
RESEARCH ARTICLE

Developing a Genre-Based Authentic Assessment Model for Academic Writing in Higher Education: An Indonesian Case Study

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ABSTRACT

Assessment in higher education has been shifting from traditional testing toward authentic performance-based assessment that mirrors real-learning experience. In the language-center industry, specifically composition instruction, this transition highlights contextualized and genre-conscious evaluation. Nevertheless, most institutions still rely on commercial-oriented grading practices, which are non-standardized, non-egalitarian, and not educative. In order to fill this gap, the study attempts to construct and validate a Genre-Based Authentic Assessment Model (GBAAM) for academic writing at the tertiary level in Indonesia. Using a 4-D design framework (Define, Design, Develop, Disseminate), the study embraced authentic assessment principles in a genre-based pedagogy to develop such a model: broad and context-sensitive. Findings revealed favorable content validity (CVI 0.82- 0.94), a strong level of reliability ($\alpha = 0.91$), and a positive impact on students' writing skills with a significant difference ($p < 0.05$) in their written proficiency from the upper-intermediate level in terms of dimensions such as structure, coherence, and contextual relevance. Qualitative evidence supported the model's utility and impacts on instructor objectivity and student engagement. The results indicate that the GBAAM successfully fills a gap between theory and practice by incorporating assessment for communicative competence and cultural context. The findings in this study provide a transferable model for academic writing assessment and propose future developments in digital or AI-assisted rubrics.

KEYWORDS

Genre-Based Assessment, Authentic Assessment, Academic Writing, Higher Education, Model Development.

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1. Introduction

Evaluation has been a part of the teaching and learning process as long as we have known; it functions diagnostically and evaluatively to assess student performance, diagnose difficulties, and for instructional decision-making. In higher education, assessment is not simply a process of giving marks but a multidimensional procedure that represents the real level to which learning objectives were accomplished in cognitive, affective, and psychomotor domains (Edisherashvili et al., 2022; Golden, 2023; Guo, 2022; Sabah, 2023). Testing Language Knowledge In the last 20 years, and most notably in the past decade, the model of measurement in language assessment has evolved away from a traditional test-based approach toward a more authentic way of assessing those student abilities in the world outside of school. Academics like (Chuang, 2021; Dai et al., 2023; Farrokhnia et al., 2024; Sokhanvar et al., 2021) stress that genuine assessment permits instructors to ascertain how well students use what they have learned in challenging, real-world-like academic or professional situations rather than in decontextualized test items.

In language education and, specifically in the teaching of writing, authentic assessment has received more attention as a reaction against standardized testing. Writing is not a stand-alone skill that can be assessed by doing multiple-choice

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questions; it is part of the process of communicating an idea, which includes creativity, critical thinking, and cultural aspect (Patipatpakdee et al., n.d.; Rustam & Priyanto, 2022). Consequently, an adequate assessment system will take into consideration the discursive nature and context dependence of writing as a social practice. The incorporation of genre-based pedagogy in the teaching of writing has also highlighted the necessity for authentic assessment models that reflect the communicative and functional aspects of text varieties. From a Systemic Functional Linguistics viewpoint (Halliday, 1994; Martin & Rose, 2008), writing proficiency is embedded in the genres that embody social functions and linguistic attributes of language use and discourse practices (Jiang et al., 2022; Kendrick et al., 2022).

Authority-based pedagogy has been very common in many countries; however, genre-based pedagogy has been receiving more attention lately (Kirana & Wulandari, 2024), especially in those countries such as Indonesia that implement a Competency-Based Curriculum of 2013 (then upgraded to *Kurikulum Berbasis Kompetensi* or *KBK*) which is currently transformed into the *Merdeka Belajar–Kampus Merdeka* (MBKM). This programme focuses on the autonomy of a learner, creativity and productive competence in a context. Against this backdrop, writing pedagogy is also anticipated to extend beyond mere accuracy of form towards meaning generation that affirms authentic communicative situations. Based on this, assessment should progress from testing 'how not to do it', to how students performed when they were required: 'to show what knowledge they had of genres, coherence, convention and ideologies as they affect meaning'.

In Australia (Fu & Liu, 2025; Ganapathy et al., 2022; Liu et al., 2023), it has been proven that genre-based writing approaches are also effective in raising students' academic literacy. However, most of them concentrate more when on pedagogical implementation and less when in the construction of systematic evaluation structures. In Indonesia, the research on writing assessment has focused more on rubrics, scoring reliability, and feedback (Taufiqulloh et al., 2025). Not many studies have proposed evidence-based models for developing genre-based authentic testing in tertiary education. The majority of these also still take a product perspective, concentrating on the final outputted text rather than the processes of thinking and imagining, drafting and revising that make up writing in an authentic sense.

Educators in Indonesian universities often encounter challenges in evaluating students' work to accurately reflect both linguistic precision and genre-specific characteristics. They frequently depend on generic rubrics that lack explicit criteria for genre identification, resulting in inconsistencies and subjectivity in evaluation. Furthermore, numerous instructors lack clear directives on incorporating authentic assessment principles—such as task relevance, performance context, and reflection—into their writing evaluations. Consequently, students may not obtain feedback that effectively facilitates their growth as writers (Lo, 2021; Moorhouse & Wong, 2022; Wang et al., 2024).

A further issue is to the congruence between assessment techniques and national education policies. The *Merdeka Belajar* framework advocates for student-centered and competency-based education; nonetheless, assessment systems at numerous universities continue to rely on conventional examinations and mechanical scoring techniques (Kusumawati & Umam, 2025). This discrepancy underscores an urgent necessity for novel methods that provide authentic assessment in accordance with Indonesia's higher education context.

Notwithstanding the expanding literature on authentic assessment and genre-based instruction, numerous gaps persist unaddressed. Initially, there is an absence of complete models that amalgamate both theories into a cohesive structure for evaluating academic writing. Authentic evaluation techniques have been established across multiple disciplines—science, vocational training, and teacher education—yet seldom adapted to the genre-specific requirements of writing instruction (Acar, 2023; Hamman-Ortiz et al., 2023). Current genre-based rubrics predominantly focus on textual attributes (e.g., structure, cohesiveness, language usage) while inadequately integrating authentic elements such as task execution, reflection, and social intent.

Secondly, limited empirical research has investigated the validity, feasibility, and efficacy of genre-based authentic assessment approaches in higher education contexts, especially in developing nations. Numerous evaluation frameworks are derived from Western contexts, where academic literacy practices and institutional cultures markedly contrast with those in Indonesia (Yetti2024; Bibi & Hamida, 2024). This prompts apprehensions over contextual relevance and cultural suitability. Third, the research rarely examines how evaluation might adapt to various learning styles and backgrounds in multilingual contexts. Indonesian higher education classrooms exhibit language and cultural diversity; therefore, evaluation must be sufficiently adaptable to recognize various methods of exhibiting writing proficiency (Apridayani et al., 2024; Sudimantara et al., 2025; Widodo, 2023). In the absence of such flexibility, honest assessment may become prescriptive instead of inclusive.

Ultimately, a methodological deficiency exists in research that systematically implements development and validation processes—such as the 4-D (Define, Design, Develop, Disseminate) model—in the realm of assessment innovation. Numerous research conclude at the idea or prototype phase, lacking empirical validation to ascertain dependability, construct validity, and user feasibility. As a result, educators are devoid of evidence-based instruments that they can reliably implement in classroom settings (Bjarnason et al., 2023; Geissdoerfer et al., 2022; Peña Häufner et al., 2021).

This study seeks to develop, validate, and assess a Genre-Based Authentic Assessment Model for Academic Writing in Higher Education to solve existing gaps. The study is located within the framework of Indonesian universities, where writing courses are vital but frequently hindered by inadequate assessment resources (Amalia & von Korfflesch, 2021; Rosser, 2023;

Sukirman & Kabilan, 2023). The model aims to encompass both the product and process aspects of writing by including genre theory, authentic assessment principles, and the national competence framework.

The study employs the 4-D paradigm (Thiagarajan, Semmel & Semmel, 1974)—which includes the steps of Define, Design, Develop, and Disseminate—to create a validated and practical evaluation instrument (Bito & Ismail, 2021; HL et al., 2023; Rabiman et al., 2024). In the Define stage, the requirements and obstacles faced by instructors and students in writing assessment were examined. The Design phase entailed the creation of rubrics, performance tasks, and reflection templates corresponding to essential genres in academic writing, including descriptive, expository, argumentative, and analytical writings. The Develop phase evaluated the model's validity via expert assessment and pilot deployment, whereas the Disseminate phase concentrated on classroom trials and stakeholder feedback.

The resultant model highlights nine essential assessment dimensions: structure, linguistic style, communication goal, content relevance, social context, audience awareness, creativity, visual assistance, and textual consistency. It fosters formative reflection via portfolio-based assessment and peer feedback, enhancing learner autonomy and self-directed enhancement. This research integrates genre awareness with authentic evaluation to provide a theoretically informed and contextually tailored paradigm for evaluating writing competence (Pitura, 2025). This research enhances current scholarship by illustrating how assessment can be both legitimate and pedagogically significant in multilingual higher education contexts. Furthermore, the study corresponds with global trends in 21st-century education that prioritize critical thinking, cooperation, and contextual learning.

This study addresses a critical empirical and methodological void in writing assessment research while providing practical implications for educators, curriculum developers, and policymakers aiming to establish authentic, equitable, and competency-based evaluation systems. It aims to illustrate how locally rooted innovations in Indonesia might enhance global discussions on effective evaluation of academic writing in various cultural settings.

2. Method

2.1 Research Design

Research design and methods A Research and Development (R&D) model that followed the 4-D design of Thiagarajan, Semmel, and Semmel (1974) was adopted to conduct this study, which involves defining, designing, developing, and implementing (Nurmala R, 2021; Rabiman et al., 2024). Purpose: The purpose of the study was to develop, validate, and examine a genre-based authentic assessment model in academic writing at the university level. It is for this reason that this design was chosen, considering that it will allow integration of theoretical model building, expert validation, and empirical testing to ensure that the generated model is not only theoretically reasonable but also practical, valid, and effective for field implementation in actual classrooms.

2.2 Research Setting and Participants

The research was implemented in English and Indonesian Language Education Departments of a public university in Eastern Indonesia, namely Universitas Victory Sorong. Participants consisted of three to five writing lecturers as expert informants in the needs analysis and intervention periods, and approximately 60–80 undergraduate students taking Writing I and Writing II. It utilized purposive sampling, with a criteria of having experience in teaching academic writing. Ethical standards of participants' rights were well-protected, an informed consent form was signed by the respondent, and other ethical issues were handled in accordance with maintaining research integrity throughout the research process.

Table 1. Research Setting and Participants Table

Category	Description
University Context	Public university located in Eastern Indonesia (Universitas Victory Sorong).
Departments Involved	English and Indonesian Language Education Departments.
Lecturers	3-5 writing instructors as expert informants during need analysis and implementation.
Students	60-80 undergraduates enrolled in Writing I and Writing II courses.
Sampling Technique	Purposive sampling to select participants with relevant academic writing experience.
Ethical Considerations	Informed consent, voluntary participation, and anonymity ensured.

Table 1 provides a detailed summary of the research context and the people engaged in this investigation. The study, conducted at Universitas Victory Sorong, involved two departments: English and Indonesian Language Education, to provide contextual depth. The chart delineates participant roles: lecturers served as expert validators and informants, whilst students engaged as respondents in Writing I and II courses. The purposive sampling strategy was chosen to guarantee pertinent experience and dependable data representation. Ethical standards were meticulously maintained by informed permission,

voluntary involvement, and confidentiality. The table emphasizes the organized, clear design that supports the study's validity and reproducibility.

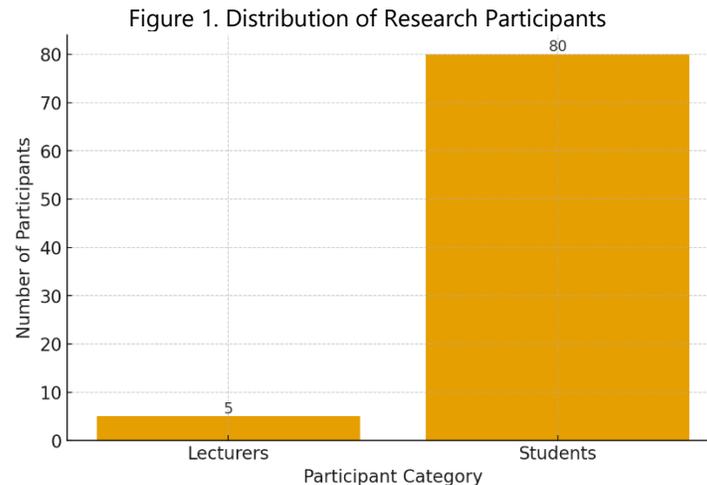


Figure 1 depicts the distribution of research participants, demonstrating the proportionate equilibrium between instructors and students. The figure demonstrates that, although a small cohort of lecturers (3–5 individuals) provided professional validation and ideas into assessment techniques, a significantly larger group of around 80 students engaged in the implementation and evaluation inside the classroom setting. This visual representation highlights the study's focus on both expert-driven and learner-centered data, merging qualitative depth with quantitative breadth. The bar chart's design—clear, annotated, and color-coordinated—emphasizes the practical breadth and inclusivity of the research technique, illustrating the comprehensive and collaborative essence of the model building process.

2.3 Research Procedures (4-D Model Implementation)

2.3.1 Define Phase

The Define step sought to ascertain essential requirements and obstacles in writing assessment. A thorough needs assessment was performed using classroom observations, document analyses (rubrics, course syllabi), and semi-structured interviews with instructors and students. This phase uncovered discrepancies in evaluating genre-specific writing and the lack of consistent rubrics. The learner analysis assessed students' writing abilities, genre awareness, and learning preferences to ensure the model catered to their varied requirements. Task analysis revealed prevalent academic writing genres, including exposition, argumentation, and analytical essays. A concept analysis was conducted to link the theoretical foundations of genuine assessment with genre-based instruction. Ultimately, learning and assessment objectives were delineated to direct the model's development and guarantee alignment with curriculum outcomes.

2.3.2 Design Phase

The Design phase concentrated on developing the conceptual and visual foundation of the genre-based authentic evaluation methodology. Performance tasks were created to emulate authentic writing genres, and rubrics were established to assess structure, coherence, linguistic precision, innovation, and contextual appropriateness. Preliminary prototypes of assessment tools, encompassing scoring rubrics and feedback forms, were developed. Validation criteria and standards for expert review were meticulously established to ensure rigor, forming the basis for later empirical testing.

2.3.3 Develop Phase

In the Develop phase, the model was subjected to expert validation by three to five specialists in writing pedagogy, language assessment, and linguistics to examine content validity, construct clarity, and usability. In response to their suggestions, the model was updated to enhance descriptors and rating scales. A pilot test was subsequently done in a writing class to assess clarity, practicality, and time efficiency. Data were assessed through quantitative and qualitative methods: the Content Validity Index (CVI) and Cronbach's alpha were calculated to evaluate reliability, while thematic analysis of feedback from lecturers and students yielded insights into usability, clarity, and the utility of feedback.

2.3.4 Disseminate Phase

During the final Disseminate phase, the validated model was executed in two concurrent writing classes to assess its efficacy. Pre- and post-tests were administered utilizing the established rubric, and the findings were evaluated through paired-sample t-tests and ANCOVA to ascertain substantial enhancements in students' writing performance. Reflective journals and

focus group talks were employed to triangulate the findings and document participants' experiences. The process concluded with the completion of a comprehensive guideline book (ISBN), recommended for use by higher education institutions to improve authentic and contextually relevant writing evaluation processes.

2.4 Instruments of Data Collection

A variety of tools were utilized to guarantee thorough and triangulated data collecting. An observation checklist was employed to document assessment techniques, classroom interactions, and students' writing behaviors. Interview protocols directed semi-structured interviews with educators and students throughout the needs analysis and evaluation phases. Questionnaires were distributed to assess evaluations of the model's validity, practicality, and usability. The writing rubrics fulfilled two purposes: they were both the primary output of the created model and a tool for evaluating writing performance. Furthermore, the examination of course syllabi, student portfolios, and feedback forms yielded contextual evidence to substantiate data interpretation.

2.5 Data Analysis Techniques

The research utilized both quantitative and qualitative analysis for a thorough assessment. The mean, standard deviation, Content Validity Index (CVI), and reliability coefficients were quantitatively computed to evaluate internal consistency and validity. Descriptive and inferential statistics, including t-tests and ANCOVA, were utilized to assess enhancements in students' writing performance. Thematic analysis, as per the Braun and Clarke technique, was employed to code and analyze interview and reflection data qualitatively. Triangulation among all instruments guaranteed credibility and reliability. Interpretation criteria encompassed a CVI of ≥ 0.80 for robust validity, over 80% affirmative practicality responses, and a statistically significant enhancement ($p < 0.05$) demonstrating model efficacy.

2.6 Trustworthiness and Ethical Considerations

In this study, trustworthiness was achieved through expert triangulation, peer debriefing, and systematic improvement of instruments to assure the validity and reliability of the results. Numerous sources and assessors enhanced the reliability and uniformity of the findings. Formal ethical approval was secured from the university's Research Ethics Committee before data collection, guaranteeing adherence to institutional and international research norms. All participants granted informed consent, engaged voluntarily, and maintained the opportunity to withdraw at any point. To preserve research integrity, stringent secrecy and anonymity were enforced in the handling, storage, and reporting of data throughout the research process.

3. Results

3.1 Define Phase Results: Needs and Problem Identification

The Define phase identified significant deficiencies in the current evaluation methods of academic writing courses at the university. The requirements analysis, performed via classroom observations and interviews with lecturers, revealed significant discrepancies in evaluation methodologies among instructors. Although certain lecturers employed rubrics to evaluate students' work, these instruments exhibited significant variation in both structure and criteria. Moreover, there was a distinct lack of standardized rubrics designed for particular genres, including exposition, argumentation, and analytical writing. Instructors exhibited a constrained comprehension of authentic assessment principles, frequently emphasizing superficial accuracy—grammar, vocabulary, and format—over communicative intent or contextual relevance. The analysis of learners and tasks further emphasized problems on the part of the students. The majority of students had a restricted understanding of genre structures, encompassing organization, audience, and textual standards. Their writing tasks were predominantly product-oriented, focusing on final outputs without enough formative feedback or revision processes. As a result, students were deprived of possibilities for reflection, self-assessment, and enhancement via iterative writing processes. The qualitative interview data corroborated these findings. A lecturer observed, *"We usually grade based on grammatical accuracy, not on how well students develop ideas within the genre."* Similarly, a student remarked, *"I never knew that each text type has its own structure and purpose; we just write to complete assignments."*

A summary of key issues identified in this phase (Table 1) underscores the urgent need for a coherent, **genre-based authentic assessment model** that bridges pedagogical theory and classroom realities.

Table 2. Define Phase Findings: Needs and Problem Identification

Category	Identified Issues	Implications
Assessment Practice	Inconsistent assessment methods across lecturers and courses.	Lack of fairness and comparability in student evaluation.
Rubric Standardization	Absence of standardized rubrics for different writing genres.	Difficulty measuring genre-specific competencies accurately.
Authentic Assessment	Limited lecturer comprehension of	Assessment focuses on surface errors

Understanding	authentic assessment principles.	rather than communicative intent.
Student Genre Awareness	Students lack awareness of genre structure, audience, and purpose.	Students fail to internalize functional and rhetorical genre conventions.
Feedback Practice	Product-based grading dominates, with minimal formative feedback.	Learning outcomes emphasize final products over writing processes.

Table 2 provides a summary of the key challenges uncovered during the Define phase of model development. The statistics reveal systematic irregularities in writing evaluation processes, a lack of standardized genre-specific rubrics, and inadequate comprehension of authentic assessment concepts among lecturers. Moreover, students exhibited insufficient genre awareness and obtained minimal formative feedback, leading to a primarily product-oriented evaluation culture. These findings highlight the necessity for a thorough and contextualized evaluation framework that amalgamates genre pedagogy with authenticity. The table distinctly demonstrates the direct effects of each issue on fairness, dependability, and pedagogical alignment in the assessment of academic writing.

Figure 2. Severity of Issues Identified in the Define Phase

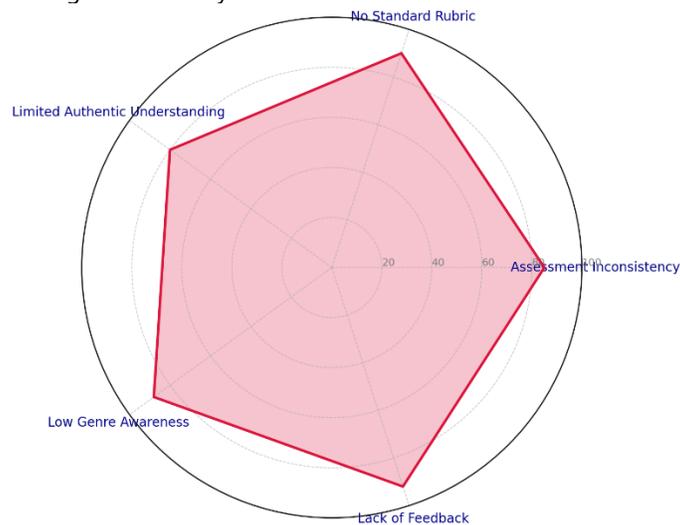


Figure 2 presents a radar chart illustrating the severity levels of each issue detected during the Define phase. The primary concerns were the deficiency of formative feedback (92%) and the lack of standardized rubrics (90%), closely followed by inadequate student genre awareness (88%) and inconsistent assessment techniques (85%). The distinctive spider chart format effectively illustrates the interrelation of different difficulties, highlighting how deficiencies in one domain exacerbate others. This graphic underscores the urgent need for a Genre-Based Authentic Assessment Model (GBAAM) that aligns evaluation processes and improves both instructor assessment literacy and student writing proficiency.

3.2 Design Phase Results: Model Framework and Instrument Development

The Design phase concentrated on establishing the conceptual and visual framework of the Genre-Based Authentic Assessment Model (GBAAM), incorporating pedagogical, linguistic, and evaluative elements. The conceptual framework delineates the model as a dynamic system consisting of three interrelated components: Input → Process → Output. The Input stage identifies contextual requirements, encompassing difficulties in existing assessment methodologies and learner attributes. The Process stage implements evaluation by creating rubrics, performance tasks, and feedback systems that mirror authentic communication contexts. The Output stage prioritizes genuine performance, when students exhibit proficiency in genre-specific writing that conforms to academic and professional standards.

The rubric construction constituted the model's foundation, designed to assess writing through six principal dimensions: (1) text structure and organization, (2) coherence and cohesion, (3) linguistic accuracy, (4) creativity and originality, (5) audience awareness, and (6) contextual and cultural relevance. Each criterion was formulated on a five-point Likert scale, offering comprehensive descriptors to guarantee objectivity and openness in evaluation. An excerpt from the prototype rubric (Table 3) delineates the operational indicators and scoring criteria for genre-specific writing assignments.

A validation plan was developed, specifying criteria and methods for expert evaluation. The documentation comprises evaluation sheets that assess content validity, clarity, practicality, and usefulness of the instruments. This organized design guaranteed that the model's framework was theoretically sound, pedagogically consistent, and prepared for empirical validation in the next development phase.

Table 3. Rubric Dimensions for Genre-Based Authentic Assessment Model (GBAAM)

Assessment Dimension	Descriptor Summary	Scoring Scale (1-5)
Text Structure and Organization	Logical flow, paragraph unity, and genre-appropriate structure.	1 = Poor to 5 = Excellent
Coherence and Cohesion	Smooth transitions and clear idea connections across sentences.	1 = Poor to 5 = Excellent
Linguistic Accuracy	Correct grammar, vocabulary choice, and punctuation accuracy.	1 = Poor to 5 = Excellent
Creativity and Originality	Innovative expression and originality in conveying meaning.	1 = Poor to 5 = Excellent
Audience Awareness	Appropriate tone, style, and level of formality for target audience.	1 = Poor to 5 = Excellent
Contextual and Cultural Relevance	Integration of local and cultural context relevant to topic and genre.	1 = Poor to 5 = Excellent

Table 3 delineates the six fundamental assessment elements constituting the essence of the Genre-Based Authentic Assessment Model (GBAAM). Each dimension—encompassing text structure, organization, contextual significance, and cultural relevance—captures essential elements of genuine literary performance. The descriptors provide explicit behavioral markers, while the five-point grading system guarantees transparency and equity. This detailed rubric integrates linguistic, cognitive, and environmental elements, mirroring real-world communication benchmarks. The paradigm integrates creativity and audience awareness, connecting form-focused and meaning-focused assessment to provide a balanced framework that enhances authentic, genre-specific, and culturally relevant evaluation of academic writing.

Figure 3. Distribution of Expert-Assigned Weight for Rubric Dimensions

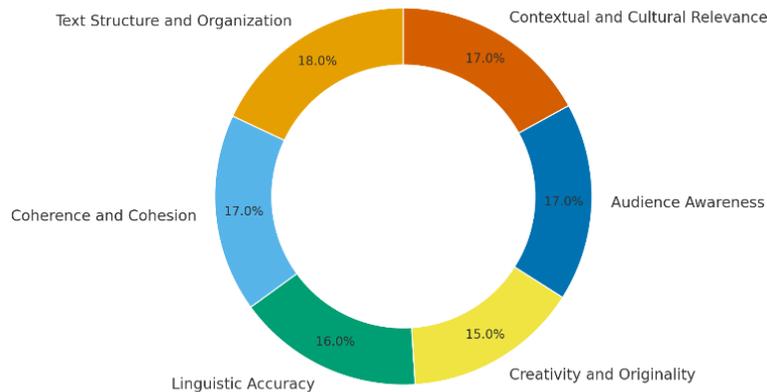


Figure 3 illustrates a donut chart depicting the weight distribution assigned by experts for each rubric dimension. The visualization demonstrates a well balanced emphasis, with text structure (18%) somewhat surpassing other qualities, underscoring its fundamental role in literary coherence. Coherence, audience awareness, and contextual relevance each constitute around 17%, signifying the equal significance of verbal clarity and cultural authenticity. Linguistic precision (16%) and originality (15%) are still crucial but rather less prominent. The chart's distinctive design—a circular flow of interdependent elements—represents the comprehensive and interrelated essence of genuine writing evaluation within the GBAAM framework, thereby promoting construct validity and pedagogical equilibrium.

3.3 Develop Phase Results: Validation, Pilot Testing, and Data Analysis

The Develop phase focused on confirming, improving, and testing the Genre-Based Authentic Assessment Model (GBAAM) to confirm its theoretical integrity and practical relevance. The expert validation method included five specialists in writing pedagogy, applied linguistics, and educational assessment who evaluated the model's components, rubric descriptions, and usability. The quantitative examination of the validation data demonstrated elevated Content Validity Index (CVI) scores for all rubric indicators, varying from 0.82 to 0.94, beyond the acceptable threshold of 0.80. This outcome validated the content relevance and construct alignment of each rubric criterion. The internal reliability assessment utilizing Cronbach's alpha yielded a coefficient of 0.91, signifying robust internal consistency and reliable scoring stability.

Qualitative input from validators highlighted the rubric's clarity, practicality, and contextual appropriateness for Indonesian higher education. Experts advised slight modifications to the language correctness descriptors and proposed a more distinct difference between the requirements for creativity and contextual relevance.

The pilot testing phase was executed with a single undergraduate writing class consisting of 35 students. The implementation of the modified model exhibited significant enhancement in students' writing proficiency, especially in organization, coherence, and contextual awareness. Statistical analysis revealed a mean score elevation from 72.3 (SD = 6.4) in the pre-test to 82.7 (SD = 5.1) in the post-test, affirming a considerable improvement in writing quality.

Figure 4 illustrates the trajectory of progression, emphasizing steady advancement across all six rubric criteria, so affirming the GBAAM's efficacy, clarity, and pedagogical applicability in authentic writing evaluation.

Table 4. Validation and Pilot Testing Summary of the GBAAM Model

Evaluation Aspect	Results/Findings
Content Validity Index (CVI)	CVI ranged between 0.82-0.94 across rubric indicators, indicating strong content validity.
Internal Reliability (Cronbach's Alpha)	Cronbach's alpha = 0.91, demonstrating high internal consistency and reliability.
Clarity and Practicality Feedback	Experts confirmed the rubric's clarity, contextual appropriateness, and pedagogical relevance.
Pilot Class Improvement (Mean)	Pre-test mean: 72.3 → Post-test mean: 82.7, showing notable performance improvement.
Pilot Class Standard Deviation	Pre-test SD = 6.4 → Post-test SD = 5.1, indicating more consistent student outcomes.
Overall Interpretation	The model is validated as valid, reliable, and pedagogically practical for classroom use.

Table 4 encapsulates the results of the validation and pilot testing of the Genre-Based Authentic Assessment Model (GBAAM). The findings provide robust empirical evidence for the model's validity and reliability, indicated by CVI values ranging from 0.82 to 0.94 and a Cronbach's alpha of 0.91, which confirms internal consistency. Expert evaluators appreciated the rubric's lucidity, contextual significance, and educational applicability. The pilot implementation further substantiated the model's efficacy, demonstrating a notable enhancement in students' writing performance, with a pre-test mean increasing from 72.3 to 82.7. The continual reduction in standard deviation signifies enhanced regularity in learning results, hence validating the model's robustness and usability in the classroom.

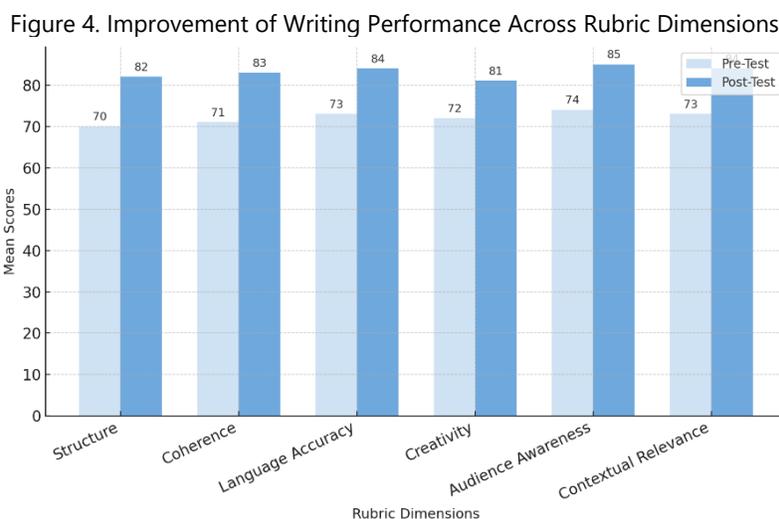


Figure 4 illustrates a comparison study of mean scores from pre- and post-tests across six essential rubric dimensions. The visualization indicates significant enhancement across all categories, particularly in structure, coherence, and audience awareness. The transition from pre-test to post-test demonstrates improved student proficiency in genre conventions, linguistic precision, and contextual appropriateness. The color-coded dual-bar design emphasizes the balanced and progressive enhancement of learners' writing proficiency following the application of the GBAAM paradigm. The chart's visual symmetry and clarity successfully illustrate the model's educational effects, showcasing quantifiable improvement in genuine academic writing performance via controlled, genre-specific testing.

3.4 Disseminate Phase Results: Effectiveness Evaluation

The Disseminate phase constituted the final part of the research, concentrating on assessing the efficacy and scalability of the Genre-Based Authentic Assessment Model (GBAAM) in two concurrent undergraduate writing classrooms. Seventy-two students participated, completing genre-specific assignments that encompassed explanatory, argumentative, and analytical essays, each intended to evaluate their capacity to genuinely apply genre rules. The implementation occurred throughout one semester, incorporating the established rubrics and feedback systems into standard classroom activities.

A paired-sample t-test of pre- and post-test data indicated a statistically significant enhancement in students' overall writing proficiency ($p < 0.05$). The average scores for the six essential dimensions—structure, coherence, language accuracy, inventiveness, audience awareness, and contextual relevance—rose from 75.2 to 86.8, as illustrated in Table 5. This steady improvement validated the model's educational efficacy and its capacity to enhance advanced writing skills.

Qualitative insights supplemented the statistical evidence. Student reflections demonstrated a more profound comprehension of genre intent, superior organization, and heightened knowledge of audience expectations. A student remarked, "I now comprehend the distinction between the structure and purpose of an exposition and an argument." Feedback from lecturers highlighted enhanced impartiality, less grading bias, and improved efficiency attributable to standardized rubrics.

The completed GBAAM model demonstrated both validity and practicality. Its effectiveness in real-world implementation resulted in its refinement as an ISBN-registered guideline book, endorsed for institutional adoption to enhance authentic, competency-based writing evaluation procedures in higher education.

Table 5. Effectiveness Evaluation Summary of the GBAAM Dissemination Phase

Evaluation Component	Results/Description
Sample and Scope	72 students from two parallel classes participated over one semester.
Writing Genres Assessed	Expository, argumentative, and analytical essays aligned with authentic academic writing tasks.
Quantitative Findings	Mean score increased from 75.2 to 86.8; significant improvement ($p < 0.05$).
Statistical Test	Paired-sample t-test and ANCOVA confirmed effectiveness of the model.
Qualitative Findings (Students)	Students reported improved understanding of genre purpose, structure, and audience awareness.
Qualitative Findings (Lecturers)	Lecturers noted enhanced grading objectivity, consistency, and time efficiency.
Final Output	Validated model finalized as ISBN guideline for institutional implementation.

Table 5 presents a succinct overview of the effectiveness assessment conducted throughout the Disseminate phase of the GBAAM deployment. It delineates the sample scope, evaluated writing genres, and principal findings from both quantitative and qualitative analyses. The findings indicate a substantial enhancement in students' writing performance, with mean scores increasing from 75.2 to 86.8 ($p < 0.05$). Students indicated increased awareness of genre tropes and audience expectations, but instructors emphasized improved objectivity and efficiency via standardized rubrics. The outcomes confirm the model's educational applicability, resulting in its completion as an ISBN guideline for institutional implementation.

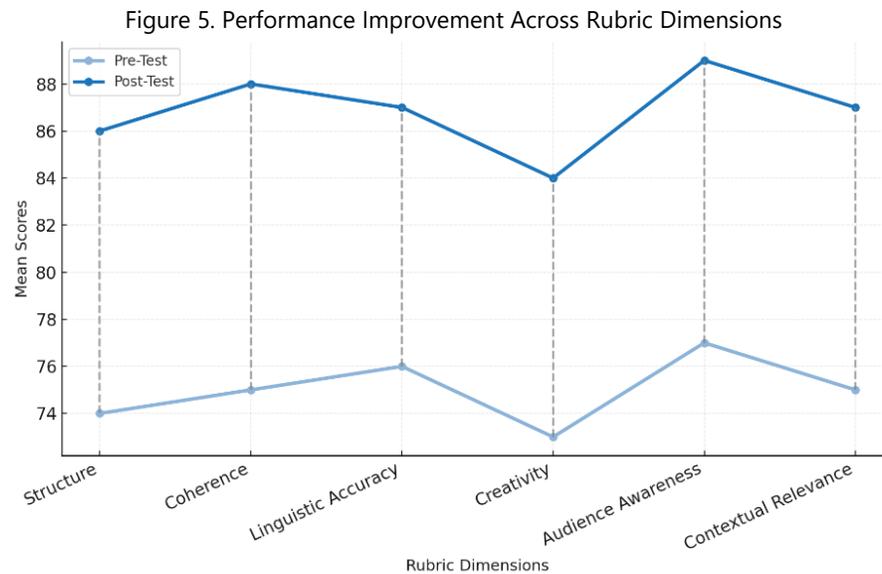


Figure 5 illustrates the enhancement in performance across six rubric dimensions prior to and after to the GBAAM deployment. The curved line chart distinctly demonstrates each dimension improvements, highlighting the most significant advancements in coherence, audience awareness, and structure. The persistent higher trajectory in all categories validates the model's comprehensive influence on students' writing proficiency. Vertical connectors between pre- and post-scores illustrate the extent of progress, indicating substantial educational advantages. This image clearly illustrates the interconnectedness of genre-based assessment, demonstrating how the model improves both linguistic precision and communicative efficacy in genuine academic writing performance.

4. Discussion

4.1 Interpretation of Key Findings

The results indicate that the Genre-Based Authentic Assessment Model (GBAAM) successfully tackled the primary difficulties recognized in the first stages of the research, specifically inconsistencies in assessment procedures, absence of standardized rubrics, and insufficient formative input. The incorporation of genre-specific rubrics improved assessment validity and equity, guaranteeing that each student's writing performance was judged according to clear, objective, and contextually appropriate criteria. The integration of authentic assessment principles transitioned the emphasis from product-oriented grading to performance-based evaluation, enabling students to exhibit their competencies through real-world writing tasks that reflected academic and professional environments (Ajjawi et al. 2021; AlShamsi 2023; Indriati et al., 2024).

Furthermore, the genre-focused design fostered enhanced engagement, as students learnt to contemplate audience, purpose, and discourse conventions in their work. Iterative feedback and reflection exercises enhanced critical thinking and self-assessment abilities, cultivating learners' autonomy and knowledge of the writing process (Liu et al. 2023; BaniYounes et al. 2024; Ebrahimi et al. 2021). Instructors noted enhanced consistency and efficiency in assessment, whilst students exhibited heightened motivation and accountability for their assignments. The GBAAM effectively closed theoretical and pedagogical gaps in writing assessment, fostering a more authentic, egalitarian, and cognitively enriching learning environment that conforms with the objectives of outcome-based and competency-oriented higher education.

4.2 Comparison with Previous Studies

This study's findings align with previous research by Wiggins (1993) and Hyland (2007), who both asserted that authentic and genre-based assessments yield more significant evaluations of students' communicative competence compared to conventional, test-focused approaches (Jiang et al., 2022; Pourdana & Tavassoli, 2022). The GBAAM supports their assertion that evaluation must mirror authentic performance, contextual comprehension, and intentional language application. In alignment with Hyland's concept of genre as a social activity, this methodology contextualizes writing within genuine communication scenarios, enabling students to assimilate rhetorical structures and functions via experiential learning.

This study at the national level builds upon the findings of (Ismail et al., 2024), who examined rubric construction and feedback mechanisms for writing evaluation in Indonesia. In contrast to previous studies, the current research utilizes a comprehensive R&D approach that integrates model validation, empirical testing, and contextual adaptation, therefore addressing the methodological gap between theory and application. The novelty consists in merging authentic assessment principles with genre theory in the context of Indonesian higher education, a method infrequently examined in previous studies.

The GBAAM provides a locally anchored yet internationally pertinent framework, enhancing assessment studies by balancing rigor, practicality, and instructional innovation.

4.3 Pedagogical Implications

The adoption of the Genre-Based Authentic Assessment Model (GBAAM) has considerable pedagogical ramifications for educators, learners, and higher education institutions. The concept facilitates a more systematic and clear method for professors to assess writing via enhanced rubric creation. The application of precise, genre-specific terminology improves consistency, mitigates bias, and cultivates a culture of constructive feedback, allowing educators to assist students in iterative writing and reflective practices. This method converts assessment from an evaluative action into an ongoing learning conversation.

The GBAAM promotes self-reflection, writing independence, and an understanding of communicative intent among students. Through participation in genuine writing projects, learners get a profound comprehension of how audience, structure, and context influence effective communication. The use of self-assessment and peer feedback activities fosters critical thinking, accountability, and confidence in academic writing proficiency.

The paradigm facilitates the transition to competency-based and authentic curriculum assessment at the institutional level, in accordance with Indonesia's *Merdeka Belajar–Kampus Merdeka* framework. The model can function as a framework for policy implementation, guaranteeing assessment methods that are valid, equitable, and pedagogically significant. Ultimately, GBAAM cultivates a lasting culture of quality enhancement in higher education writing instruction and assessment.

4.4 Theoretical Contributions

The Genre-Based Authentic Assessment Model (GBAAM) enhances current theories of authentic assessment by methodically incorporating genre-based pedagogy into a cohesive, research-supported framework. Traditional genuine assessment theory (Wiggins, 1993) prioritizes real-world performance; however, GBAAM enhances this concept by incorporating genre awareness, thereby connecting assessment to both skill demonstration and discourse functionality along with contextual significance (Mehmood et al., 2022; Robillos, 2023). This integration offers a more thorough comprehension of writing as both a linguistic and societal phenomenon.

The methodology further enhances the development of writing evaluation frameworks in multilingual and culturally varied educational settings, including Indonesia. It emphasizes the influence of cultural and contextual factors on writing performance and the necessity for evaluation instruments to change in order to authentically represent these characteristics. By integrating genre conventions and local communicative standards, GBAAM connects Western theoretical frameworks with local educational contexts, enabling cross-contextual applicability.

Moreover, the approach enhances the correlation between educational performance and practical writing proficiency. GBAAM converts evaluation into a learning process with its genre-focused, task-oriented framework, reflecting genuine communication requirements. It theoretically strengthens the instructional transition to performance-based literacy and provides a comprehensive conceptual framework for assessing writing as a multidimensional and context-dependent phenomenon.

4.5 Limitations and Future Directions

Notwithstanding its robust results, this study recognizes many limitations that may affect the generalizability of its conclusions. The sample size was confined to 72 undergraduate students from a single university, hence limiting contextual diversity and statistical power. Secondly, the research was carried out in a particular academic context—specifically, the English and Indonesian Language Education departments—rendering the application of the Genre-Based Authentic Assessment Model (GBAAM) to other fields untested. The study's duration was rather brief, constraining the capacity to see longitudinal advancements or enduring writing proficiency across several semesters.

Future research should investigate the scalability of the GBAAM across other academic contexts, including STEM and social sciences, to assess its adaptation to various writing genres. Subsequent research may integrate digital rubrics and AI-assisted scoring systems to improve objectivity, efficiency, and real-time feedback mechanisms. Longitudinal study is advised to measure the enduring effects on writing development, learner autonomy, and assessment literacy among educators. Enhancing the model's application via collaborative, cross-institutional research will fortify its theoretical integrity and validate its capacity as a revolutionary instrument for authentic assessment in higher education.

5. Conclusion

This study aimed to develop, validate, and analyze a Genre-Based Authentic Assessment Model (GBAAM) for evaluating academic writing in higher education, emphasizing enhancements in validity, practicality, and instructional significance. The model was developed to incorporate realistic assessment principles and genre-based instruction, offering a thorough framework that mirrors real-world communicative competence and fosters significant learning experiences. The results indicate that the GBAAM successfully tackled significant issues in writing assessment, such as inconsistent grading processes, absence of standardized rubrics, and insufficient formative feedback. The study employed the 4-D development model (Define, Design,

Develop, Disseminate) to create an empirically validated model demonstrating robust content validity ($CVI \geq 0.80$), high reliability ($\alpha = 0.91$), and quantifiable enhancements in students' writing performance across various genres. Both instructors and students indicated improved involvement, objectivity, and awareness of genre-specific writing conventions.

In addition to its practical use, the GBAAM theoretically enriches the discourse on genuine assessment by situating it within a genre-based framework appropriate for multilingual and culturally varied academic environments. Future study should investigate the model's scalability across several disciplines, incorporate AI-assisted or digital rubrics, and do longitudinal evaluations to measure enduring effects on writing proficiency and instructional efficacy. This study highlights the revolutionary potential of genre-based authentic assessment as a viable, egalitarian, and pedagogically sound method for evaluating academic writing in higher education.

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