programs must prioritize experiential learning, mentoring, and iterative practice to bridge this

gap (Panadero, 2024; O'Donovan, 2024; Karaman, 2024; Sukarno, 2024). This insight contributes to a more critical understanding of teacher professionalism as competence-in-action rather than belief-based readiness (Sukarno, 2024; Panadero, 2024; O'Donovan, 2024; Karaman, 2024).

Finally, the proposed fragmented professional readiness model provides a novel theoretical contribution by capturing the non-linear and interconnected nature of teacher competence in assessment practices (Panadero, 2024; O'Donovan, 2024; Karaman, 2024; Sukarno, 2024). The model demonstrates how weaknesses in one dimension—such as conceptual understanding—cascade into technical and implementation challenges, reinforcing systemic limitations (Riyawi & Zuhdiddah, 2025; Panadero, 2024; Karaman, 2024; Sukarno, 2024). This integrative perspective extends existing frameworks of assessment literacy by incorporating contextual and structural influences on teacher practice (O'Donovan, 2024; Panadero, 2024; Sukarno, 2024; Karaman, 2024). From a practical standpoint, the model suggests that improving assessment requires holistic interventions that address knowledge, skills, practice, and institutional context simultaneously (Riyawi & Zuhdiddah, 2025; Panadero, 2024; Karaman, 2024; Sukarno, 2024). Such interventions should be sustained, collaborative, and embedded within professional learning communities to ensure long-term impact (O'Donovan, 2024; Panadero, 2024; Karaman, 2024; Sukarno, 2024). Ultimately, the study concludes that achieving authentic and learning-oriented assessment requires a shift from fragmented competence toward integrated professional readiness, which serves as the foundation for transformative educational practice (Panadero, 2024; Karaman, 2024; O'Donovan, 2024; Sukarno, 2024).

6. CONCLUSION

This study concludes that teacher professional readiness in rubric-based assessment is fundamentally multidimensional yet fragmented, encompassing conceptual understanding, technical competence, implementation practices, and professional attitudes that do not develop in a synchronized manner. The findings demonstrate that while teachers possess an initial awareness of the importance of rubrics—particularly in promoting fairness and objectivity—this awareness remains largely surface-level and is not translated into deeper pedagogical integration. As a result, rubrics are predominantly positioned as summative tools rather than as instruments that guide learning, support feedback, and foster student engagement. From a technical perspective, the study reveals that teachers experience significant difficulties in designing high-quality rubrics, particularly in operationalizing competencies into measurable indicators, differentiating performance levels, and constructing clear and student-friendly descriptors. These limitations are further compounded by contextual factors such as workload constraints and limited access to sustained professional development, indicating that technical competence is not solely an individual issue but also a systemic challenge. Consequently, rubric design practices remain simplified, inconsistent, and insufficiently aligned with learning objectives, which affects the validity and effectiveness of assessment.

At the level of classroom implementation, the study finds that rubric use is largely inconsistent, post-hoc, and dominated by summative practices, with minimal integration into instructional design and limited use for formative feedback. Students are rarely engaged with rubric criteria as part of the learning process, which reduces opportunities for self-regulated learning, reflection, and active participation. This condition highlights a persistent reliance on traditional assessment paradigms that prioritize grading over learning, thereby limiting the transformative potential of rubric-based assessment. A key contribution of this study is the identification of an attitude–competence gap, where teachers demonstrate positive perceptions of rubrics but lack the necessary skills and pedagogical strategies to implement them effectively. This finding challenges the assumption that positive attitudes automatically lead to improved practice, emphasizing instead that competence, not merely belief, is the critical driver of effective assessment implementation. The gap reflects limitations in current professional development approaches, which tend to emphasize awareness rather than practice-oriented skill development and sustained support. The study proposes the Fragmented Professional Readiness Model, which conceptualizes teacher readiness as a system of interrelated but misaligned dimensions. This model

contributes theoretically by highlighting that weaknesses in one dimension—such as conceptual understanding—can cascade into technical and implementation challenges, thereby reinforcing systemic limitations in assessment practices. It also underscores that teacher readiness should be understood as both an individual and institutional phenomenon, requiring alignment between teacher capacity, instructional design, and organizational support.

In practical terms, the findings suggest that improving rubric-based assessment requires a holistic and integrated approach to professional development, encompassing conceptual clarity, technical skill enhancement, and implementation strategies within authentic classroom contexts. Training programs should move beyond one-time workshops toward continuous, collaborative, and practice-based learning models, supported by institutional policies that enable reflective practice and reduce structural constraints. Ultimately, the study affirms that achieving effective, equitable, and learning-oriented assessment depends on a shift from fragmented competence toward integrated professional readiness, positioning teachers not merely as assessors, but as facilitators of meaningful learning.

AUTHOR CONTRIBUTIONS

Willi Dwika Afriani conceptualized the study, designed the research methodology, collected and analyzed the data, interpreted the findings, and prepared the original manuscript draft. Zahra Putri Maharani contributed to the research design, data interpretation, literature review, and critical revision of the manuscript. Maskiah Masrom supervised the research process, contributed to the theoretical development and interpretation of the findings, critically reviewed the manuscript, and approved the final version for publication. All authors have read and agreed to the published version of the manuscript.

DISCLOSURE OF INTERESTS

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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