



RESEARCH ARTICLE

Development of an Assessment Rubric for Reading-Viewing Popular Articles Based on DRVTA and Sisingaan Local Wisdom Assisted by Multimodal Literacy Materials

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Abstract

Abstract*

Background

Reading-viewing assessment in Indonesian junior high schools largely measures final results and literal comprehension, leaving students' conscious thinking processes, meaningful engagement, and cultural relevance under-assessed. No existing instrument integrates the Directed Reading-Viewing-Thinking Activity (DRVTA) model with local wisdom such as Sisingaan to support Deep Learning-oriented assessment of popular article texts.

Methods

This study used a Design and Development Research (DDR) approach comprising analysis, design, and evaluation stages. The rubric was constructed by integrating critical reading-viewing theory, visual literacy, Barrett and Ruddell's comprehension taxonomy, DRVTA stages, and Deep Learning principles, producing six aspects (literal, inferential, application, analytical, synthesis, and critical comprehension) with 15 indicators. Content validity was evaluated by two academic experts and two Indonesian language teachers using Lawshe's Content Validity Ratio (CVR); no field trial with students was conducted.

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Any reports and responses or comments on the article can be found at the end of the article.

Results

Most indicators were rated essential, with CVR values ranging from +0.50 to +1.00 (75%–100% validator agreement). Three indicators, namely interpreting authorial intent, distinguishing facts from opinions, and formulating a cultural-preservation concept, obtained a CVR of 0.00 (50% agreement) and were retained as supporting indicators requiring refinement of their operational descriptors rather than removal. Indicators achieving full agreement (CVR = +1.00) included identifying topic and purpose, key terminology, inferring implicit meaning, analyzing text structure, and assessing the relevance of local cultural values to modern education.

Conclusions

The developed DRVTA-based assessment rubric, integrating Sisingaan local wisdom and multimodal literacy materials, demonstrates strong content validity and adequately represents the construct of reading-viewing skills across literal, inferential, application, analytical, synthesis, and critical dimensions. The rubric is valid and feasible for use in junior high school instruction, functioning as both a measurement tool and a pedagogical instrument supporting Deep Learning-oriented, culturally grounded assessment practices.

Keywords

assessment, local wisdom, popular article, reading, rubric, viewing.

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1. Introduction

Indonesian language and scientific learning in Junior High School, within the framework of the Merdeka Curriculum, aims to strengthen comprehensive, in-depth literacy (Gusfitri & Delfia, 2024; Kemendikbudristek, 2022a). Literacy is no longer limited to the ability to read verbal texts; it also encompasses the ability to read multimodal texts that integrate visual, verbal, and social contexts (Makinde et al., 2025; Serafini, 2023; Ting, 2013). From a Deep Learning perspective, learning is expected to foster students' awareness of their thinking processes, provide meaningful learning experiences, and create an enjoyable learning atmosphere (Erlidawati et al., 2025; Karim & Parhan, 2025). Popular article texts serve as strategic materials for achieving these goals because they present current issues that are close to students' lives and require critical and reflective thinking skills.

Theoretically, reading-viewing skills are an active cognitive process involving the reader's awareness of their own thinking strategies (Kendeou et al., 2014). The principle of awareness in Deep Learning emphasizes students' mental engagement in understanding, predicting, critiquing, and reflecting on the content of texts (Deshmukh et al., 2024; Xiong et al., 2024). The Directed Reading Viewing Thinking Activity (DRVTA) model aligns with this principle because it places students as active subjects who build understanding through stages of predicting, reading or viewing, and verifying and revising their understanding (Azmi et al., 2025; Richek, 1987).

The principle of meaningfulness in Deep Learning demands that learning and assessment be connected to students' real-life contexts (Silvania et al., 2025). Integrating local wisdom, such as Sisingaan, into popular articles is strategic because it presents historical, social, and humanistic values that resonate with students' experiences, thereby deepening understanding and strengthening cultural identity.

The issues that arise in the practice of learning are related to the assessment of reading-viewing skills used in schools, which tend to focus on measuring final results and literal understanding (Davis & Vehabovic, 2018; Schilder & Redmond, 2019). The assessment rubrics commonly used are not yet designed to evaluate conscious thinking processes, meaningful comprehension, and student engagement in reading-viewing multimodal texts (Barton et al., 2026; Ørevik, 2023). As a result, the assessments do not fully support the realization of Deep Learning, especially in measuring predictive, analytical, reflective, and evaluative abilities that are central to the skills involved in reading-viewing popular articles. Additionally, assessments that are disconnected from local cultural contexts can diminish the meaning and relevance of learning for students (Fasfous et al., 2020; Wahed & Pitterson, 2024). The absence of assessment rubrics that integrate the DRVTA model and local wisdom such as Sisingaan causes teachers to face limitations in comprehensively and contextually evaluating reading-viewing skills. In fact, assessment rubrics aligned with principles of awareness, meaningfulness, and enjoyment can serve not only as measurement tools but also as an integral part of the learning process itself.

Several previous studies have examined the development of assessment instruments related to viewing skills and visual literacy, but they still show limitations when linked to the context of language learning in junior high school and the principles of Deep Learning. A study by Oktavianto et al. (2025) titled "Development of HOTS-Based Instruments to Measure Students' Viewing Skills in Elementary Schools" aims to develop a HOTS-based essay test instrument to measure elementary school students' viewing abilities through the R&D 4D model. The results indicate that the developed instrument is valid and capable of measuring students' analytical skills toward visual and audiovisual media. However, this research is still limited to elementary school levels, has not yet led to the development of a reading-viewing assessment rubric, is not integrated with a specific learning model, and has not yet utilized local cultural contexts.

Another study conducted by Kurniawati et al. (2025) through the article "Development of a Visual Literacy Assessment Instrument for Elementary School Students" aims to develop and validate a visual literacy assessment instrument for elementary school students using a psychometric approach. The resulting instrument has high validity and reliability and covers several domains of visual literacy. Although it makes an important contribution to the multidimensional measurement of visual literacy, this research still focuses on general visual literacy and has not yet been specifically directed toward rubrics for assessing reading-viewing skills of articles in popular texts learning, nor on principles of awareness, meaningfulness, and enjoyment in Deep Learning.

Unlike the two previous studies, Apreasta et al. (2023) Their research, titled "Development of E-LKPD for Indonesian Language Subject on Reading and Watching Elements in the Merdeka Curriculum for Fourth Grade Elementary School," focused on developing digital teaching materials in the form of multimodal-based E-LKPD. This research produced teaching materials that are valid, practical, and effective in increasing students' engagement in reading and watching. However, the study still focused on developing learning media rather than on developing assessment rubrics, and was not

designed to evaluate students' conscious, predictive, and reflective thinking processes, nor to integrate the DRVTA model and local wisdom contexts.

Based on the above description, it can be concluded that although the development of viewing instruments, visual literacy assessments, and reading-viewing teaching materials has been widely carried out, there are still significant research gaps, especially in developing assessment rubrics for reading-viewing skills at the junior high school level that are integrated with the DRVTA model and based on local wisdom. Therefore, this study aims to develop a rubric for assessing reading-viewing skills based on DRVTA and the local wisdom of Sisingaan in using popular article texts as the material. This assessment rubric is expected to support Deep Learning by measuring students' conscious thinking processes, providing meaningful assessments through the local cultural context, and encouraging enjoyable learning experiences, making it valid and practical for improving the quality of language learning and assessment at the junior high school level.

2. Methods

2.1 Research design

This research employs a Design and Development Research (DDR) approach to develop a reading-viewing skill assessment rubric based on the Directed Reading-Viewing-Thinking Activity (DRVTA) model and the local wisdom of Sisingaan regarding popular articles. The DDR approach was chosen because this study focuses on developing an educational product: a systematic, valid, and practical assessment rubric for language learning in junior high school (Richey & Klein, 2014). Through this approach, the rubric's content is designed and tested in a structured manner, with expert validation to ensure the appropriateness of the constructs, indicators, and descriptors developed.

The rubric development procedure follows the Richey & Klein (2014) model, comprising three stages: analysis, design, and evaluation. The analysis stage involves a needs analysis and a theoretical review of popular learning article texts within the Merdeka Curriculum, reading-viewing skills, the DRVTA model, Sisingaan local wisdom, and principles of Deep Learning. The design stage focuses on creating the rubric by developing a grid, formulating reading-viewing indicators aligned with the DRVTA stages, and developing descriptors for literal, inferential, applicative, analytical, synthesis, and critical abilities. The evaluation stage is conducted through expert validation without field testing, involving two experts and two education practitioners.

2.2 Participants and data sources

The data sources for this study comprised two academic experts in Indonesian language learning and assessment and two experienced Indonesian language teachers who teach popular article texts at the junior high school level, forming a validator panel of four ($N = 4$). This study does not involve testing with students, as it focuses on establishing the content validity of the assessment rubric rather than on measuring its effect on student learning outcomes.

Two types of data were collected from this panel. Quantitative data consisted of each validator's numerical rating of every indicator in the rubric. Qualitative data consisted of the validators' written input, criticism, and suggestions regarding the rubric's substance, the clarity of the indicators and descriptors, language accuracy, and the integration of the DRVTA model and Sisingaan local wisdom; this qualitative input served as the basis for revising and refining the indicators.

2.3 Data collection

Data were collected using a structured validation instrument that presented the complete set of developed indicators, organized by the six reading-viewing aspects: literal, inferential, application, analytical, synthesis, and critical comprehension (see Table 1). For each indicator, validators independently assigned a rating using the Content Validity Ratio (CVR) technique developed by Lawshe (1975), on a three-point essentiality scale: a score of 3 for an indicator judged essential, 2 for an indicator judged useful but not essential, and 1 for an indicator judged unnecessary. Validators based their ratings on four criteria: the indicator's relevance to the learning objectives, the accuracy of the aspect being measured, the clarity of the indicator's formulation, and its integration with the DRVTA model and the local wisdom context of Sisingaan.

Alongside each numerical rating, validators recorded written comments and suggested revisions for indicators they considered unclear, redundant, or insufficiently aligned with the construct. These scores and comments served as the basis for revising and refining the rubric.

2.4 Data analysis

Quantitative data were analyzed by computing the Content Validity Ratio (CVR) for each indicator following Lawshe's (1975) formula:

Table 1. Indicators of learning assessment of reading-viewing popular articles.

Aspects	Objective of the Indicator	Specific Indicators
Literal Comprehension	The purpose of the indicator in this aspect is to assess the ability of students to understand the information conveyed explicitly in the text, including identifying the topic, writing purpose, factual information, and important terms and descriptions so that students are able to capture the content of the reading accurately, clearly, and in accordance with the written data	1. Identifying the topics, objectives, and focus of issues in popular articles in both text and audiovisual (multimodal literacy) formats about Sisingaan culture. 2. Finding factual information in the introduction, main content, and conclusion of popular articles in text and audiovisual (multimodal literacy) about Sisingaan culture 3. Mentioning key concepts or terms in popular articles in both text and audiovisual (multimodal literacy) formats about Sisingaan culture
Inferential Comprehension	The purpose of the indicators in this aspect is to assess the ability of students to interpret implicit meanings, understand the author's intentions, draw conclusions based on context, and connect implicit information so that students can build a deep understanding that does not depend only on information written directly	1. Interpreting the author's intention in studying Sisingaan as a means of character education based on local culture. 2. Summarize the implied meaning of a popular article in both text and audiovisual (multimodal literacy) formats regarding the cultural practices of the Subang community. 3. Interpreting the relationship between cultural values and educational goals in popular articles in text and audiovisual (multimodal literacy) formats about Sisingaan culture
Application	The purpose of the indicators in this aspect is to assess the ability of students to apply appropriate reading strategies, use reading information in new contexts, and connect text comprehension with real situations or experiences so that students are able to apply knowledge functionally and relevant in daily life.	1. Implementing the strategy of Directed Reading-Viewing-Thinking Activity (predicting, reading/viewing, verifying) to understand popular articles in both text and audiovisual (multimodal literacy) formats about Sisingaan culture. 2. Using reading results to explain the application of Sisingaan cultural values in learning.
Analitis	The purpose of the indicators in this aspect is to assess the ability of students to decipher the structure of the text, distinguish facts and opinions.	1. Analyzing the structure and systematic writing of popular articles (title, introduction, content, and conclusion). 2. Distinguishing between research facts and the author's opinions in popular articles in text and audiovisual (multimodal literacy) about Sisingaan culture
Sintesis	The purpose of indicators in this aspect is to assess students' ability to combine information from various sources, compile comprehensive conclusions, and construct new ideas or solutions so that students are able to build whole, integrative, creative, and development-oriented thinking of new ideas.	1. Combining information from several sources to form a new understanding of the value of education in Sisingaan culture. 2. Formulating a comprehensive conclusion about the function of Sisingaan in character development based on culture. 3. Formulating the concept of Sisingaan cultural preservation integrated into learning.
Critical Thinking & Evaluate	The purpose of the indicators in this aspect is to assess the ability of students to evaluate the objectivity and validity of information, as well as to assess the relevance of cultural values to the modern context so that students are able to provide logical, reflective, ethical, and evidence-based assessments.	1. Evaluating the objectivity and validity of data in popular articles in text and audiovisual (multimodal literacy) formats about Sisingaan culture 2. Assessing the relevance of local cultural values to the context of modern education

$$CVR = (n_e - N/2) / (N/2)$$

where n_e represents the number of validators who rated the indicator as “essential” (a score of 3), and N represents the total number of validators. In this study, $N = 4$. The CVR value ranges from -1.00 to $+1.00$. A value of $+1.00$ indicates perfect agreement among validators that the indicator is essential ($n_e = 4$), a value of 0 indicates that exactly half of the validators consider the indicator essential, and negative values indicate that fewer than half of the validators rated the indicator as essential. In addition to the CVR coefficient, the proportion of validators who rated each indicator as essential was also calculated as the percentage of agreement:

$$\text{Percentage of Agreement} = (n_e / N) \times 100\%$$

With four validators, an indicator rated essential by all validators ($n_e = 4$) yields a CVR of $+1.00$ (100% agreement); three essential ratings ($n_e = 3$) yield a CVR of $+0.50$ (75% agreement); and two essential ratings ($n_e = 2$) yield a CVR of 0.00 (50% agreement). Indicators with a CVR of 0.00 were retained in the rubric as supporting indicators whose operational descriptors required refinement, rather than being removed.

Data analysis was performed using descriptive, qualitative, and quantitative methods. Qualitative data — validators’ written comments and suggested revisions — were analyzed using the interactive model of Miles et al. (2014), comprising data reduction, data display, and conclusion drawing/verification. Comments were reduced and grouped by rubric aspect and indicator, displayed alongside the corresponding CVR results, and used to verify and revise the wording of indicators that received lower agreement scores. The qualitative and quantitative strands were thus combined to determine the final content and wording of each indicator in the assessment rubric.

3. Results

This section presents the study’s findings and provides a comprehensive discussion grounded in theoretical and empirical frameworks. The results are organized systematically by the research stages, beginning with the needs analysis, followed by the design and development of the assessment rubric, and concluding with the validation results. Each sub-section explains the findings in relation to the Merdeka Curriculum, the DRVTA model, multimodal literacy, critical reading theory, and the integration of local wisdom of Sisingaan.

The presentation of results does not merely describe the data but also interprets and critically examines them, demonstrating how the developed rubric represents the construct of reading-viewing skills in popular articles at the junior high school level. Tables and figures are used to facilitate clarity and ensure that the findings are systematically and transparently communicated.

3.1 Reading-Viewing text learning profile of popular articles in the Merdeka curriculum

In the needs analysis stage, this study examines the profile of learning popular articles within the Merdeka Curriculum, specifically the Learning Outcomes (LO) for Phase D at the junior high school level, as a basis for developing a reading-viewing assessment rubric. The analysis results indicate that learning from popular articles aims to strengthen scientific and critical literacy, which requires students to actively, reflectively, and contextually understand, interpret, compare, and evaluate information from printed and multimodal texts (Gusfitri & Delfia, 2024; Kemendikbudristek, 2022b).

Phase D LO emphasizes that reading-viewing skills do not stop at literal comprehension but develop into inferential, analytical, and evaluative abilities. Additionally, learning from popular articles is integrated with listening, writing, speaking, and presenting skills, so that reading-viewing functions as a foundation for processing and communicating information. The Merdeka Curriculum also emphasizes a contextual approach by selecting topics close to students’ experiences, thereby making the integration of local wisdom, such as Sisingaan, relevant and enhancing meaningfulness and engagement in learning (BSKAP, 2022). Based on this analysis, the development of a reading-viewing assessment rubric should align with the Phase D LO, systematically assess the level of thinking, integrate language elements, and be contextualized to students’ social and cultural realities).

3.2 Design and development of a reading-viewing article assessment rubric based on DRVTA and local wisdom sisingaan supported by multimodal literacy

Reading-viewing skills for analyzing popular article texts within the Merdeka Curriculum require mastery of advanced literacy skills that encompass not only literal comprehension but also the ability to interpret, analyze, evaluate, and reflect on information presented through various modes, both verbal and visual (Gusfitri & Delfia, 2024; Kemendikbudristek, 2022b). Therefore, the development of assessment instruments for reading-viewing skills must be grounded in a

comprehensive theoretical foundation that accurately represents the complexity of students' cognitive processes (BSKAP, 2022).

Conceptually, reading-viewing skills are grounded in critical reading and viewing theories that see the reader as an active subject in constructing meaning. Taglieber, Lanier, and Davies emphasize that critical reading involves not only understanding explicit ideas in the text but also uncovering implied meanings, identifying the author's perspective and purpose, and assessing the accuracy and relevance of information (Nurbaya, 2019). In the context of multimodal popular articles, viewing activities are integral to the reading process, as texts often combine visual, graphic, and illustrative elements that shape meaning. Thus, reading-viewing should be understood as an integrated process of critically and reflectively interpreting verbal and visual texts.

This understanding of reading-viewing is further reinforced by Barrett and Ruddell's reading comprehension taxonomy (Nurbaya, 2019). This taxonomy classifies comprehension into several levels: literal, inferential, applicative, analytical, synthesis, and evaluative. This framework provides a systematic theoretical basis for formulating assessment indicators for reading-viewing, as each level of understanding entails different cognitive complexities. Referring to this taxonomy, assessment should not only focus on the ability to find explicit information but also include the ability to interpret implicit meanings, apply information, analyze structure and language, integrate ideas, and critically evaluate messages and the text's purpose.

Additionally, reading and viewing skills are closely related to critical thinking. Facione's critical thinking framework places interpretation, analysis, evaluation, inference, explanation, and self-regulation as core components of critical thinking (Facione, 2015). When learning from popular articles, students are expected to assess the credibility of the sources, the consistency of the argument, the relevance of the data, and the social and cultural implications of the information presented. Therefore, reading-viewing rubrics must accommodate these critical-thinking dimensions to ensure that assessments accurately and comprehensively reflect students' competencies (Akbariski et al., 2024).

In pedagogical terms, the Directed Reading-Viewing Thinking Activity (DRVTA) strategy provides an essential foundation for teaching reading-viewing. DRVTA is a development of the DRTA strategy that integrates reading and viewing activities simultaneously. This strategy emphasizes prediction, verification, and reflection processes across stages before, during, and after reading and viewing. Students are guided to predict content from titles, illustrations, or other visuals; verify these predictions during the activity; and reflect on and evaluate their understanding afterward (Azmi et al., 2025). DRVTA encourages active student engagement, develops critical thinking skills, and strengthens multimodal comprehension, making it a relevant basis for creating rubrics to assess reading-viewing of popular articles. In the context of the Merdeka Curriculum, reading-viewing assessment rubrics must be aligned with learning outcomes and the principles of deep learning that emphasize awareness, meaningfulness, and active student involvement (Karim & Parhan, 2025; Sylvania et al., 2025).

Furthermore, this theoretical review also integrates local wisdom, particularly the cultural values of Sisingaan, as a learning and assessment context. Local wisdom is regarded as a meaningful and contextual learning resource because it is closely tied to students' social and cultural experiences (BSKAP, 2022). Incorporating local cultural values into assessment rubrics not only enriches the context of popular article texts but also strengthens the relevance of learning and supports the development of students' character and cultural identity.

The design phase focused on the conceptual development of a reading-viewing assessment rubric aligned with the Merdeka Curriculum, the DRVTA model, and Deep Learning principles. The rubric was developed by integrating critical reading-viewing theory and visual literacy, viewing reading-viewing as a hierarchical cognitive process that begins with understanding explicit information and culminates in critically evaluating the message and the author's intent. Based on the integration of critical reading theory, comprehension taxonomy, and critical thinking framework, the rubric encompasses six main aspects: literal understanding, inferential understanding, application, analytical thinking, synthesis, and critical thinking (Akbariski et al., 2024; Nurbaya, 2019). These six aspects represent levels of reading-viewing skills from basic to advanced, and are broken down into operational indicators tailored to the characteristics of popular article texts. The rubric design is also integrated with the DRVTA stages: predicting, reading or viewing, verifying, and revising understanding (Azmi et al., 2025; Richek, 1987). Therefore, the designed rubric functions not only as an assessment tool but also as a pedagogical device to guide students' reading-viewing thinking processes and as a basis for developing and refining the rubric in subsequent stages. The assessment rubric for reading-viewing popular articles developed in this study consists of six main aspects: literal understanding, inferential understanding, application, analytical thinking, synthesis, and critical thinking. These six aspects are broken down into 15 specific indicators,

designed to represent the levels of reading–viewing skills, ranging from explicit understanding to critical and reflective thinking, in comprehending popular articles based on local wisdom, Sisingaan, in a multimodal context.

Table 1 represents the construction of a learning assessment matrix that is systematically designed to measure students' literacy competencies through a multimodalization approach. This instrument was developed by integrating popular article texts and audiovisual shows that focus on the local wisdom of *Sisingaan* culture. Theoretically, the indicators in the matrix are excavated and arranged based on a comprehensive cognitive hierarchy, gradually transitioning from *Lower-Order Thinking Skills* to *Higher-Order Thinking Skills*. In the basic stage, the literal and inferential understanding aspects focus on evaluating the learner's ability to identify explicit information, such as central topics, empirical facts, and key terminology, while interpreting the implicit meaning and intent of the author behind the text. Mastery at this stage becomes a crucial foundation before learners are faced with more complex cognitive processing.

Furthermore, this matrix accommodates the realm of application and analytics that demand active cognitive involvement of students through the application of the *Directed Reading-Viewing-Thinking Activity* (DR-V-TA) strategy. At this level, the orientation of assessment is no longer centered on the acquisition of information alone, but shifts to the ability of students to demonstrate reading outputs into the context of functional learning, as well as to systematically describe the anatomical structure of the text. The analytical acuity of students is also tested through the separation indicator between the objective facts of the research and the subjective opinion of the author, where this skill is an essential prerequisite for the development of critical reasoning in consuming literature.

At its peak, this instrument articulates the dimensions of synthesis and critical evaluation as a representation of high-level literacy achievements. Students were evaluated for their capabilities in constructing a new paradigm by synthesizing various sources of information to formulate innovative ideas related to the preservation of *Sisingaan* culture. The critical aspect of this matrix specifically requires students to evaluate the objectivity and validity of the data, while reflecting on the relevance of the ethical-cultural values of local wisdom to the constellation of modern education. Overall, the design of this assessment matrix emphasizes that the evaluation of literacy based on local culture is not only oriented towards receptive linguistic skills, but is also projected as a strategic instrument for character strengthening, internalization of cultural identity, and the development of students' critical ability that is adaptive to the demands of 21st century education.

3.3 Validation of assessment Rubric

The next stage in the development of this instrument is to validate the assessment rubric that has been prepared. This validation process involves experts (validators) to ensure that the rubric is feasible, accurate, and relevant to be used in measuring the level of reading comprehension of the text of a student's popular article. The assessment is focused on the readability and accuracy of indicators based on the *Directed Reading-Viewing-Thinking Activity* (DRVTA) model which is integrated with *local wisdom of Sisingaan* and the use of multimodal literacy materials. Details of aspects, specific indicators, assessment criteria, along with the validation score column, is therefore available as *Underlying data* (see Data availability).

Based on the validation results of the DRVTA-based reading–viewing skills assessment rubric and the local wisdom of Sisingaan, it can be quantitatively stated that the developed rubric has high content validity. Of all the indicators validated by four validators (two practitioners and two academics), the majority received a score of 3 (essential), with CVR values ranging from 0.00 to +1.00 and agreement percentages ranging from 50% to 100%, indicating that these indicators substantially represent the construct of reading–viewing skills for popular articles in accordance with learning objectives and Deep Learning principles.

In terms of literal comprehension, the indicator identifying the topic, purpose, and focus of issues in popular articles was rated essential by all four validators ($n_e = 4$; CVR = +1.00), reflecting full agreement (100%) and signifying that this indicator is viewed as a fundamental component in reading–viewing skills. The indicator for finding factual information received an essential rating from three validators and a score of 2 from one ($n_e = 3$; CVR = +0.50; 75% agreement), indicating that this indicator is significant, although some validators consider it a supporting indicator. Meanwhile, the indicator mentioning key concepts or terms again obtained perfect agreement ($n_e = 4$; CVR = +1.00; 100%), emphasizing that mastery of terminology is a primary prerequisite for understanding the text.

For inferential comprehension, interpreting the author's intent received two essential ratings and two scores of 2 ($n_e = 2$; CVR = 0.00; 50% agreement), indicating that this indicator is meaningful but still requires more precise wording to better distinguish inferential from analytical skills. The ability to infer implicit meaning was rated essential by all validators ($n_e = 4$; CVR = +1.00; 100% agreement), indicating that drawing implicit conclusions is central to inferential

understanding. Interpreting the relationship between cultural values and educational goals received three essential ratings and one score of 2 ($n_e = 3$; CVR = +0.50; 75% agreement), underscoring its relevance to contextual learning grounded in local wisdom.

In the application aspect, applying the DRVTA strategy received three essential ratings and one score of 2 ($n_e = 3$; CVR = +0.50; 75% agreement), indicating that this indicator is considered very important in assessing students' conscious thinking processes during reading-viewing. The use of reading results to explain the application of Sisingaan cultural values likewise obtained $n_e = 3$ (CVR = +0.50; 75% agreement), reaffirming that the ability to apply cultural context into learning is relevant, though it still requires more precise boundaries of application.

In the analytical aspect, the structure and systematicity of popular articles obtained a perfect score ($n_e = 4$; CVR = +1.00; 100% agreement), indicating that understanding text organization and logic is a key component of reading and viewing popular articles. Differentiating facts and opinions received two essential ratings and two scores of 2 ($n_e = 2$; CVR = 0.00; 50% agreement), indicating that this indicator remains meaningful but is viewed by some validators as an advanced skill requiring more operational formulation.

In the synthesis aspect, combining information from multiple sources received three essential ratings and one score of 2 ($n_e = 3$; CVR = +0.50; 75% agreement). Formulating a comprehensive conclusion received three essential ratings and one score of 2 ($n_e = 3$; CVR = +0.50; 75% agreement), indicating that this indicator is significant, although it may partially overlap with inferential and analytical indicators. Formulating the concept of Sisingaan cultural preservation likewise reached $n_e = 2$ (CVR = 0.00; 50% agreement), indicating that this indicator is regarded as a meaningful reinforcement of learning, although not all validators consider it a core indicator.

In the critical aspect, evaluating the objectivity and validity of the data received three essential ratings and one score of 2 ($n_e = 3$; CVR = +0.50; 75% agreement), underscoring the importance of evaluative skills in reading popular articles. Meanwhile, assessing the relevance of local cultural values to modern educational contexts obtained a perfect score ($n_e = 4$; CVR = +1.00; 100% agreement), confirming that this reflective and contextual ability is regarded as central to critical thinking skills in reading-viewing learning grounded in local wisdom.

Overall, the distribution of CVR values indicates that most indicators reached the essential category, with CVR values ranging from +0.50 to +1.00 (75%–100% agreement), whereas the three indicators with a CVR of 0.00 (50% agreement) are retained as supporting indicators. The lower-agreement indicators do not undermine the overall construct validity of the rubric; rather, they signal areas requiring refinement of operational descriptors to improve clarity and evaluative consistency. Therefore, the developed assessment rubric has strong content validity and is suitable for use in teaching reading-viewing popular articles at the junior high school level.

4. Discussion

The validation findings indicate that the developed rubric meaningfully represents the construct of reading-viewing skills for popular articles at the junior high school level. The pattern of CVR values is theoretically interpretable rather than incidental. Indicators that obtained perfect agreement (CVR = +1.00)—identifying topic, purpose, and focus; mentioning key concepts or terms; inferring implicit meaning; analyzing text structure; and assessing the relevance of local cultural values to modern education—correspond to competencies that sit at the foundational and the higher-order ends of Barrett and Ruddell's comprehension taxonomy. Their unanimous endorsement suggests that validators recognised both literal anchoring and reflective evaluation as indispensable poles of the reading-viewing construct, consistent with the view that critical reading integrates explicit comprehension with the interrogation of meaning, purpose, and perspective (Nurbaya, 2019).

The indicators that reached only supporting status (CVR = 0.00)—interpreting the author's intent, distinguishing facts from opinions, and formulating a cultural preservation concept—share a common characteristic: each draws on overlapping cognitive operations that are difficult to bound operationally at the junior high school level. Interpreting authorial intent borders on analytical reasoning; distinguishing facts from opinions presupposes evaluative judgement; and formulating a cultural preservation concept demands that a synthesised understanding be translated into operational, applicable classroom terms, blurring the boundary between synthesis and application. The divided ratings therefore reflect construct adjacency rather than conceptual irrelevance, signalling that these descriptors require sharper performance boundaries so that raters can consistently locate evidence in students' responses. This interpretation is consistent with Facione's (2015) account of critical thinking, in which interpretation, analysis, inference, and evaluation function as interdependent components rather than discrete, cleanly separable skills.

A distinctive contribution of the rubric lies in its integration of the DRVTA stages into the assessment criteria. By embedding predicting, reading or viewing, verifying, and revising into the application aspect, the rubric assesses the thinking process rather than the final product alone, which aligns the instrument with the awareness dimension of Deep Learning (Karim & Parhan, 2025; Silvania et al., 2025). The moderate-to-strong endorsement of the DRVTA application indicator (CVR = +0.50) confirms that validators valued process-oriented assessment, while their reservations underscore the practical difficulty of evidencing internal cognitive stages through written work—a tension that classroom implementation will need to resolve through observation or think-aloud documentation.

The integration of Sisingaan local wisdom further differentiates this rubric from prior instruments. Whereas earlier work developed HOTS-based viewing tests (Oktavianto et al., 2025) and psychometric visual-literacy instruments (Kurniawati et al., 2025) without a specific cultural anchor, and multimodal teaching materials such as E-LKPD focused on learning media rather than assessment (Apreasta et al., 2023), the present rubric positions cultural content as a measurable dimension of comprehension. The full endorsement of the indicator assessing the relevance of local cultural values to modern education (CVR = +1.00) indicates that validators regard contextual cultural reasoning not as a peripheral enrichment but as a central component of meaningful reading–viewing, echoing the Merdeka Curriculum’s emphasis on contextual, culturally responsive learning (BSKAP, 2022).

Pedagogically, these findings suggest that the rubric can serve a dual role as both a measurement tool and a learning scaffold. Because each aspect is articulated as a graded descriptor aligned with DRVTA stages, teachers can use the rubric formatively to make the criteria of competent reading–viewing visible to students, thereby supporting the meaningfulness and engagement that Deep Learning seeks to foster. At the same time, the limitation of the study must be kept in view: the evidence reported here concerns content validity established through expert judgement with four validators, and does not yet speak to inter-rater reliability or to the rubric’s effect on student performance. The small panel is adequate for preliminary content validation but constrains the strength of the validity claim, and the supporting indicators in particular will benefit from empirical refinement before large-scale use.

Ethical considerations

Data collection for this study was conducted on 23 May 2026. Ethical approval for this study was granted by the Research Ethics Committee of the Faculty of Language and Literature Education (FPBS), Universitas Pendidikan Indonesia, through approval letter No. 361/UN40.A3.5.11.1/PJ.00.00/2026, signed by the Vice Dean for Education and Quality Assurance of the Faculty and the Head of the Indonesian Language Education Study Program on 21 May 2026. The study posed minimal risk to participants, as it involved only the expert evaluation of an assessment rubric and did not collect any personal or sensitive data.

This study involved four adult research participants, two academic experts in Indonesian language learning and assessment, and two junior high school Indonesian language teachers, who served as content validators of the developed assessment rubric. The study did not involve students, minors, patients, or animal subjects, nor did it involve any physical, psychological, or pedagogical interventions; participants’ involvement was limited to reviewing and rating the rubric indicators and providing written feedback. Participation was voluntary, and all four validators provided written informed consent prior to completing the validation instrument, after being informed of the purpose of the study, the nature of their involvement, and their right to withdraw at any time without consequence. No personally identifiable information beyond participants’ professional role (academic expert or teacher) was collected, and no participant data other than the validation ratings and comments described in the Method section were retained.

Data availability

Underlying data supporting the findings of this study are available through the Zenodo: <https://doi.org/10.5281/zenodo.21367085> (Pahruraji, 2026).

The repository contains assessment rubric, results of expert judgement/validation, and CVR analytical data that used to support the analysis and interpretation of the findings.

All shared materials are available under the terms of the [Creative Commons Attribution 4.0 International license \(CC BY 4.0\)](#).

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Summary:

This study develops and validates an assessment rubric for reading-viewing popular articles in Indonesian junior high schools, integrating the Directed Reading-Viewing-Thinking Activity (DRVTA) model and Sisingaan local wisdom to support Deep Learning principles. Using a Design and Development Research (DDR) approach, the authors formulated 15 indicators across 6 reading-viewing aspects and evaluated the content validity through Lawshe's Content Validity Ratio (CVR) with a panel of four expert validators.

General Evaluation:

The manuscript addresses a highly relevant and timely topic within the context of Indonesia's Merdeka Curriculum. The theoretical framework effectively synthesizes Barrett and Ruddell's comprehension taxonomy, Facione's critical thinking dimensions, DRVTA stages, and local cultural context. The manuscript is well-structured and cites recent, relevant literature. However, there are methodological and statistical nuances regarding the content validation process that need to be clarified and addressed to strengthen the paper's scientific rigor.

Main Revisions Required (Constructive Feedback):

1. Interpretation of Lawshe's CVR Cut-off (Methodology & Results):

- In Section 2.4 and Results, the authors note that CVR values ranged from 0.00 to +1.00, retaining indicators with CVR = 0.00 as supporting indicators.
- Based on Lawshe (1975) and Wilson et al. (2012), for a panel of N = 4 validators, the critical CVR value required to establish statistical significance at alpha = 0.05 is +1.00 (100% agreement). Indicators with CVR = 0.00 (50% agreement) and CVR = +0.50 (75% agreement) do not meet the minimum statistical significance threshold for content validity.

- Recommendation: The authors should clearly acknowledge this statistical threshold. Rather than asserting full content validity for indicators with CVR = 0.00, these should be explicitly labeled as "provisional/supporting indicators requiring further operational refinement" rather than definitively valid indicators.

2. Scope of Conclusion and Lack of Field Testing:

- The conclusions state that the rubric is "feasible for use in junior high school instruction." Since the study's design stopped at expert judgment (content validity) without empirical field testing or implementation with teachers and students, this claim is overextended.

- Recommendation: The authors should adjust their conclusions to reflect that content validity has been preliminarily established by experts, but practical feasibility, inter-rater reliability (e.g., Cohen's/Fleiss' Kappa among teachers), and student performance impact remain to be tested in future empirical studies. Please add a brief "Limitations and Future Directions" subsection in the Discussion.

3. Inclusion of Operational Scoring Descriptors:

- Table 1 presents the objectives and indicators well. However, to allow full pedagogical adoption and replication, the manuscript should provide an example of the actual operational rubric grid (e.g., performance level descriptors for scores 1–4 for at least one complete aspect) in the main text, rather than relying solely on the Zenodo repository link.

Minor Points:

1. Ensure consistent abbreviation usage throughout the text (e.g., standardizing "DRVTA" and "DR-V-TA").

2. Clarify briefly in the pedagogical discussion how teachers can effectively observe and assess internal cognitive stages (such as prediction and verification) during classroom implementation.

Is the work clearly and accurately presented and does it cite the current literature?

Yes

Is the study design appropriate and is the work technically sound?

Partly

Are sufficient details of methods and analysis provided to allow replication by others?

Partly

If applicable, is the statistical analysis and its interpretation appropriate?

Partly

Are all the source data underlying the results available to ensure full reproducibility?

Yes

Are the conclusions drawn adequately supported by the results?

Partly

Competing Interests: No competing interests were disclosed.

Reviewer Expertise: Language Education, Educational Assessment, Literacy, Curriculum and Instruction

We confirm that we have read this submission and believe that we have an appropriate level of expertise to confirm that it is of an acceptable scientific standard, however we have significant reservations, as outlined above.

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